



STRATEGIC EQUALITY PLAN FOR DEAN TRUST SCHOOLS Ashton on Mersey

September 2021

The Dean Trust Schools

Ashton on Mersey School

**Strategic Equality Plan
2020 – 2024**

PART A:

Strategic Equality Plan agreed by WTLP Governors:

(Signed by Vice Chair)

N. Thople

Date: September 2021

A handwritten signature in black ink, appearing to be 'N. Thople', with a long horizontal flourish underneath.

Scheme due for review: September 2022

Contents of our Strategic Equality Plan (SEP)

- 1. Our distinctive character, values, priorities and aims**
 - 1.1 Trust values
 - 1.2 Characteristics of our school
 - 1.3 Mainstreaming equality into policy and practice
 - 1.4 Setting our equality objectives

- 2. Responsibilities**
 - 2.1 Governing Body
 - 2.2 Senior Leadership Team
 - 2.3 Staff – teaching and non-teaching

- 3. Information gathering and Engagement**
 - 3.1 Purpose and process
 - 3.2 Types of information gathered
 - 3.3 Engagement

- 4. Equality Impact Assessment**

- 5. Objectives and Action Plans**

- 6. Publication and reporting**

- 7. Monitor and Review**

Appendices

- | | |
|---------------|---|
| App. 1 | Regional Equality Objectives |
| App. 2 | School Equality Objectives and Action Plan |
| App. 3 | School Access Plan |

1. Our Distinctive Character, Priorities and Aims

The following principles underline everything we do;

- A respect for all pupils and their parents.
- A full commitment to professionalism.
- A well-ordered and caring school community.

The school aims to:

- Help all pupils to achieve their academic and social potential in a safe and inclusive environment where there is equality of opportunity in learning and self-development

for all, and an unacceptance of any form of discrimination of any member of our school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

- Help pupils to acquire knowledge and skills needed for adult life, employment and leisure in a fast-changing world.
- Help pupils to be literate and numerate.
- Help pupils to develop lively, enquiring minds with the ability to question and debate rationally.
- Equip pupils to be able to apply themselves mentally and physically so that they can problem-solve and make safe and healthy lifestyle choices.
- Prepare pupils for future economic roles as producers, consumers and citizens.
- Equip pupils to be entrepreneurial so that they can contribute to an industrialised and highly technological society in an altruistic manner.
- Embed the principles of good manners, common sense, initiative and courtesy and to develop a respect for other people and their property.
- Help pupils develop sensitivity, empathy, tolerance, self-control, sympathy and an understanding of others while helping pupils understand and respect the world in which they live and the interdependence of individuals, groups of people and nations.
- Increase pupils' awareness of the wide variety of religious and cultural experiences, beliefs and practices to be found in the world so that they may develop an awareness and understanding of their own beliefs and respect the rights and values of others. Help pupils to understand the effect of human activities on the environment.

- Create a happy and stable environment in which learning can take place.
- Help pupils to develop an interest in their own good health and acquire the skills to make positive choices and decisions throughout their lives.
- Encourage all members of the school community to maintain our school community's positive reputation.

1.1 Trust Values

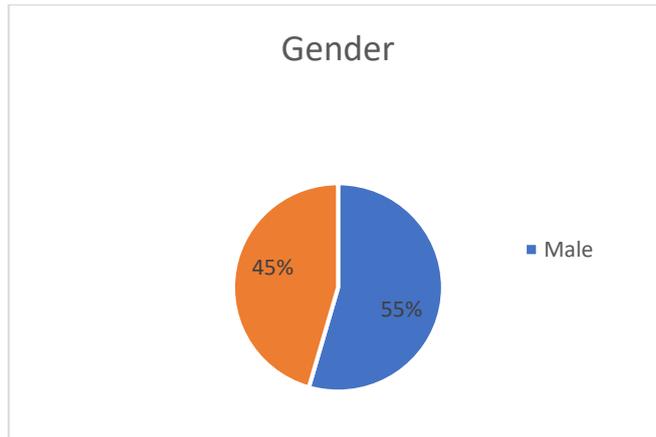
All schools within the Dean Trust are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of sex, age, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, marriage and civil partnership. The Dean Trust aims to develop a culture of inclusion and diversity in which all those connected to the Trust feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and data used to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At the Dean Trust, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

