

**Great Chart Primary School  
Equality Scheme Action Plan 2024-25**

<b>Objective/ Target</b>	<b>Activity</b>	<b>By When</b>	<b>By Whom</b>	<b>Success Criteria</b>
Review Disability Equality Scheme	Review scheme at staff meetings and Governors Personnel	November each year	HT/DHT	Disability Equality Scheme reviewed by stakeholders indicated
Awareness of Diversity and Equality for all staff	Member of staff responsible for this area in school- subject leaders	Annually review	All staff	Staff awareness of diversity and equality reinforced. Curriculum reflects diversity.
To identify children allocated to EYFS for the next academic year who need provision made	At least one visit per child to settings providing pre-school provision More than one visit for children identified as needing. Liaison with pre school and nurseries and outside agencies and parents where relevant.	May 2024	EYFS Leader	Staff are fully prepared for new intake to prepare for a smooth transition.
To establish and maintain close liaison with parents	Parent of children with who need support and a provision plan are invited to review the plan with the class teacher and/or SENCO/ Assistant SENCO	3 times a year	Class teacher/ Inclusion team	Parents of children with special education needs feel involved in supporting their child. Their child makes good progress and can access the full curriculum.
To establish and maintain close liaison with outside agencies for pupils with additional needs	Time allowed for SENCO and other staff to attend network opportunities Time allowed for staff to attend relevant meetings /training.	Ongoing	Inclusion team class teacher	Staff attend relevant meetings to ensure the school is meeting the needs of the pupils with SEND
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits	Early planning and risk assessments for regular trips, to meet identified needs of cohorts who are in the school Ensure each new venue is vetted for appropriateness. Adult supervision is appropriate for needs of children.	Ongoing	Inclusion team and class teacher	All pupils are accessing and experiencing the opportunities available
To include pupils with a disability, medical condition or other access needs as fully as possible in extracurricular provision	Early planning and risk assessments for regular trips, to meet identified needs of cohorts who are in the school.	Ongoing	Inclusion team and class teacher	All pupils are accessing and experiencing the opportunities available.

To regularly review the curriculum and teaching plans to ensure children have access to all opportunities and their needs are being met	Termly planning meetings to review curriculum plans. Differentiation and relevant visual support provided to aid access to learning.	Termly	Class teachers and subject leaders	All pupils are accessing and experiencing the opportunities available.
Ensure there is a comprehensive CPD programme which includes development of knowledge and sharing of information for staff on meeting specific identified needs	Annual training cycle that includes SEND and specific training as identified.	Annually	All staff	There has been access to learning opportunities for staff who are designing curriculum areas, where pupils at the school have an identified need. The learning from these opportunities is shared with colleagues to promote awareness for all relevant staff.
Use ICT software to support learning	During PPM meetings staff discuss strategies to aid learning eg use of chrome books, Communicate in Print etc.	Termly	SLT Class teacher Inclusion team	Wider use of SEN resources in classrooms to support pupils
Analysis of Standards	Track pupil progress of pupils with a disability	Term 2, 4 and 6	Phase Leaders/ Class teachers/ Inclusion Team	Pupils tracked to ensure they progress as expected
Ensure information is gathered regarding pupils joining the school	Review existing application forms to ensure information is recorded regarding disabilities. Record this information centrally on the MIS	Ongoing	Business Administration Manager	School holds records of pupils with disabilities. Procedures are reviewed to assist these pupils. Health Care Plans formulated if necessary
Ensure information is gathered regarding all staff including those under a different contract	Review existing application forms to ensure information is recorded regarding disabilities. Record this information centrally on the MIS	Ongoing	Business Administration Manager	School holds records of staff with disabilities. Procedures are reviewed to assist staff
Review information to parents/carers to ensure it is accessible.	Provide information/ letters/emails in clear print in "simple" English. School office and the FLO will support and help parents to access information and complete school forms	Ongoing	Office staff FLO	All parents receive information in a form that they can access All parents understand what are the headlines of the school information

Provide information in other languages for pupils or prospective pupils	Access to translators. Interpreters to be considered and offered if possible where necessary	Ongoing	Office staff	Pupils and/or parents feel supported and included
Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children	Seek support from LA HI and VI advisory teachers when necessary		Inclusion Team	All children have access to the appropriate environment
Ensure access to reception area for all	Maintain entrance area for wheelchair access		Office staff and site managers	Disabled parents/carers/ visitors feel welcome
Ensure disabled toilet facilities meet current regulations	Maintain disabled toilet facilities		Site Managers	Disabled parents/carers/ visitors feel welcome
To ensure disabled parking space is available at all times	Regular notices/ reminders to other parents in newsletters	Ongoing	HT/ DHT	Disabled parking space kept clear
To ensure supply staff are aware of disabilities of some pupils	Information to be shared as appropriate with relevant staff. Google doc related to medical issues	Updated each September	DHT	All teachers better informed
Ensure colour contrast around the school is maintained for VI	Maintenance programme		Site Managers	Colour contrast around the whole school is clear for the whole community.