



## St Gregory's Catholic Comprehensive School Equality Plan

Vision Statement reference	Target	Strategy	Action by > Recipient	Timescale and cost	Success criteria	Monitored by	Status
<b>General Governance</b>							
	The Equality Plan is annually monitored and updated	All of the Governors' Committees will review their sections of this plan annually, and the FGB will ratify the plan accordingly.	Governors' Committees > FGB	Annually Minimal	Committees confirm annual review	Full Governing Body	Last checked Jan 2011
		Annual review of the Equality Plan as part of SIP review	SLT > Headteacher	Annually Minimal	Headteacher confirms SIP has incorporated equality considerations	Full Governing Body	Last checked Dec 2009
<b>Physical accessibility: 1).</b> Improve the physical environment of the school for the purpose of increasing the extent to which students with a disability are able to take advantage of education and associated services provided or offered by the school							
	Improve staff awareness About barriers to learning	Raise staff awareness of a range of barriers to learning for students with sensory impairment, including classroom layout, lighting etc	SLT > Staff	Short term Low	Staff training by SLT	Learning and Teaching Committee	Last checked May 2010
		Raise staff awareness of impact which teaching materials can have on some students e.g. screen brightness, worksheets (colour, size, layout etc).	SLT > Staff	Short term Low	Staff are sensitive to barriers to learning and include strategies in their planning	Learning and Teaching Committee	Last checked May 2010
		Make staff aware of LA support services available to advise on adaptation work	SLT > Staff	Short term Low	LA available resources are fully utilised.	Learning and Teaching Committee	Check May 2010



## St Gregory's Catholic Comprehensive School Equality Plan

	Target	Strategy	Action by > Recipients	Timescale and cost	Success criteria	Monitored by	Status
	Reduce physical barriers to learning so far as reasonably practicable over time	Improved access for HI students Install sound field system where appropriate	Bursar > Capital Expenditure WG	Short term High	Appropriate sound systems in place	FEGP	Up to date
		Provide quiet learning environment	Bursar > CE WG	Short term Low	Action completed	FEGP	Complete
		Improve access for Visually Impaired students by colour-contrasted stair edges and door steps.	Bursar > CE WG	Ongoing	All modifications are in line with the LA Accessibility Plan	FEGP	Up to date
	Ensure full use is made of available external resources	Ensure school plans for improving accessibility are in line with LA strategy.	Bursar > Building WG	Ongoing	All modifications are comply with latest requirements	FEGP	Up to date
		Ensure any building work undertaken by the school is accessible and continues to improve the accessibility of the school as a whole	Bursar > Building WG	Ongoing	All modifications are comply with latest requirements	FEGP	Up to date
		Make staff aware of LA support services available to advise on adaptation work	Bursar > Building WG	Ongoing	All modifications are comply with latest requirements	FEGP	Up to date



## St Gregory's Catholic Comprehensive School Equality Plan

<b>Physical accessibility: 2). Improve the physical environment of the school for all users of the site.</b>							
	Target	Strategy	Action by > Recipients	Timescale and cost	Success criteria	Monitored by	Status
	Improve access to all areas of the site to people with physical disabilities	Identify aspects of the school where there are particular barriers for people with sensory impairment	Bursar > Capital Expenditure WG	Short term Low	Incorporate high priority access improvements into the SIP	FEGP	Up to date
		Identify areas which cannot be made physically accessible	Bursar > CE WG	Short term Prohibitively high	Record inaccessible areas in Accessibility Plan	FEGP	Up to date
		Provide improved wheelchair access in toilets for PD people	Bursar > CE WG	Continuous review Moderate to High	Incorporate high priority access improvements into the SIP	FEGP	Complete
		The school decides which of its entrances and exits have priority and plans to fit ramps and handrails where needed	Bursar > CE WG	Short term Continuous review Moderate	Appropriate facilities for disabled access in place	FEGP	Up to date

### Notes

Improved access for PD students: Ramping in a number of areas is impractical. Governors looked into installing a lift but ruled it out due to the age and design of the building, cost and impact on existing provision, but will keep the issue under review.