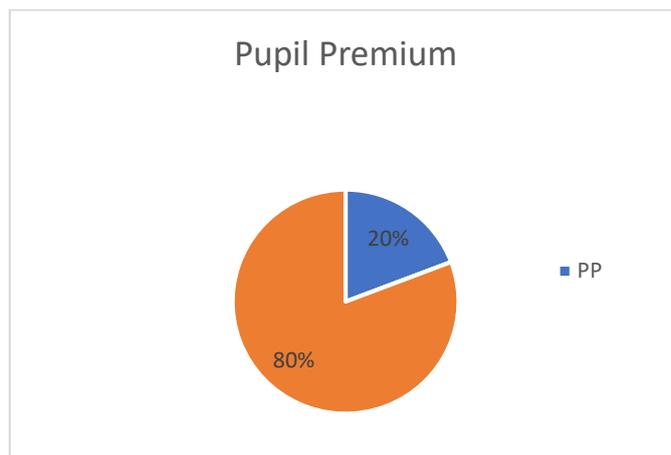
1.2 Characteristics of Ashton on Mersey School

Ashton on Mersey School is part of the West Trafford Learning Partnership and is a lead school in 'The Dean Trust', its Multi Academy Sponsor. Currently there are 1425 pupils aged 11 – 18 on roll. Although the immediate vicinity of the school is a relatively affluent area, there are areas of deprivation within the catchment area (12.74% free school meals (183 pupils) and 20.21% Pupil Premium). The school lies within the borough of Trafford, a selective authority, which means that the intake is not a true cross section of abilities, as the top 30% of children locally are selected for grammar school education. The school takes more children with SEN than any other school in the borough and has more than twice the number of Statements/EHCPs than the average for the Authority; 16% of the school's current pupils have special needs; 65 pupils with EHCPs of special needs with a further 169 on SEN School support. There are 25 pupils who are 'looked after' by someone other than their natural parents.

Graph1.2.1; Pie chart showing the percentage of each gender attending Ashton on Mersey School.



Graph1.2.2; Pie chart showing the percentage of pupils attending Ashton on Mersey School classed as Pupil Premium (PP).



Graph1.2.3; Pie chart showing the percentage of pupils attending Ashton on Mersey who are registered as having a special educational need (SEND, either SEN-Support or EHCP).

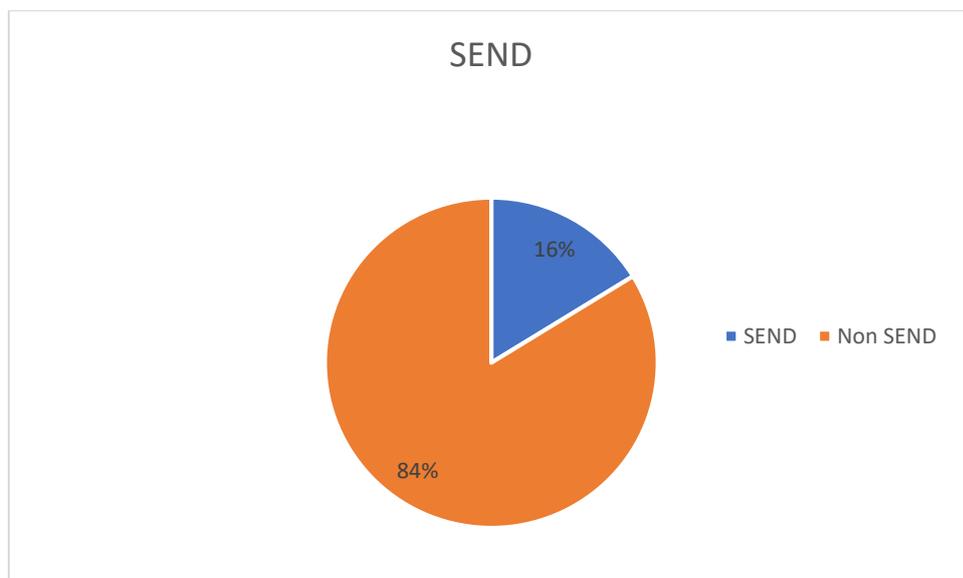


Table 1.2.4; Ethnic breakdown of pupils attending Ashton on Mersey School. Data collected from school census.

