

Action Plan from Equality Scheme and Inclusion Quality Mark Audit

This is an appendix to the Equality Policy & Scheme

The College has the Inclusion Quality Mark at Level 3 and wishes to achieve Level 5 by September 2010

Objectives	Timescale	Actions	Outcomes	Person Responsible for leading
To encourage parents/ carers to be more actively involved in their child's learning (IQM)	Fronter and MISs training Summer 2010	<ul style="list-style-type: none"> • Continue to run Parents as Learners courses • Training on Fronter for parents • Training on MIS for parents • Views of parents gained via Parent Partnership Group 	<ul style="list-style-type: none"> • Increasing no. of parents sign up for courses to help with student learning • Parents understand the benefits for Fronter and MIS 	MC/MB
To ensure that staff fully understand the role of governors (IQM)	On going	<ul style="list-style-type: none"> • Continue to invite members of staff to present at governors meetings • Via staff bulletin provide a governors update of key items discussed at meetings 	<ul style="list-style-type: none"> • Staff have an increasing awareness of the role of the Governing Body 	WB
To involve local communities, such as the elderly and the variety of ethnic groups, in activities in the school.	On going	<ul style="list-style-type: none"> • Ensure that school activities are aimed at a variety of different 	<ul style="list-style-type: none"> • Increase in uptake of adult learning courses run through Specialist Status and Extended Schools 	GS/LW

(IQM)		<p>groups.</p> <ul style="list-style-type: none"> • Run courses for the elderly as part of extended services i.e Silver Surfers 		
To increase the use of the school for life-long learning opportunities (IQM)	As above	As above		
To continue to ensure that there is a positive view of the school from the local community (IQM)	Ongoing	<ul style="list-style-type: none"> • Ensure key events are in local newspapers and magazines. 	<ul style="list-style-type: none"> • Local community has an increasing knowledge of life at Settle College. • Celebration of achievement 	WB/Governors
To continue to ensure that aspirations are high amongst staff and students. (IQM)	On going Summer 2010	<ul style="list-style-type: none"> • More consistent use of target grades • Increase parent and staff confidence in target grades • Ensure parents understand how target grades are set • Give staff more of an input into setting target grades 	<ul style="list-style-type: none"> • Target grades used with confidence by students and staff. • Parents understand target grades • Students aspire to achieve their target grades. 	Faculty Leaders
Develop guidelines for integrating into lessons the experiences gained by those who have been away for	March 2010	<ul style="list-style-type: none"> • Devise a set of protocols for students off school for extended 	<ul style="list-style-type: none"> • All staff are clear about their role in providing work etc for students absent for extended periods of time. 	JD

extended periods. (IQM)		periods		
To ensure all staff and governors are aware of attendance concerns regarding vulnerable learners and are pro-active in working with partners to respond to them. (IQM)	On going	<ul style="list-style-type: none"> • GL continues to produce weekly attendance analysis by group. • Ensure all tutors follow up attendance issues and pass on concerns. • Challenges set for PA students 	<ul style="list-style-type: none"> • Reduction in no. of PA's. 	JD/GL
To ensure curriculum materials reflect the cultural and faith backgrounds, experience and interests of all learners (IQM)	On going	<ul style="list-style-type: none"> • Ensure this is a feature of Subject Reviews • Theme of the week reflects different cultures. • Displays for learning reflect diversity 	<ul style="list-style-type: none"> • Different faiths represented considering ethnic make up of school. 	MC/MB
To ensure lessons extend the learning of all (IQM)	On going	<ul style="list-style-type: none"> • Continue with G+T interviews to ensure students are challenged • Curriculum review to ensure courses are fit for purpose • Toolbox • TLC group • L+T Policy 	<ul style="list-style-type: none"> • G+T learners and other learner report that they are challenged in lessons. 	MC
To ensure all staff are aware of	On going	<ul style="list-style-type: none"> • Updates in bulletin and 	<ul style="list-style-type: none"> • Staff know the needs of vulnerable students and 	Faculty