Amendments to the North building have been made to improve access where possible (e.g. access to dining hall, chapel and main hall)



## St Gregory's Catholic Comprehensive School Equality Plan

<b>Learning and Teaching:</b>							
Vision Statement reference	Target	Strategy	Action by > Recipients	Timescale and cost	Success criteria	Monitored by	Status
	<p><b><u>To meet the National Curriculum Inclusion Statement "NCIS" (statutory) which says that Schools must:-</u></b></p> <ul style="list-style-type: none"> <li>Set suitable learning challenges</li> </ul>	<p>To enable the staff to improve the provision for students with learning / behaviour needs they need to be able to:-</p> <ul style="list-style-type: none"> <li>be able to access relevant training</li> <li>purchase materials which allow better curriculum access for higher levels of pupil need</li> <li>use NCIS to inform differentiated planning and provision across the school</li> <li>be aware of availability of specialist staff</li> <li>use specialised curriculum provision (e.g. Speedway facility) and other strategies to develop speech, language and literacy skills</li> <li><i>appreciate EAL assistance is available where needed</i></li> </ul>	<p>SLT &gt;</p> <p>Identified staff</p> <p>Identified subjects</p> <p>All staff</p> <p>All staff</p> <p>All staff who have undertaken training</p> <p>Identified staff</p>	<p>On-going Standards Fund (SF )</p> <p>Ongoing Variable</p> <p>Ongoing Minimal</p> <p>On-going SF £</p> <p>Ongoing Estimate</p> <p>On-going Negotiated</p>	<p>Broader range of teaching strategies used by teachers and TA's</p> <p>Staff are confident to meet the needs of students with a diverse range of learning and behaviour needs</p> <p>All students make <b>expected</b> progress</p> <p><i>[The above success criteria apply to all indents]</i></p>	<p>SLT lesson observation monitoring</p> <p>IEP process</p> <p>Learning and Teaching Committee</p>	<p>In place</p> <p>In place</p> <p>current status of NCIS awaiting further advice from DfE May 2010</p> <p>Access to AST &amp; range of advisors</p> <p>Speedway in place and is successful</p> <p>Di Mancini</p>



## St Gregory's Catholic Comprehensive School Equality Plan

<b>Learning and Teaching:</b> continued							
Vision Statement reference	Target	Strategy	Action by > Recipients	Timescale and cost	Success criteria	Monitored by	Status
	<ul style="list-style-type: none"> <li>Respond to pupils' diverse learning needs</li> <li>Overcome potential barriers to learning and assessment for individuals and groups of pupils including disadvantaged learners e.g. SEN, LAC, FSM, EAL and ethnicity groups.</li> </ul>	<ul style="list-style-type: none"> <li>use Gifted and Talented strategy to differentiate provision for G&amp;T students</li> <li>The above strategies to set suitable learning challenges and responding to pupils diverse learning needs apply</li> <li>Teaching staff know and use strategies to enable all student groups to make progress</li> <li>Staff monitor and evaluate attainment and progress of disadvantaged learners</li> </ul> <p><u>Behaviour and Attendance</u></p> <ul style="list-style-type: none"> <li>whole staff training in a variety of behaviour management approaches</li> </ul>	<p>All staff &gt; students</p> <p>Subject Leaders&gt; Teaching staff</p> <p>SLT &gt; All staff</p> <p>Student Services / AOL teams</p>	<p>Ongoing Low</p> <p>Ongoing moderate</p> <p>Ongoing Low</p> <p>Ongoing low</p>	<p>Closing of attainment gaps. RAISEonline indicators show an absence of significantly negative performance</p> <p>Pupils demonstrate excellent concentration and are rarely off task, even in extended periods without direction from an adult.</p> <p>Reduction in fixed term &amp; permanent exclusion</p> <p>All staff &amp; Governors have a clear understanding of appropriate and positive behaviour management</p> <p>Absence targets are met (LA and RAISEonline) Timed and costed plan devised</p> <p>All staff are appropriately trained</p>	<p>SLT Learning and Teaching Committee</p> <p>SLT Learning and Teaching Committee</p> <p>SLT / Middle leaders</p> <p>HT /Discipline Panel</p> <p>Learning &amp; Teaching Committee</p> <p>CCC's Committee</p> <p><b>Staff Committee</b></p>	<p>In place May 2010</p> <p><b>On going</b></p> <p>In place May 2010</p> <p>In place May 2010</p> <p><b>On going</b></p> <p>In place April 2011</p> <p>In place April 2011</p> <p><b>On going</b></p>