Ethnicity	Number of Pupils
White British	1106
White and Black Caribbean	29
Any other Mixed	24
White and Asian	34
Any other White	36
Pakistani	30
Indian	16
Any other Ethnic Group	25
Any other Asian background	24
Black African	27
Black Caribbean	8
White and Black African	13
Refused	9
Information not obtained	9
White Irish	1

Chinese	17
Bangladeshi	2
Traveller of Irish Heritage	1

1.3 Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

The school will aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, the school will:

- model, promote and encourage inclusivity and respectful behaviours
- always treat all members of our school community fairly
- adopt an inclusive curriculum that is accessible to all
- encourage compassion and open-mindedness
- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to understand, appreciate and celebrate their own and others cultures;
- seek to involve all parents in supporting their child's education;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

Our pupils are taught to be:

- Understanding of others.
- Celebratory of cultural diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employee's will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.

Dealing with prejudice

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Discriminatory behaviour will result in a sanction being issued in the first instance. The severity of the sanction will be proportional to the incident and, at its most severe, will lead to Permanent Exclusion for a pupil, dismissal for an employee and could include involvement of outside agencies such as the Police, LADO, Prevent, Teaching Regulation Agency etc.

When determining a sanction for a pupil's discriminatory behaviour, consideration will be made as to whether a particular Special Education Need or Disability has affected the pupil's ability to behave appropriately.

We will support and protect the pupil, and their family, who have been impacted by the discriminatory behaviour. Following the issue of the sanction to the pupil who has committed the discriminatory behaviour, we will determine the challenge, support and intervention (educational and/or external agency) that is required to mitigate against such an incident happening again.

1.4 Setting our equality objectives

The purpose of the schools Strategic Equality Plan (SEP) is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of the school community and in all aspects of the school plans and policies as defined within the Equality Act 2010.

In setting the equality objectives for the school, due regard is taken in respect of the Equality Act general duty to;

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it by;

- a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic,
 - b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it,
 - c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

The schools SEP and Equality Objectives are set in the light of the regional equality objectives identified in Appendix 1 while addressing any issues arising as a result of our analysis of our pupil data, e.g. gaps in attainment and progress for the following cohorts;

- Male and Female pupils,
- SEND pupils,
- Children in care (LACs)
- Pupil Premium.

The delivery of our SEP will contribute to all of our actions and commitments to:

- raise standards;
- narrow the attainment gap in outcomes for children and young people;
- improve outcomes as described within the Children and Young People Plan (CYPP);
- promote community cohesion

Our School Equality Objectives are set out in Section 5 and Appendix 2.

2. Responsibilities

2.1 Governing Body

The Trust board and School governing bodies have set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils and staff, and responsive to their needs based on the various protected characteristics. The governing body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school;
- takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child or staff member is discriminated against whilst in our school

In order to meet its reporting responsibility, the governing body will assess the progress of the SEP annually, as part of its Annual Reporting activity

2.2 Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,
- ensuring that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Trust's and school's policies, ensuring that all staff are aware of their role in equality.

2.3 Staff – teaching and non-teaching

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

3. Information gathering and Engagement

3.1 Purpose and process

The collection of information is crucial to supporting the school in deciding what actions needs to be taken in order to improve equality and eliminate discrimination within the school community. The information also subsequently helps the school to review its own performance, therefore, it needs to be detailed enough to measure how well the school is delivering on its equality duties. The information also helps create impact assessment and evaluate the school's aims; identifying those that have been achieved and those that require additional work.

Engagement is based on the information gained about representation of different groups. The school aims to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. The school takes particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

3.2 Types of information gathered

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes, but is not limited to the following:

- an analysis of the responses received from pupils, parents/carers, staff in questionnaires. Through discussion with lead members of the WTLP who will ensure accountability with the Headteacher.
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection (GDPR) requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- views of our pupils actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of enrichment activities by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;

- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;

3.3 Engagement

The school involves stakeholders including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities. These include, but are not limited to the following:

- The school's links to the Trust Board and Governing Body,
- Links with University providers via our Initial Teacher Training work,
- Links with our SCITT partnership schools,
- Annual Parental and Pupil Questionnaires,
- Involvement with Community based activities
- My Independence Group (Adults with Learning Difficulties from our local community) work with our 6th Form Students in a school environment on a regular basis,
- Work with our local Primary schools e.g. Primary Sports Presentation evening and the use of our school field for annual Sports Days.
- Spanish Exchange experiences,
- Representation at SEND forums within the local community,
- Links with local churches and annual Christmas Services for all our pupils.

4. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help the school promote equality and ensure that no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of the school's compliance of the specific duties of the Act, it will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, the school will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy.

Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

5. Objectives and Action Plans

The schools chosen equality objectives are:

1. Ensure the School's commitment to equality is evident in its strategic development planning, promotion and self-review process.
2. To reduce the gaps in attainment across all key stages (between each individual grouping and non-vulnerable pupils).
3. Ensure enhanced awareness of equality and diversity issues amongst pupils, staff and governors and where observed, that barriers to participation are removed to enable all staff and learners to play a full part in the life of the school.

The school has relevant action plans covering all relevant protected characteristics, as detailed in Appendix 2. These describe how the school is taking action to fulfil both the general and specific duties.

Our action plans are cross-referenced with the School Improvement Plan, which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

The school evaluates the effectiveness of the SEP on a regular basis (at least annually), through the governing body and when the school is inspected.

6. Publication and reporting

The school provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage.

The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual dSEF Reports.

All data collected will be used solely for the purpose of analysing trends by protected characteristic in performance, take-up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

7. Monitor and Review

As part of our responsibility to monitor the SEP, we commit to:

- revisiting and analysing the information and data used to identify priorities for the SEP and action plans. This incorporates use of the overview of outcomes;
- using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SEP informs its revision, the setting of new priorities and action plans.

This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

We will undertake a review of the SEP by September 2022.

The Dean Trust Schools

Strategic Equality Plan 2020– 2024

Appendices

Appendix 1	Regional Equality Objectives
Appendix 2	School Equality Objectives and Action Plan
Appendix 3	Current school Access Plan

Regional Equality Objectives North West

1. Reduce Gaps in attainment between Boys and Girls and between other protected groups as identified in local data

National research indicates inequalities in the levels of attainment between genders, ethnicities and between disabled people and nondisabled people. Boys, black, Bangladeshi and Pakistani pupils and disabled children all perform poorly on average compared to other groups.

2. Implement Government Bullying Guidance and reduce discriminatory bullying in schools

Examples include 22% of year 6 pupils had been 'bullied in a homophobic way'; 7% of year 7 pupils had been 'bullied in some way due to learning difficulties' and 3% of year 10 pupils had been 'bullied in some way due to race or ethnic origin'.

3. Reduce gaps in levels of attendance between different protected groups as identified in local data

Work is currently underway to improve data analysis which can identify differences in attendance trends between groups of pupils with different protected characteristics. Several reports have been commissioned nationally which examine attendance of Gypsy Traveller and Irish Traveller children. Each found that attendance was lower among these children.

4. Reduce the number of NEETs

The North West has a higher proportion of people who were not in education, employment or training (NEET) among the 16-24 year old group within England. Being NEET is a major disadvantage to young people.

5. Improve access to information and physical access to schools and other learning settings for pupils, parents and staff.

Head teachers and Governors need to be confident that all pupils can reasonably access services and are not unjustifiably disadvantaged by having any of the protected characteristics. Schools already have Disability Access Plans in place. However, schools and local authorities through the public sector equality duties need, to cater for the needs of all protected groups so the scope is wider than Disability Access Plans.

6. Raise awareness of equality and diversity issues among Pupils, Staff and Governors.

None statutory guidance on the Public Sector Equality Duties states that all Schools must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.' In the school context we wish to extend this to include pupils and Governors. An example of this is the may be the Channel – Safeguarding Vulnerable People from Being Drawn into Terrorism for staff.

Ashton on Mersey School Equality Policy and Action Plan 2020-24

<p>Equality Objective 1. <i>Ensure the school's commitment to equality is evident in its strategic development planning, promotion and self-review process.</i></p>				
<p>Our Research: <i>Although the school's commitment to equality is evident, it is not always visible. By identifying and exemplifying in our work the focus we have on equality and diversity will establish a higher profile for equality issues across all school functions. Increased opportunities for pupils to engage in 'equality and diversity' learning needs to be signposted.</i></p>				
<p>Information from Engagement: <i>Headteacher and SLT will ensure that all documentation that is used for promotion, self-review or publication addresses generic equality and diversity issues. Governing body will be able to ratify this through the Headteacher reports (SEFs) published in each academic year.</i></p>				
<p>Data Development: <i>School Prospectus Staff Handbook Headteacher reports to GB</i></p>				
<p>This objective will be judged to be successful if... <i>Equality and diversity issues are signposted in the wider curriculum in school, more clearly evidenced in school publications and staff, pupils, parents and governors are more familiar with our equality stance.</i></p>				
Actions:				
	Description	Responsibility	Start date	End date
1.1	SMSC materials signpost equality with refreshed materials on gender equality	HEP/JUS	September 20	September 21
1.2	All school documentation is equality focused and visible	SLT	September 20	September 21

