



DOG KENNEL HILL PRIMARY SCHOOL

Equality Objectives and Accessibility Plan 2024-2028



Appendix 1

Equality Objectives 2024-2028

Public Sector Duty	Equality Objective	Actions	Who is responsible	Time Frame	Progress Commentary
Eliminate, discrimination, harassment and victimisation.	<p>Discrimination to be recorded, tracked and incidents to continue to be low.</p> <p>To improve knowledge of diversity within the school thereby improving relations and reducing discrimination, harassment and victimisation. Address unconscious bias through training.</p> <p>Develop awareness and understanding of homophobia and gender identity related discrimination.</p>	<ol style="list-style-type: none"> 1) Develop effective analysis and monitoring of discriminatory behaviour using My concern (racial, homophobic bullying). 2) Ensure that any homophobic or racial incidents are dealt with and recorded. Currently numbers of incidents are low. Ensure that recording of incidents is rigorous and provide training for all staff regarding this. 3) Children who have been victimised to be supported and perpetrators to complete tasks that educate them regarding the impact of their behaviour. 4) Develop and embed LGBTQ+ history month. Celebrate the achievements of key historical LGBTQ+ figures and embed this within the school's history curriculum. 5) Provide yearly training for staff regarding diversity and encourage greater knowledge, tolerance and harmony. 	<ol style="list-style-type: none"> 1) Safeguarding and Interventions Officer/ DHT 2) Safeguarding and Interventions Officer/ DHT 3) Safeguarding and Interventions Officer 4) DHT 5) EHT/DHT 6) EHT/DHT 7) EHT/DHT/ Subject Leaders 8) English and Humanities Subject Leaders 9) EHT/DHT 10) DHT 	<ol style="list-style-type: none"> 1) And 2) Audit application of the new behaviour monitoring system termly. 3) Spring Term 4) Spring Term 5) Mapped out in September and every half term 6) Mapped out every Term 7) Autumn Term 8) Autumn Term and evaluated in Summer Term 9) Week on Week Basis 10) Autumn Term 	



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		<ul style="list-style-type: none"> 6) Organise diversity workshops for children to encourage greater understanding and tolerance. 7) Develop and embed Black History month work into the curriculum. 8) Include diverse texts across the whole Yearly Reading, Writing and Humanities Overviews 9) Ensure diversity is widely advertised to parents and that they are encouraged within newsletter to promote respectful behaviour. 10) Anti-bullying week. 			
<p>Advance equality of opportunity between different groups.</p>	<p>To continue to narrow the gap between boys' and girls' attainment in all subjects.</p> <p>To adapt the curriculum to ensure that the needs of all pupils are met.</p> <p>Raise the attainment of White British children by 10% across the school</p> <p>Create an adapted assessment system to</p>	<ul style="list-style-type: none"> 1. Continue to analyse the performance of boys v girls each term and take action to address this using a range of targeted interventions. (Take into account children with SEND as currently a higher proportion of those on the SEND register are boys.) 2. Regularly audit the curriculum considering boy v girl interest level and attainment. 3. During Subject Pupil Book Studies, encouraged boys and girls to reflect and evaluate the curriculum. 4. Take action in terms of Reading, Writing and Humanities units taught 	<ul style="list-style-type: none"> 1) DHT 2) Subject Leaders 3) EHT/DHT/Subject Leaders 4) English and Humanities Leads 5) Safeguarding and Interventions Officer/ EHT/ DHT 6) DHT and SENDCO 7) EHT/ DHT and SENDCO 8) EHT/ DHT and SENDCO 	<ul style="list-style-type: none"> 1) Every Pupil Prpgress Meeting- Termly 2) Termly 3) See Monitoring cycle- termly 4) Autumn Term 5) Every Pupil Prpgress Meeting- Termly 6) Spring Term 	