<p>potential barriers to learning for vulnerable groups of children and are proactive in responding to them through differentiation that ensures all learners are motivated, involved and are making good progress, particularly when returning to class after a period of absence. (IQM)</p>		<p>briefing so staff know the needs of vulnerable students and can plan accordingly.</p> <ul style="list-style-type: none"> • Differentiation is not just by outcome. 	<p>can plan accordingly- learning walks and student voice confirm this.</p>	<p>Leaders</p>
<p>To ensure class and subject teachers take responsibility for the learning of all learners both within their lessons and those temporarily absent through illness or exclusion (IQM)</p>	<p>On going</p>	<ul style="list-style-type: none"> • There is a need to ensure that systems are followed by all staff when students are absent on exclusions. • Faculty Leaders need to discuss with staff why it is important to set work for absent students and Faculty Leaders need to monitor this within their teams 	<ul style="list-style-type: none"> • Policy for excluded students and absent students is consistently followed by all staff. 	<p>JD/Faculty Leaders</p>
<p>To review the Equality Policy and Scheme with our stakeholders. (Equality Strand)</p>	<p>Spring and Summer Term 2010</p>	<ul style="list-style-type: none"> • Governors review the policy annually • Ensure discussion of the policy and scheme is part of the Parent Partnership Group 	<ul style="list-style-type: none"> • All stakeholders contribute to policy, action plan and scheme. 	<p>MC/WB</p>

		<p>Forum.</p> <ul style="list-style-type: none"> • Student Learning and Teaching Group to discuss annually. 		
To achieve the Dyslexia Quality Mark (Equality Strand)	March 2010	<ul style="list-style-type: none"> • Achieve this by Summer 2010 • Complete audit • Update information to staff • Jlo to attend Dyslexia training 	<ul style="list-style-type: none"> • Dyslexia Quality Mark Achieved 	JD/Jlo/GL
To achieve the IQM at Level 5 (Equality Strand)	October 2010	<ul style="list-style-type: none"> • To achieve this by autumn term 2010 • Ensure key areas for development from IQM audit are highlighted in the CIP and in this plan • Update IQM audit early autumn term 2010 	<ul style="list-style-type: none"> • IQM Level 5 achieved 	MC/Subject Leaders
To ensure racist incidents are reported and acted on (Race Equality Duty)	On going	<ul style="list-style-type: none"> • Identify, respond and report racist incidents following school procedure. • Report figures to the governing body and LA • Ensure recorded racist incidents are notified to the Vice Principal and that action has also 	<ul style="list-style-type: none"> • Teaching staff are aware of and respond to racist incidents. 	MC/HoH

		been recorded		
Ensure that all students are given the opportunity to make a positive contribution to the life of the school (Equality Strand)	On going	<ul style="list-style-type: none"> Involvement of different groups in school council 	<ul style="list-style-type: none"> More diversity in school council membership 	HoH
To ensure cultural events are celebrated throughout the year (Community Cohesion)	In place by Sept 2010	<ul style="list-style-type: none"> Theme of the week Tutor group responsible for one of the themes via assembly/display Celebration of e.g Eid, Diwali, Christmas 	<ul style="list-style-type: none"> Increased student understanding of different communities 	CF
To ensure that the Equality Plan is published (Equality Strand)	March 2010	<ul style="list-style-type: none"> School website Question about parent awareness of equality scheme in survey Newsletter Staff meetings 	<ul style="list-style-type: none"> Staff are familiar with the principles of the Equality Plan and use them when planning lessons etc. Parents are aware of the plan 	MC
Monitor and analyse student achievement by race, gender, disability and act on trends or patterns that require additional support for students (Equality Strand)	On going	<ul style="list-style-type: none"> Student trackers Going for gold board for Year 11 	<ul style="list-style-type: none"> Analysis demonstrates gaps are narrowing 	JD/Subject Leaders
Ensure representation on the G+T register fully reflects the school population in terms of race and gender/disability (Equality Strand)	On going Feb 2010 report to Governors	<ul style="list-style-type: none"> G+T register monitored by groups- FSM, SEN, disability etc. 	<ul style="list-style-type: none"> Analysis of the G+T register indicates it is changing to reflect the school population 	MC/Subject Leaders
To ensure extra and additional support	On going	<ul style="list-style-type: none"> Depending on need e.g 	<ul style="list-style-type: none"> Students make progress and achieve their 	Faculty

<p>for students who are underachieving (Equality Strand)</p>		<p>ensure that student with visual impairments have accessible texts.</p> <ul style="list-style-type: none"> • Intervention groups • 1:1 tuition • Department intervention 	<p>potential</p>	<p>Leaders</p>
<p>To ensure additional support for disabled parents/carers/staff (Disability Equality Duty)</p>	<p>On going</p>	<ul style="list-style-type: none"> • Depending on need e.g. provision of a sign interpreter for a deaf parents • Ensuring that meetings are held in the most accessible parts of the school to support wheelchair users. 	<ul style="list-style-type: none"> • All students/staff and parents are able to play a full part in school life 	<p>JD, Jlo</p>

MC