1.3	Self-evaluation processes identify how further improvements will be made	SLT/GB	September 20	September 21
1.4	Developments to site ensuring diversity and equality is visible throughout the school	LM	September 20	September 21

Review

September 2021 – The past 12 months have seen the school navigate through an international pandemic. Throughout this time the leadership have been committed to raising the equality and diversity agenda. A new school vision, mission and set of values fully incorporate equality with a pupil led charter focusing on ‘welcoming and accepting everybody’, ‘celebrating’ diversity’ and ‘giving a voice to individuality’. A new four-year strategic plan highlights our drive towards ensuring our staff body reflects the pupil demographic ably supported by a newly formed staff gender equality group. Such drivers are now enabling equality to be more visible throughout the school including the curriculum (and specifically PSHEE). Equality and diversity is evident in a range of reporting documents with staff referring to the new drive on diversity in a recent staff voice survey.

Objective 1 *Ensure the school’s commitment to equality is evident in its strategic development planning, promotion and self-review process.*

Actions	Target Date	Evidence / Outcomes	Staff	Monitoring & Review
Ensure that the school’s commitment to equality is embedded in its key strategies, policies and documents	Commitment to be included in documents annually and termly as required.	The school’s commitment to equality is evident in the following documents: School Prospectus Staff Handbook 3 x yearly Headteachers reports to Governors (reflecting equality issues raised across the school) Newsletters Other promotional materials	Headteacher and SLT	Annually and termly by Headteacher and GB

Equality Objective 2

To reduce the gaps in progress across all key stages (between each individual vulnerable grouping and non-vulnerable pupils). This will be evidenced through the progress made from KS2-4 for targeted groups of pupils.

- To ensure that all pupil groupings make at least expected progress across eight subjects as evidenced by improving trends with Progress 8 scores. PP, SEND and LAC leads for the school specifically identify funding and strategies that will have a direct impact on the engagement and progress of specific pupil groupings.

Sources of evidence:

Data Assessment (autumn 1, autumn 2, spring and summer 1.) Pupil voice and parental surveys.

This objective will be judged to be successful if...

Progress 8: -0.25 is the data driven target for disadvantaged pupils in 2022 , -0.2 in 2023, -0.15 in 2024).
Progress 8 for all pupils: 0.02 in 2022, 0.05 in 2023, 0.08 in 2024.

Actions:

	Description	Responsibility	Start date	End date
1.1	Monitor PP funding ensuring the spend explicitly impacts positively on performance.	HEP/ROW	September 20	September 21 (then annually)
1.2	Collect data at all assessment windows and assess progress made against targets and necessary interventions including gender	JOK/ROW	September 20	September 21 (then annually)
1.3	Ensure aspirational goals for SEND and LAC pupils and utilise data produced to arrange bespoke activities for learners under achieving.	MAF/TOH	September 20	September 21 (then annually)

Review

September 2021 – this objective remains an ongoing focus for the school, as it is nationally. Progress data is difficult to measure due to there being no national averages (Teacher Assessed Grades). Overall Progress 8 was 0.09 with disadvantaged pupils Progress @ -0.40. This is a positive trajectory when compared to centre assessed grades P8 score of 2020 which was -0.69. Attainment gaps at the headline measure of 9-5 basics increased from 26% to 36%. This is a SIP priority for 2022. Progress and attainment of SEND and LAC pupils was broadly in line with previous cohorts.

