



THE THREE SAINTS ACADEMY TRUST EQUALITY AND ACCESSIBILITY ACTION PLAN 2024-27



St Ann's Church of England Primary School

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
√	√	√	√	√	√	√	Publish and promote the Equality Scheme through staff meetings, school newsletters and school website	The schools and wider communities are aware of and actively working to support our Equality Scheme	Regular consultation with staff and parents/ carers re: awareness of Equality Scheme and its contents	SLT	Ongoing
√	√	√	√		√		Continue to prevent, identify, respond and monitor any discriminatory incidents and prejudiced based bullying as per the Anti-Bullying Policy	Students feel safer as they know incidents are dealt with effectively	Reduction in discriminatory/ bullying incidents and no re-occurrences	SLT	Ongoing
√	√	√	√	√	√	√	Updates to parents/ carers about incidents of discrimination to engage their support	It is clear to the school community that all forms of discrimination are not tolerated.	Analysis of discriminatory incidents.	SLT	Ongoing
√	√	√	√	√	√		Ensure all pupils are able to access all curricular and extra-curricular activities	All pupils have equal access to all curricular and extra-curricular activities. Pupils from all demographic groups access all curricular and extra-curricular activities.	Analysis of registers.	SLT	Ongoing
√	√	√	√	√	√		Ensure that policy and practice relating to the recruitment, retention and training is inclusive of the diverse needs of applicants and staff	Staff report an improved sense of inclusion	Data collection and monitoring of equality information relating to staff.	CEO & Headteacher	Ongoing
√	√	√	√	√	√	√	Super Leader Team to create Anti-Bullying promotional material for other children to celebrate difference and communicate anti-bullying messages	Pupils understand and celebrate equality and diversity, are tolerant of others and incidents of bullying are low	Pupil voice about celebrating difference to be collected	Super Leader Team	Ongoing

√	√	√	√	√	√	√	Ensure the curriculum, resources, displays and enrichment activities promote role models and heroes that young people positively identify with and ensure these reflect diversity in terms of age, disability, gender, marriage and civil partnership, race, religion or belief and sexual orientation	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 pupil voice.	All staff	Ongoing
√	√	√	√	√	√	√	Ensure lesson content promotes and supporting the teaching of equality and diversity	Pupils understand equality and diversity and are tolerant of others	Pupil books and interviews will evidence the teaching of equality and diversity	All staff	Ongoing
√	√	√				√	Continue to analyse pupil achievement by race, 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	Data analysis of targets, attainment and progress indicators	Directors & SLT	Ongoing
√	√	√		√			Recognise and represent the talents of all pupils and ensure fair and accurate representation of age, disability, gender and race.	Age, disability, gender and race are fairly and accurately represented.	Representations monitored by age, disability, gender and race and updated regularly	SENCO and all staff	Ongoing
√	√	√	√	√	√	√	Continue to recognise and mark events from other cultures/ faiths/ other aspects of diversity represented in our schools and our communities	Children feel their culture is valued and respected and children learn about other cultures/faiths/ aspects of diversity in our communities	Children feel able to talk openly about their cultures and topic evaluation shows good perception and understanding of other cultures/ aspects of diversity.	All staff	Ongoing
	√						Ensure teaching materials are available in accessible formats	Adaptations are made to materials, e.g. modified resources, support staff, room usage etc	Monitoring to ensure all children are able to access the school curriculum	Class teachers	Ongoing
√	√	√	√	√	√	√	Identify any resources and CPD needs to support teaching of equality and diversity and the teaching of children with additional needs	Improved links with others via video conferencing, e-mail, film podcasts and visitors to school	Evaluations and monitoring of pupil perceptions via pupil voice and questioning	Personal Development and Well Being Lead with the support from all staff	Ongoing

√	√	√	√	√	√	√	Identify any resources and CPD needs to support teachers teaching children with additional needs	Children with additional needs make strong progress from their individual starting point.	Analysis of pupil progress data	Headteacher	Ongoing
√	√		√				To ensure the content of 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 – Mellors Kitchen staff Base staff	Ongoing
	√					√	Ensure parents and community visitors are aware that the schools have disabled facilities including ramped and other disabled access and disabled toilets.	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	Headteacher & Office Staff	Ongoing
	√					√	Publicise access arrangements 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	Headteacher & Office Staff	Ongoing
		√					Gender neutral toilet available	People of any sex, gender or gender identify feel comfortable with bathroom facilities available	Feedback from staff, parents, visitors or pupils	Headteacher	Ongoing
√	√						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	Feedback from parents/carers and the use of the website	Office Staff	Ongoing
√	√						Ensure the school prospectus is available on the school website and investigate audio/alternative options. Offer parents/carers 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 ensure fair access to information about the school	Parents/ carers feel welcomed and well-informed	Headteacher & Office Staff	Ongoing

	√						Furniture, fixtures and fittings accessible to disabled people.	People with disabilities able to access and use all areas in school.	Risk assessment undertaken with people with disabilities.	Headteacher	Ongoing
						√	Breastfeeding friendly space	Breastfeeding mothers have a space to feed their baby or express milk.	Risk assessment undertaken with new mothers who have recently returned to work.	Headteacher	Ongoing