## St Gregory's Catholic Comprehensive School Equality Plan

<b>Learning and Teaching:</b> continued							
Vision Statement reference	Target	Strategy	Action by > Recipients	Timescale and cost	Success criteria	Monitored by	Status
	<ul style="list-style-type: none"> <li>Inset needs are identified</li> </ul>	<u>Implementing training development</u> <ul style="list-style-type: none"> <li>all training supported</li> </ul>	SLT > All staff	Ongoing Low		Staff Committee	
		<u>Improving inclusive ethos</u> <ul style="list-style-type: none"> <li>To carry out school audit of the 'wider curriculum' e.g. clubs, school visits to ensure that <u>all</u> students can, and are encouraged to, participate</li> </ul>	SLT > Students	ongoing	All students have access to, and are encouraged to participate in, school clubs, trips etc	SLT (annual audit) Learning and Teaching Committee	In place April 2011
	The needs of the intake for the following year are assessed and training needs identified	Provide Access training relevant to whole school and individual student needs	SLT > Identified staff	Summer Term  Inset in Sept	All staff feel competent and supported in dealing with the intake range of ability / disability	SLT (annual review) Learning and Teaching Committee	In place April 2011
	Disability Discrimination Act	Ensure all Staff are aware of the implications of the DDA and the range of identified disabilities	SLT > All staff	Short Term low	Staff Aware	<b>SLT Staff Committee</b>	Staff are aware of inclusion policy
	To develop and maintain the above on an annual basis	To provide training with appropriate support services for relevant staff	SLT > Identified staff	Ongoing low	<p>School to have a wide range of teaching styles and resources available for all areas of the curriculum.</p> <p>All practice reviewed on an annual basis. Progress reported to Governors Learning and Teaching Committee</p> <p>Strategies in place to enable full access to curriculum for students with a range of disabilities.</p>	<p>SLT <b>Staff Committee</b></p> <p>Learning and Teaching Committee</p> <p>Learning and Teaching Committee</p>	<p>In place April 2011</p> <p>In place April 2011</p>



## St Gregory's Catholic Comprehensive School Equality Plan

Vision Statement reference	Target	Strategy	Action by > Recipients	Timescale and cost	Success criteria	Monitored by	Status
<b>General Equality issues</b>							
	Race, gender and disability stereotypes in subject choice and careers advice are challenged	Positive promotion of subject choice and careers irrespective of gender, race or disability.	All staff > Students	Ongoing Low	Annual review by Equal Opportunities Coordinator demonstrates there are no barriers to choice	SLT CCC's Committee	
	All students, irrespective of race, gender or ability are encouraged to achieve their full potential	Students are monitored closely to ensure that no students are 'stuck' or 'coasting'	All staff > Students	Ongoing Low	FFT Indicators show above national level performance and RAISEonline indicators show an absence of significantly negative performance for ALL student groups	SLT Learning & Teaching Committee	In progress April 2011
	There is no sexual, racial or disability bullying	Students are educated via the curriculum, assemblies and pastoral programme  Staff are aware of appropriate language / touching etc in order to enforce the behaviour management system	All staff > Students  SLT > All staff	Ongoing Low  Ongoing Low	Incidents of sexual, racial or disability bullying are minimised	SLT CCC's Committee	
	Positive partnerships with parents and the wider communities are developed	Staff and students are aware of, and celebrate, cultural differences within our community	All staff > Parents, Students, Wider community	Ongoing Low	Experience of diversity is positive	SLT CCC's Committee	