Actions	Target Date	Evidence / Outcomes	Staff	Monitoring & Review
Ensure we provide a broad and balanced curriculum that meets all learners needs	Ongoing	Evaluation of the quality of the curriculum and annual updates. KS4 and 5 qualification offer meets current national requirements (P8, A8 and Ebacc and Post 18 access opportunities)	Curriculum Managers/ SLT	Deputy Headteacher DAK
Evaluate the quality of teaching and its impact on the learning of all protected characteristic groups	Ongoing	IQTL systems. External evaluations of quality of teaching. Views of learners, parents and staff Analysis of pupil progress by subject, cohort, gender, pupil group and teaching group. Effective strategies for improving teaching: identifying best practice, monitoring and acting on findings, coherent CPD (inc: Coaching, training, mentoring, curriculum development, and tackling underperformance). Systematic performance management	All staff	MAF

<p>Forensic management of data to monitor learner achievement and respond to variations between groups of learners, courses and key stages, using trends over time and comparisons with other schools.</p>	<p>Ongoing</p>	<p>Attainment and progress from historic examination and test results.</p> <p>Comparisons with national outcomes. Attainment and progress of current learners.</p> <p>Attainment and progress of sub-groups of learners. Including PP, SEND, Gender, LAC.</p> <p>Attainment & progress in different subjects.</p> <p>Consistent focus on Progress at all levels.</p> <p>Provision of targeted interventions</p>	<p>Leadership Team</p>	<p>DAK ROW JOK</p>
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Equality Objective 3.

Ensure enhanced awareness of equality and diversity issues amongst pupils, staff and governors. To remove barriers to access and participation so that all pupils can develop socially and academically; equipping them for the next stage of their educational journey.

Our Research:

Equality and celebration of diversity remain ongoing foci of our practice and provision at AoM. Both need to be signposted as an integral part of all curricular and extra-curricular activities. Much has been done to improve physical access to all areas on the school site. Nevertheless, this also remains an ongoing consideration as the site is developed.

Information from Engagement:

Equality and diversity work feedback to governors annually on developments taking place in the school.

Data Development:

School will utilise feedback from pupils, parents and Staff Voice to support the identification of key improvement priorities.

This objective will be judged to be successful if...

The site is accessible to all and all staff, pupils and governors display in actions and words that they are fully committed to equality and diversity.

Actions:

	Description	Responsibility	Start date	End date
1.1	Identify how greater awareness of equality and diversity can be signposted in the curriculum (form time programmes, assemblies)	JUS / HEP	September 20	September 21 (then annually)
1.2	Seek feedback via pupil voice and Staff Voice termly. Specific pupil voice undertaken with SEND pupils to discuss accessibility.	ALM /MAF	September 20	September 21 (then annually)
1.3	Seek parental feedback via Progress Evenings	ALM / CHV	September 20	September 21 (then annually)

Review

A full review of PSHE and wider curriculum materials has been undertaken and the developed materials are being delivered. In 2022 a review of the curriculum offer within social science will be undertaken. The provision of RE and PSHCEE will be reviewed to see if there is justification for distinct and separate periods for each across Key Stage 3,

A new four-year strategic plan highlights our drive towards equality and a staff and pupil gender equality groups are driving change. Such drivers are now enabling equality to be more visible throughout the school including the curriculum (and specifically PSHEE). Equality and diversity evident in a range of reporting documents with staff referring to the new drive on diversity in a recent staff voice survey.

Suggested amendments for subsequent years.

Whilst on ongoing focus, we have made improvements in listening to, acting upon and providing feedback to pupils and staff regarding developments that have been made in response to communications with them.

Objective 3 Ensure enhanced awareness of equality and diversity issues amongst pupils, staff and governors and that barriers to participation are removed to enable all staff and learners to play a full part in the life of the school.

Actions	Target Date	Evidence / Outcomes	Staff	Monitoring & Review
Ensure that the school's commitment to equality is evident in its admission procedures	Admission procedures for admission from 2020 onwards.	Admission procedures Diverse, non-stereotypical images in all marketing materials. Appeals Policy and records	Admissions team	Annually by DH- ALM
Provide a clear and coherent learning experiences enabling learners to understand others, value diversity and human rights, and participate responsibly in their communities	Ongoing	Curriculum provision / documentation in Form Time activities that signpost diversity and equality issues Annual whole school assemblies delivered through SLT in the theme of 'equality' School displays eg Inspiration Corridor New Vision, Mission and Values	Leadership Team	Annually by Assistant Headteacher -HEP
Ensure that where practicable, all buildings are accessible to all staff and learners	Ongoing	Planning documentation and DDA audits Wheelchair access to all areas and work undertaken Provision of study/social space for learners with disabilities Contractors employed by the school are made aware of the school's expectations regarding equality	Leadership Team	Estates Manager

Appendix 3

Equality Access Assessment of the Schools within the Dean Trust - updated Nov 2020: Ashton on Mersey School