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	<p>monitor the progress of children with SEND.</p>	<p>and adapt the curriculum overview in response to this.</p> <p>5. Continue to analyse progress data and target appropriate interventions to raise attainment.</p> <p>6. Embed the use of SOLAR for children with SEND needs who are not yet working within the national curriculum.</p> <p>7. Explore SOLAR and NTS data to create an accurate assessment and tracking of children with SEND.</p> <p>8. Monitor the progress of identified pupils (SEND and PP) during Pupil Progress meetings and action intervention and strategies to support.</p>		<p>7) Spring Term</p> <p>8) Every Pupil Prpgress Meeting- Termly</p>	
<p>Foster good relations between different groups.</p>	<p>Continue to develop parent communication and engagement with the school.</p> <p>Ensure that the opinions of all protected groups are captured</p>	<p>1) Arrange workshops covering relevant aspects which affect parents and their children e.g. reading, phonics, SEND, Behaviour etc</p> <p>2) Within pupil voice activities provide an option to include ethnicity to enable the school to consider if the voice of all groups is being captured and whether further action is required to ensure that all groups are engaged.</p>	<p>1) EHT/ DHT</p> <p>2) EHT/DHT/ Subject Leaders</p> <p>3) DHT</p> <p>4) EHT/ DHT</p> <p>5) DHT and SENDCO</p> <p>6) DHT/ Subject Leaders</p>	<p>1) Every Term</p> <p>2) See Monitoring cycle-termly</p> <p>3) On a Week by Week basis-calendar of events over the year</p>	



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		<p>3) Encourage respect and tolerance by relaunching through events such as international Day.</p> <p>4) Amend staff data so that it includes religion to enable leaders to ensure that all protected groups opinions are captured within staff meetings.</p> <p>5) Continue to conduct embedding the school values. Assemblies promoting understanding of types of disabilities including hidden disabilities such as autism.</p> <p>6) Organise various School Responsibilities and clubs to support the work in school e.g. garden club, School Council, Arts Ambassadors, Sustainability Ambassadors</p>		<p>4) Summer 24</p> <p>5) On a Week by Week basis-calendar of events over the year</p> <p>6) Termly</p>	
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Appendix 2

Accessibility Plan 2024-2028

Accessibility Area	Access Objective	Actions	Who is responsible	Time Frame	Progress Commentary
Improve access to the physical environment	Improve the physical environment for people with mobility difficulties.	<ol style="list-style-type: none"> 1) All staff who receive visitors at the Office need to ask if there are any access requirements that the school should be aware of, particularly in relation to any requirement for support in case of fire. 2) Provide ear defenders as barriers to noise where this may be required for children with needs. 3) Peace Club open and can continue to run effectively at lunch times. 	<ol style="list-style-type: none"> 1) Office Staff 2) SENDCO 3) Lunch Time Supervisor 	<ol style="list-style-type: none"> 1) Ongoing 2) Ongoing 3) Ongoing 	
Improve access to the curriculum	<p>Increase access for those with disabilities to a range of sporting activities and to other SEMH Provisions</p> <p>Structured and specialised support for children with sensory processing needs.</p> <p>Provide access to appropriate mental health interventions.</p>	<ol style="list-style-type: none"> 1) SENDCO to organise children with SEMH needs to have access to Forest school, Lego Therapy, Thrive, Counselling, Music & Art Therapy. Timetable blocks of intervention. Ensure that progress within this is tracked using Leuven indicators. 2) Improve sensory provision for those pupils who have sensory processing difficulties. 3) PE Coach to have training to support children with SEND needs. Organise weekly sessions to support these children with appropriate activities. 	<ol style="list-style-type: none"> 1) SENDCO and Safeguarding and interventions Officer 2) SENDCO 3) PE Coach and SENDCO 	<ol style="list-style-type: none"> 1 and 2 Autumn Term and reviewed every Pupil Progress Meeting/ when issues arise 3) Autumn Term and updated with OT/ EP advise 	
Improve access to the curriculum	Improve access to information for parents	<ol style="list-style-type: none"> 1) Ensure information for parents is user friendly and available in different formats. E.g. face to face workshop, recordings on the website. PPT 	<ol style="list-style-type: none"> 1) Office Staff/ Frootes Media 	<ol style="list-style-type: none"> 1,2 and 3 When Policy or website 	<ol style="list-style-type: none"> 1)



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		<p>that can be translated into different languages.</p> <p>2) Signpost parents to appropriate support groups, networks or support services. E.g Early help service.</p> <p>3) Organise Early Help meetings for parents in school to support engagement with services early.</p>	<p>2) Office/ DHT/ Safeguarding and Interventions Officer</p> <p>3) Safeguarding and Interventions Officer</p>	<p>updates arise/ weekly for newsletters and other communication</p>	
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