

## HESLERTON CE PRIMARY SCHOOL EQUALITY PLAN 2014-7



### Target:

- Improve access to curriculum (long term)

### Success criteria:

- All staff confident and consistent in range of differentiation strategies and use of alternative recording.
- Disabled children confident and able to participate equally in out of school activities.
- All staff work from a disability equality perspective.
- Increased confidence of staff in developing their curriculum area accessibly.
- Improved involvement of TAs in planning and evaluation of lessons

Actions to achieve the success criteria	Persons responsible	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
To ensure a consistent approach to differentiation and alternative recording in school, review school policy with FGB to reflect good practice guidance.	SENCo	Sept 2014	By Dec 2014	FGB meeting time	Designated Governor and HT	
Ensure disabled children participate equally in after school and lunch time activities. Survey participation in clubs at lunch and after school to ensure all children have access to these.	SENCo	Sept 2014	By Sept 2015	Office time	Designated Governor and HT	
Ensure all staff have undertaken disability equality training by reviewing policy and discussing school practices.	SENCo	Sept 2014	July 2015	Staff meeting time	Designated Governor and HT	
Develop links with local enhanced mainstream schools to improve understanding of approach and strategies. a. Organise opportunities for staff to discuss personalised approaches with Local EMS Schools if needed. b. Establish training meetings for whole school staff if needed	SENCo	Ongoing	Ongoing	Non-contact time where necessary. As above.	Designated Governor and HT	
Develop system for involving TAs in quality curriculum delivery - Establish joint TA/teacher observations and evaluations.	SENCo	From Sept 2014	Review effectiveness 2015	Non-contact time for feedback	Designated Governor and HT	

Additional actions to be agreed and recorded above based upon individual need/response to issues arising.