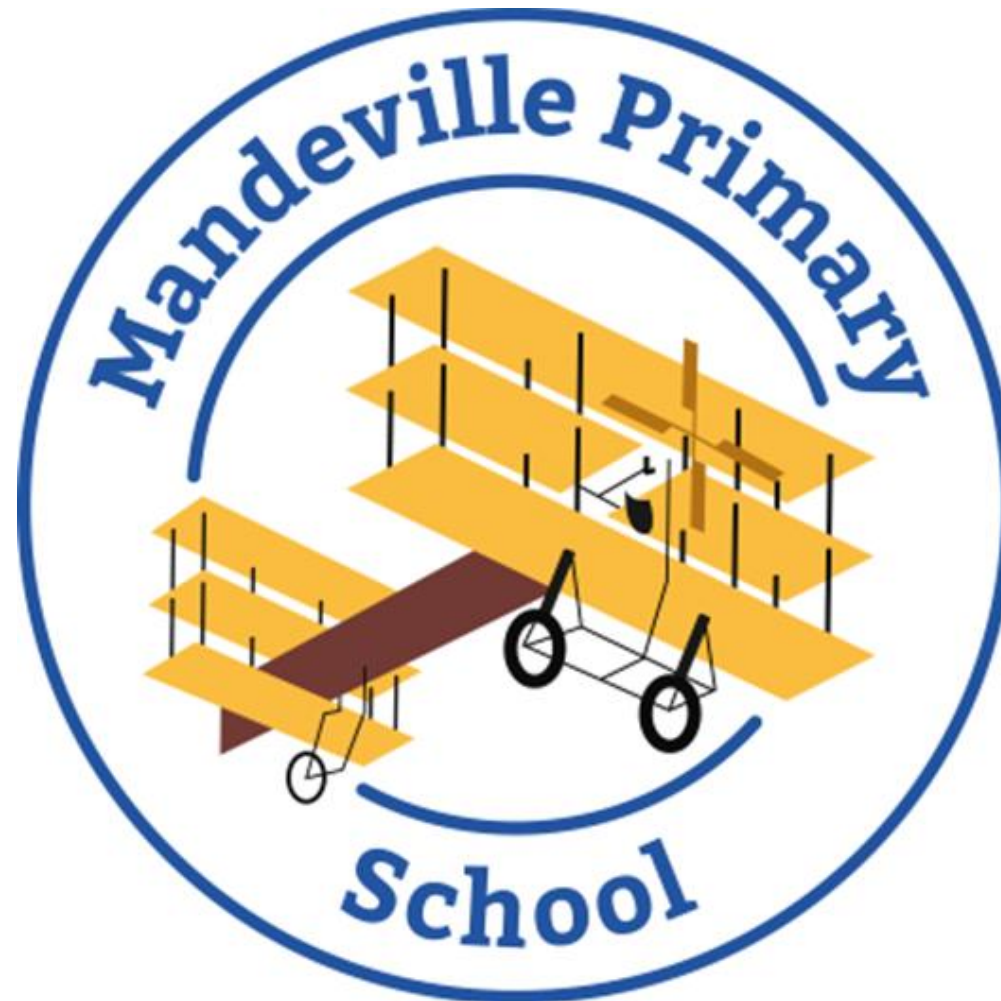


APPENDIX 4c EQUALITY ACTION PLAN MANDEVILLE (including Accessibility Plan) 2024-27



Mandeville

| Public Sector Equality Duty | Equality Objectives | Actions | How will the impact of the action be monitored? | Who is responsible | Time Frames |
|---|---|--|---|---|-------------|
| Eliminate discrimination, harassment and victimisation | No member of the school community is discriminated on the grounds of any protected characteristic. | <p>Pupil, Parent and Staff Reviews (Questionnaires) include questions relating to discrimination, bullying and harassment.</p> <p>Use contextual information to identify vulnerabilities and proactively engage targeted families in order to address any issues in under-represented groups</p> | <p>SLT Meetings</p> <p>Report to Curriculum Committee</p> | <p>Senior Leadership Team</p> <p>Associate Head</p> | Termly |
| Advance equality of opportunity between different groups | Narrow the gap in attainment (numbers achieving age expected levels) between children who receive a Pupil Premium grant and those who do not. | <p>Allocate interventions from trained support staff (Academic mentors, Teaching and learning associates) and specialist teachers to children who are FSM/PPG who are not achieving age expected levels.</p> | <p>Pupil data analysis of PPG from nursery to year 6</p> <p>Review and report to Governors.</p> <p>FSM pupils to make accelerated progress and be provided with appropriate interventions</p> | Inclusion Manager/SLT | Termly |

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|-----------------------------|---|--|--|--|---|
| | <p>Narrow the gap in attainment (numbers achieving age expected levels) between SEND and non-SEND.</p> <p>Ensure that SEND children can access the curriculum through Quality First teaching and / or planned adaptations</p> <p>Narrow the gap (numbers achieving age expected levels) between under performing groups and those making good progress.</p> | <p>Subject Leads to develop a subject overview which includes accessibility for SEND children.</p> <p>Termly analysis of outcomes (assessment and raising achievement meetings) identifies underperforming groups and individuals and these children are targeted to receive interventions (analysis includes: ethnicity, gender, EAL, PPG, term of birth, SEN)</p> <p>Monitoring of ethnicity, disability and gender with regards to recruitment, training and promotion.</p> <p>Monitoring visits by SLT to playground to view participation and put in actions to redress imbalance</p> | <p>Pupil data analysis of SEND from nursery to year 6</p> <p>SDP Reviews</p> <p>Curriculum review meetings.</p> <p>SEND data analysis</p> <p>Pupil consultation, assemblies and School council</p> | <p>Inclusion Manager/ Deputy Head/SLT</p> <p>Associate Head</p> <p>Senior Leadership Team/ Inclusion Team/SENDCO</p> | <p>Termly</p> <p>Termly</p> <p>On going</p> <p>On going</p> |

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|--|---|--|--|--|---|
| | <p>Ensure that recruitment of staff takes into account the diversity of the community served.</p> <p>Ensure fair use of the playground, equipment and participation by all children.</p> <p>Staff Training that highlights and addresses issues of inequalities</p> | <p>eg additional girls football sessions.</p> <p>Cohort profiles with groups identified provided to all staff.</p> | SDP Reviews | <p>Associate Head / Executive Head</p> <p>Curriculum Lead and subject leads</p> <p>Inclusion Manager/ SENDCO</p> | <p>On going</p> <p>On going</p> <p>Termly</p> |
| <p>Foster good relations between different groups</p> | <p>Raising Awareness of the Single Equalities Policy</p> <p>To continue to host and attend events which promote and celebrate difference and diversity in community</p> | | <p>Governing Body</p> <p>Parent Review surveys</p> | <p>Governor for Equality</p> <p>Inclusion Team</p> | <p>Yearly</p> <p>On going</p> |

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| Accessibility - premises | To ensure that, as far as possible, the physical environment is accessible to all users. | Repositioning of classes to accommodate need of disabled pupils where necessary – adjust classroom location as specific children move up the school to remove need for 2 classrooms upstairs for example. | SDP review | Associate Head and Executive Head Premises Manager Class teachers and Inclusion Team | On going |
| Curriculum | Develop a curriculum (LEAP Empowerment Curriculum) that is representative and relevant to the school community and wider community in Hackney (Decolonising the curriculum) Increase access to the curriculum for pupils with a disability. | | Analyse units of work Assess impact of changes made CPD audit and review. PM for all staff. | Associate Head and Curriculum lead SENDCO | On going |