



ST MICHAEL WITH ST THOMAS CE PRIMARY SCHOOL

EQUALITY ACTION PLAN AND ACCESSIBILITY PLAN 2023-2026

Key: R = Race; D = Disability; G = Gender; RB = Religion or Belief; A = Age; SO = Sexual Orientation; CC = Community Cohesion

| R | D | G | RB | A | SO | CC | Action/Objective | Expected Outcomes | How impact will be monitored | Responsibility | Timescales |
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| √ | √ | √ | √ | √ | √ | √ | Publish and promote the Equality Objectives through staff meetings, the school website and with the school committee. | The school and wider communities are aware of and actively working to support our Equality Objectives. The attainment and progress gap between gender groups diminishes. Children will demonstrate a strong knowledge and understanding of the fundamental British values, equality and diversity. | Annual Staff and parental questionnaires re: awareness of Equality Objectives and its contents. Discussed as part of school committee meetings. Monitoring of pupil voice. Data analysis of attainment and progress. | SLT | Immediately after School Committee approval of Equality Objectives and on-going. |
| √ | | | | | | | Continue to identify and monitor racist incidents and report the figures to the School Committee on a termly basis | Clear systems and procedures in place for the monitoring and addressing of racist incidents | Reduction in reporting of racist incidents and no re-occurrences | SLT | On-going |
| √ | √ | √ | √ | | √ | | Continue to prevent and respond to any discriminatory incidents and prejudiced based bullying | Students feel safer as they know incidents are dealt with effectively | Reduction in discriminatory/ bullying incidents and no re-occurrences | SLT | On-going |
| √ | √ | √ | √ | | √ | √ | Ensure the curriculum, displays and enrichment activities promote role models and heroes that young people positively identify with and ensure these reflect diversity in terms of race, gender and disability | Links with local groups, visitors, enrichment activities and displays all promote positive role model images around school. | Monitoring and recording of pupil attitudes and reactions through questionnaires, SMSC books, spotlights and pupil voice | All staff | On-going |
| √ | √ | √ | | | | √ | Continue to analyse pupil achievement by EAL, gender, disability, FSM LAC, and act on trends and patterns that require additional support for pupils. | Through data analysis, trends and patterns will be identified and support put in place resulting in a positive impact on achievement and a narrowing of the equality gap. Support from a universal level as well as from specialist services will be utilised where necessary inline with the | Data analysis of targets, attainment and progress indicators | SLT | On-going |

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| | | | | | | | | graduated approach. | | | |
| √ | √ | √ | | | | √ | Recognise and represent the talents of all pupils and ensure fair and accurate representation of race, gender and disabilities | Achievements of pupils are regularly shared through social media platforms, newsletters, class and subject spotlights. All children have access to extracurricular opportunities/ events to showcase talents. Race, gender and disability are fairly and accurately represented. | Extra-curricular club register monitored by race, gender and disability and updated regularly. | HT and all staff | On-going |
| | | | √ | | | | Continue to recognise and mark events from other cultures/faiths represented in our schools and our communities | Children feel their culture is valued and respected and children learn about other cultures/faiths in our communities. Interfaith week is celebrated annually. Links with local places of worship, visitors and enrichment activities to recognise key events/ aspects of other cultures. | Children feel able to talk openly about their cultures and topic evaluation shows good perception and understanding of other cultures | All staff | On-going |
| | √ | | | | | | Ensure teaching materials are available in accessible formats | Constant review of the LUNAR curriculum to ensure that adaptations are made to materials and access strategies are used to support all learners e.g modified resources, support staff, room usage, specialist equipment etc | Monitoring to ensure all children are able to access the school curriculum | Class Teachers | Ongoing |
| √ | | | √ | | | √ | Identify any resources and CPD needs to support intercultural links and citizenship | Appropriate resources are in place to support the implementation of a well-rounded curriculum which supports pupils' understanding of equality and diversity, supported by the Jigsaw PSHE scheme and the Blackburn RE syllabus. | Evaluations and monitoring of pupil perceptions via pupil voice and questioning. Current teaching of equality, diversity and FBV will be regularly monitored. | PSHE & co-ordinators with the support from all staff | Ongoing |
| √ | √ | | √ | | | | To ensure the content of school meals and the eating environments meet the needs of all race and faith groups and those with specific medical needs | All children able to access appropriately prepared school meal provision. | Increased take up of school meals. | School meal providers | Ongoing |
| | √ | | | | | √ | Ensure parents and community visitors are aware that the schools have disabled facilities including ramped and other disabled access and disabled toilets via newsletters and websites | Parents and other prospective visitors are aware of our facilities and are encouraged to visit | Feedback from disabled visitors regarding access to the school and suggestions on any improvement in facilities recommended | SLT and Office Staff | On-going |

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| | √ | | | | √ | Publicise maps and access arrangements in the prospectus and website so parents and community visitors are aware that disabled parking is available | Parents and other prospective visitors are aware of our location and facilities and are encouraged to visit | Feedback from disabled visitors regarding school accessibility and use of disabled care parking spaces | SLT and Office Staff | On-going |
| √ | √ | | | | | Improve communication with parents/carers by investigating alternative options – personalise to the needs of families as they join the school | Parents/carers will have improved access to the school's newsletter and current information as well as through more accessible social media platforms. | Feedback from parents/carers and the use of the website. | SLT and Office Staff | 2023/2024 academic year and ongoing |
| √ | √ | | | | | Ensure the school prospectus continues to be available on the school website, and investigate audio/ video alternatives for further accessibility. Parents to be given the option for the prospectus to be printed in different languages – personalise to the needs of families as they join the school. | Improved access to the school's prospectus and associated materials leading to an increase in pupil admission numbers | Increase in pupil numbers and positive feedback from parents/carers | SLT and Office Staff | 2024/2025 academic year and ongoing |
| √ | √ | √ | √ | √ | √ | Ensure that policy and practice relating to the recruitment, retention and training is inclusive of the diverse needs of applicants and staff. | Staff reporting an improved sense of inclusion. | Continue to monitor the equality information relating to staff | HT and Governors | On-going |