The following audit is designed to assist with the review of service provision for disabled pupils/staff & visitors within the built environment. **1) Safe traffic routes and pedestrian routes.**

	Ref	Observation	Location	Action	Who	Time Scale
Ashton	1.1	Roads around the school are congested with parked traffic during the school day. The parking issues are most notable at the start/end of the school day as pupils arrive/leave. The parked vehicles cause the issue of clear lines of sight and audibility of pupils and parents along with mobility for those persons with such impairments. Parents & carers with mobility difficulties have attended the school during the day & evening events and have reported no issues with the facilities.	Cecil Ave & Langley Rd.	Ongoing reminders to parents and carers about parking on the zigzags and double yellow lines. Utilise new parking signs at the start and the end of the day. Request support from the local police/traffic warden to patrol the area at the peak times.	Head DH	Termly Termly

2) Arrangements for pedestrian access in and out of buildings.

	Ref	Observation	Location	Action	Who	Time Scale
Ashton	2.1	Access to the school is restricted to the reception desk (due to safeguarding requirements). Parents and carers with mobility difficulties have attended the school during the day and evening events and have reported no issues with the facilities.	School reception/hall 2/Drama studio	Ramp in accordance with ACoP to SEND area has been completed.	Estates	N/A

3) Designated disabled parking areas for visitors and permit holders - delivery vehicles.

	Ref	Observation	Location	Action	Who	Time Scale
Ashton	3.1	Disabled parking provision is provided at the school.	School, 6 th Form & Training centre reception	Maintain the provision no further action required.	Estates	N/A

4) The overall layout of the building is reasonably clear and logical.

	Ref	Observation	Location	Action	Who	Time Scale
Ashton	4.1	The layout of the building is reasonably clear and logical.	Whole site	Nil – To be reviewed as part of any major refurbishment or re-build.	Estates	N/A

5) The main entrance is easy to locate and is suitably designed, installed and maintained.

	Ref	Observation	Location	Action	Who	Time Scale
Ashton	5.1	The Main entrance to the School, 6 th form and training school are occasionally confused by visitors. The signage to direct visitors/deliveries could be improved.	Main entrance	Improved directional signage has been partially developed in 2020. More developments needed. Compact School reception means that it can become over crowded. Refurb has been done which has created more room to meet with parents. Hall 1 and main entrance to be developed further in 2021.	Estates	Ongoing

Ensure that the following are suitably designed, installed and maintained to meet the wide range of user's needs,

6) Approach, routes and street furniture.

	Ref	Observation	Location	Action	Who	Time Scale
Ashton	6.1	The approach to the main entrance to the School is off Cecil Ave for the School & 6 th Form Reception areas.	Whole site	There is no external street furniture adjacent to the reception area. There is adequate lighting to the external areas.	Estates	

7) Car parking.

Ashton	Ref	Observation	Location	Action	Who	Time Scale
Ashton	7.1	Adequate parking at School, 6 th form & Training School for disabled drivers.	Whole site	Nil	Estates	

8) External ramps and steps.

Ashton	Ref	Observation	Location	Action	Who	Time Scale
Ashton	8.1	Access to all areas of the school is available – however there are a number of locations where ramps could be installed.	Whole site	Suggested ramps required from :- <ul style="list-style-type: none"> Teaching School – completed summer 2020 	Estates	Summer 2020 (completed)

9) Entrances.

Ashton	Ref	Observation	Location	Action	Who	Time Scale
Ashton	9.1	Entrance to comply with part M of the Building regulations.	Sports centre	The entrance into the sports centre (during the school day) does not comply with the regulations, however the double doors which are not used are available (tumble bar barrier access).	Estates	12 months

10) Reception areas and lobbies.

Ashton	Ref	Observation	Location	Action	Who	Time Scale
Ashton	10.1	Hearing induction loop not fitted to the school reception, training school and sports centre reception desk. 6 th Form reception satisfactory.		Fit hearing induction loop and sign.	Estates	12 Mths

11) Corridors and walkways.

Ashton	Ref	Observation	Location	Action	Who	Time Scale
Ashton	11.1	Several of the doors within the courtyard areas have doors which open out into the corridor – potential collision hazard.	Across Site	Suggest we replace doors which open into the classroom to the correct door size and DDA compliant.	Estates	2 Yrs

12) Internal doors, ramps and stairs.

