

Horn Park School
 Equalities Action Plan 2018 – 2021

Equality Strand	Equalities Issue	Action	How the impact will be monitored	Person responsible for implementation	Time frames	Expected Impact
All	Ensuring the equalities policy is embedded across the school community	Publish and promote the school action plan through web site, newsletter and PDM's	Add questions to annual surveys to establish awareness and understanding	Headteacher	As soon as Policy is agreed by trustees	<p>All staff are familiar with the principles of the equality plan and use them to underpin planning and teaching</p> <p>Pupils have an increased awareness of equality</p> <p>Parents are aware of the practice and purpose that underpins the equality policy</p>
Gender	<p>Fewer boys are reaching EXP in both KS1 and KS2 compared to girls</p> <p>Progress of boys compared to national</p> <p>Progress of boys compared to girl in school is lower</p>	<p>Review of curriculum to ensure focus texts and enrichment are engaging both boys and girls</p> <p>Creation of reporting club for boys to engage in reading and writing of sporting events across the school</p>	<p>In year assessment</p> <p>End of year data</p>	Phase Leaders	Autumn 2020	The number of boys achieving EXP at KS1 and KS2 is in line with girls

		Work with True Colours				
Sexual orientation	Develop understanding of same sex relationships	<p>INSET from Metro charity</p> <p>Identification of Metro ambassadors</p> <p>Develop pupils understanding of relationships</p> <p>Sharing information with parents</p> <p>Review and implement new curriculum texts</p> <p>New RSE curriculum introduced supports diversity and shared understanding</p>	<p>Behaviour logs</p> <p>Observations</p>	Inclusion Leader	Summer 2021	A greater understanding reduces incidents of homosexual labels being used in a derogatory way
Religion	Increased incidents of Islamophobia within the local community	<p>Review of RE curriculum to focus on topics and similarity of religions moving away from region based topics</p> <p>Increase understanding of Islam</p> <p>Speakers to promote understanding of Islam</p> <p>Challenging negative statements of parents</p>	<p>Observations</p> <p>Increased engagement within RE learning</p> <p>Behaviour logs</p>	Head of School RE lead	Summer 2020	Improved knowledge empowers greater understanding of Islam resulting in

		and children				
SEND	Support for children who struggle to self-regulate emotions within a classroom setting, impacting on academic progress	<p>Review Inclusion policy</p> <p>Nurture provision to support children displaying distressed behaviour</p> <p>Lunch club offered</p> <p>Drawing and talking</p>	<p>Boxall targets and planning implemented</p> <p>SDQ's</p> <p>Children's assessment and data</p>	Assistant Headteacher	Summer 2020	Children identified with emotional difficulties make good progress and are monitored closely by class teachers and SENCO. Children are supported in all areas of the curriculum and wider community of the school. Children are given opportunities to participate in whole school events and the community.
SEND	SEND Children with complex ASD supported appropriately with individualised learning opportunities	<p>Review specialist provisions and links to mainstream classes</p> <p>Lunch club for children in Sycamores to interact with other children across the school</p> <p>Horse riding opportunities</p> <p>Life skills sessions including; shopping, cooking and travel training</p>	<p>Willowdene assessment system</p> <p>IEP targets</p> <p>Annual review targets</p>	Assistant Headteacher	Summer 2020	<p>Children identified as SEND make good progress and are monitored closely by class teachers and SENCO.</p> <p>Children with SEND are supported in all areas of the curriculum and wider community of the school.</p> <p>Children with SEND are given opportunities to participate in whole school events and the community.</p>
SEND	Children diagnosed with dyslexia make good progress from their	Level 7 trained teacher and assessor	12 week individual plans	Assistant Headteacher	Summer 2020	Children identified as SEND make good progress and are

	starting points	Gain dyslexia mark Dyslexia friendly classrooms Dyslexia friendly workbooks in class and reading books	Children's data Pupil voice Dyslexia friendly status			monitored closely by class teachers and SENCO. Children with SEND are supported in all areas of the curriculum and wider community of the school. Children with SEND are given opportunities to participate in whole school events and the community.
--	-----------------	--	--	--	--	---