

**Equality Objectives 2020/21 - 2023/24**

**Overall Target**

To actively encourage positive attitudes towards those with protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy & maternity, race, religion & belief, sex, sexual orientation) and to meet their needs.

**Intended Impact**

Astrea Academy Dearne is fully inclusive and there is equality of opportunity for all.

Action	Success Criteria	Impact
Systematically seek the views of parents/carers, respond to concerns and improve inclusive practices for all	<ul style="list-style-type: none"> <li>All parents will have been contacted, by telephone email or letter – being offered the opportunity to share their views / concerns with regard to equality and inclusion at Astrea Academy Dearne</li> <li>SEND drop in morning organised for parents and carers of children with SEND for Oct 2023.</li> </ul> <p>Updated 7/10/22: parent evaluation (online) January 2022; pupil voice February 2022; 2 x parent consultation evenings held September 2022; SEND pupil voice October 2022</p>	<p>All stakeholders will be informed of the views of parents/carers, including any particular concerns</p> <p>Adjustments can be made to plan for school improvement with regard to equality and inclusive practice</p> <p>Individual concerns can be remedied in a timely and constructive fashion</p>
Assemblies to be delivered to all year groups with a focus on inclusivity, diversity, tolerance and avoiding discrimination	<ul style="list-style-type: none"> <li>Assemblies delivered to all pupils</li> <li>Opportunities are embraced to enrich multi-cultural and multi-faith education</li> <li>British Values are promoted and understood</li> <li>Issues of identity, equality, racism, rights and responsibilities are explored with the children</li> <li>Spiral assemblies curriculum planned: with a focus on the Equality Act, Diversity, Inclusion; British Values a key area covered through Personal Development curriculum</li> </ul>	<p>Children treat others with dignity and respect and understand the effects of discrimination</p>

	<p>Updated 7/10/22: SENDCo assemblies w/c 5.12.22 with a focus on the Equality Act, Diversity, Inclusion; British Values a key area covered through Personal Development curriculum</p>	
Review of the school environment, with a focus on accessibility	<ul style="list-style-type: none"> <li>All stakeholders have access to the school site (reasonable adjustments are made where necessary)</li> </ul> <p>Updated 7/10/22: September 2022; Visual Impairment and Hearing Impairment Advisory Services have conducted environmental audits for pupils with identified needs</p>	The school site, classrooms and lessons are accessible for all.
Review of the school curriculum, with a focus on inclusive lesson resources and delivery	<ul style="list-style-type: none"> <li>SoL are mindful of SEND, disability, accessibility of learning activities and 'next steps' to further improve practice in these areas</li> <li>Inclusion is a focus throughout curriculum planning at Faculty and whole school level</li> </ul> <p>Updated 7/10/22: 1:1 meetings have taken place between SENDCo and Heads of every Faculty to evaluate individual subject areas and the Inclusive Curriculum development; evidence of inclusive planning at both long-term and day-to-day level</p>	All pupils are enabled and supported to access their curriculum regardless of SEND, disability, or other protected characteristic.
To continue to make all enrichment activities accessible (e.g. extracurricular activities and sporting events).	<ul style="list-style-type: none"> <li>All pupils are enabled to participate in all activities across the curriculum (reasonable adjustments are made where necessary)</li> <li>Disabled pupils are offered the opportunity to represent the school</li> <li>Disabled pupils are enabled to attend all visits and residential</li> </ul> <p>Updated 7/10/22: Audit of extra-curricular clubs and activities (academic year 2021-22) demonstrates equity in SEND and PP involvement as well as student leadership roles</p>	All pupils' needs are met and they are able to take as full a part as possible in the activities of the school.

Positive images of people with different abilities, and from different cultures and backgrounds, to be displayed in classrooms and around school.	<ul style="list-style-type: none"> <li>Images to be displayed in classrooms and corridors.</li> </ul> <p>Updated 7/10/22: school displays and corporate imagery has been updated; ongoing review of school environment by SLT weekly</p>	Children treat others with dignity and respect and understand the effects of discrimination
All school staff and the governors have had access to training on disability equality and inclusion.	<ul style="list-style-type: none"> <li>Feedback from attendees demonstrates staff understand statutory obligations and guidance</li> </ul>	All staff understand statutory obligations and guidance; staff actively promote equality, inclusivity and celebrate diversity
The school website is updated to ensure the SEN Information Report, Accessibility Arrangements, Access Plan and Equality Objectives are clear and easy to access	<ul style="list-style-type: none"> <li>All statutory guidance, policies and planning documentation is available and easy to find through the school website</li> <li>School website audit undertaken; all policies reviewed and minor amendments where needed in the body of the SEND webpage</li> </ul> <p>Updated 7/10/22: school website audit undertaken; all policies reviewed and minor amendments where needed in the body of the SEND webpage</p>	<p>To ensure full compliance and transparency of school practices with regard to the Equality Act 2010</p> <p>Our equality of provision will be regularly reviewed and monitored</p>