## St Gregory's Catholic Comprehensive School Equality Plan

Vision Statement reference	Target	Strategy	Action by > Recipients	Timescale and cost	Success criteria	Monitored by	Status
<b>Staffing:</b>							
	There is no unlawful sexual racial , age or disability discrimination in school policies or procedures	An audit of staff pay and conditions will be carried out to ensure there are no unfair pay gaps or differentiation in conditions.	Governors SLT > Staff	Ongoing Low	There are no cases of discrimination (inc. pay or promotion)	SLT Staff Committee	ongoing
	Sexual, racial and disability harassment	A log is kept of any complaints of discrimination, bullying, harassment or victimisation. Staff are encouraged to report any incidents.	Staff > SLT	Ongoing Low	Any incidents of racial, sexual or disability harassment are logged and actioned appropriately	SLT Staff Committee	Completed 09 Review 2010
	School's policies and practices promote sexual, racial, age and disability equality in the workforce and in the delivery of services	All school policies and procedures are evaluated to consider their impact on sexual, racial, age and disability equality before they are implemented, and are regularly reviewed.	Governors > Staff	Ongoing Low	No discrimination is identified	Staff Committee	Completed 09 Review 2010
	Equality of opportunity is promoted	Staff appointments are made on merit	Staff Committee > Staff	Ongoing Low	Staff Committee annual review of recruitment and leaving data indicates no unfair practice.	Staff Committee	Completed 09 Review 2010



## St Gregory's Catholic Comprehensive School Equality Plan

Vision / S.I.P	Target	Strategy	Action by > Recipients	Timescale and cost	Success criteria	Monitored by	Status
<b>Provision of information: Improve the delivery of information</b>							
	<u>Improved provision of information</u> Barriers are identified where access to information may need to be improved, in order to ensure that students, <b>staff</b> and/or parents have full access to information (including website and publicity)	Write Plan indicating <ul style="list-style-type: none"> <li>• Formats which need changing</li> <li>• Key documents which need translation</li> <li>• Strategies needed to do this</li> </ul> Identify providers of 'transcription' services	Office Manager > students / parents	Ongoing Low	Appropriate information is provided to identified people	Bursar/ Full Governing Body	
		Support services are consulted for advice	Office Manager > EAL students/ parents	Ongoing Low	Section for access to information included in SIP.		
		Audit current 'client' group of parents and students to identify needs and produce a list	Office Manager > students / parents/carers	Ongoing Low	Information available for parents and students in a variety of formats.		
		Develop strategies for meeting needs as identified above (e.g strategies for parents meetings, school reports etc)	Office Manager > parents	Ongoing Low			
		<u>Improved access for VI students</u> Written material in alternative formats (as necessary)	Office Manager > VI students	Ongoing Low			



## St Gregory's Catholic Comprehensive School Equality Plan

### **This Plan incorporates the following policies and legislation:**

- National Curriculum Inclusion Statement (NCIS)
- Children's Plan
- Disability Discrimination Act / Disability Equality Duty
- Sexual Discrimination Act / Gender Equality Duty
- Race Relations Act / Racial Equality
- Equal Pay Act
- Employment Equality (Age) Regulations
- European Convention on Human Rights
- Equality Act 2006 / (Equality Bill 2010\* currently going through Parliament)

It promotes equality irrespective of race, disability, sex (including gender, sexual orientation, pregnancy or maternity), age, socio-economic group and religion or belief.

### Glossary

AOL – Area of Learning	FGB – Full Governing Body	LAC – Looked After Child
AOL Team – AHT, Pastoral Leader and Review Tutor	FSM – Free School Meal	NCIS – National Curriculum Inclusion Statement
AHT – Assistant Head Teacher	G&T – Gifted and Talented	PD – Physically Disabled
CCC – Catholicity, Care and Community	HI – Hearing Impaired	SEN – Special Educational Needs
EAL – English as an Additional Language	HT – Head Teacher	SLT – Senior Leadership Team
FEGP – Finance, Environment and General Purposes	IEP – Individual Education Plan	TA – Teaching Assistant
FFT – Fischer Family Trust	LA – Local Authority (i.e. Kent County Council)	VI – Visually Impaired

**Plan updated by Learning and Teaching Committee: April 2011**  
**Plan updated by FEGP Committee: 6<sup>th</sup> May 2010**  
**Reviewed by CCC Committee: 28<sup>th</sup> January 2010**  
**Reviewed by Staff Committee: 19<sup>th</sup> January 2010**  
**Approved by Full Governing Body: 4<sup>th</sup> March 2010**