Ashton	Ref	Observation	Location	Action	Who	Time Scale
Ashton	12.1	Many of the older doors within the school don't comply with the current standards (Observation panels, opening outwards worn and no DDA ironmongery)	Across Site	Funding dependant suggest we adapt doors to have observation panels, open the correct way and fit DDA ironmongery. Planned for summer 2021.	Estates	Summer 21 – rolling programme

Lifts: Passenger lifts, platform lifts and stair lifts.

Ashton	Ref	Observation	Location	Action	Who	Time Scale
Ashton	13.1	Passenger lifts are fitted to:- <ul style="list-style-type: none"> • Training centre • 6th Form • Stair lift to CR 51 – 53 • Lift to CR 1 - 3 • Finance block lift 	Across Site	Ongoing cycle of safety checks and maintenance	Estates	Quarterly review

13)WCs (both for general use and for wheelchair users).

Ashton	Ref	Observation	Location	Action	Who	Time Scale
Ashton	14.1	Adapted WCs for able body and mobility pupils, staff & visitors provided.	Across Site	Two new toilet blocks built during 2018/2019. Hoist installed in SEND disability toilet to provide appropriate support for pupils who require physical support.		

14)Internal surfaces.

Ashton	Ref	Observation	Location	Action	Who	Time Scale
Ashton	15.1	Differentiations between the colour, texture and contrast of floors, walls and fixtures should be given to assist partially sighted persons.	Across Site	To be considered during refurbishment and new build projects. For example, footings on steps have been addressed.	Estates	On going

15)Seating in waiting areas.

Ashton	Ref	Observation	Location	Action	Who	Time Scale
Ashton	16.1	Consideration to be given to designated areas for pupil, staff and visitors with wheelchairs – evening events etc.	Halls, drama studio etc.	To be considered during events and activities.	HOY SLT	On going

16) Reception counters and service desks.

Ashton	Ref	Observation	Location	Action	Who	Time Scale
Ashton	17.1	Satisfactory to most areas, however sports centre reception counter could be improved.	Sports hall	Review of sports centre reception counter desk.	Estates	1 Yr - summer 21

17) Way finding.

Ashton	Ref	Observation	Location	Action	Who	Time Scale
Ashton	18.1	Signage within the school is none standard with a mix of sizes fonts and colour differential.	Across Site	Signage to be standardised in accordance with the RiBA/RNIB code of practice.	Estates	1 Yr

18) Lighting.

Ashton	Ref	Observation	Location	Action	Who	Time Scale
Ashton	19.1	Lighting levels and quality within the school is varied.	Across Site	A project of new lighting has begun with new, energy saving and higher lux lighting installed on corridors, sports hall and some classrooms. Further	Estates	1 Yr - project almost completed

				installation of similar lighting for all classrooms and non-teaching areas.		
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19)Acoustic environment.

Ashton	Ref	Observation	Location	Action	Who	Time Scale
Ashton	20.1	Acoustic performance within the Jackson building is poor – transfer of sound between teaching and circulation areas.	Jackson	Acoustic performance has been improved due to installation of mezzanine floor and insulation in walls.		

20)Means of escape and alarms.

	Ref	Observation	Location	Action	Who	Time Scale
Ashton	21.1	Current fire detection and warning system within the main school, Jackson & Sports centre does meet the current requirements of the Fire Act.	Across Site	Nil action required. Sixth form alarm system associated with main school as of summer 20.	Head	

21)Ensure that all building management services are checked on a regular basis.

Ashton	Ref	Observation	Location	Action	Who	Time Scale
Ashton	22.1	Satisfactory	Across Site	The in-house estate’s management team maintain the estate.	Estates	On going

Adaptations for SEN pupils across site and in specific classrooms and SEND area

	Ref	Observation	Location	Action	Who	Time Scale
Ashton	23.1	Satisfactory	Across Site	Review undertaken at the start of each year on new pupil intake and current pupil needs. Adaptions undertaken depending on emerging needs of the cohort including fall and rise desks, access to areas, specialist SEND resources required etc	SENDCO	On going

24) Adaptations for Staff & Visitors

Ashton	Ref	Observation	Location	Action	Who	Time Scale
Ashton	25.1	Satisfactory	Across Site	Review undertaken at the start of each year on new staff intake and current staff needs. Visitor feedback following events provides a steer on necessary adaptations.	Head	On going