

Accessibility and Equality Action Plan 2022-24 REVIEW

The Accessibility and Equality Action Plan is updated on a two year cycle. The purpose of the plan is to ensure that the Academy fulfils its commitment to promote equality. All equality objectives in this plan are seeking to protect pupils by the Nine Protected Characteristics (NPC): Race, Disability, Sex, Age, Religion or Belief, Sexual Orientation, Gender re-assignment, Pregnancy or Maternity, and students who are linked by association.

The purpose of the plan is to implement strategies that eliminate all forms of discrimination at Erasmus Darwin Academy. It is not limited and is intended to evolve as objectives are identified. The Accessibility and Equality Action Plan mirrors our Equality Policy, which identifies that we aim to ensure that unlawful discrimination (either direct or indirect) and other undesirable behaviour, including harassment or victimisation, does not occur (as outlined in law under the Equality Act 2010).

EQUALITY ACTION PLAN 2022-24

A: Academic Success

Equality Objective	Action to be taken	Monitoring and Lead	Timing	Early Success Indicators
To ensure that all students make good progress in their learning at the Academy.	Monitor and analyse student achievement by ethnicity, gender and SEN/disability and act on any trends or patterns in the data that require additional support for pupils, including 'Hard to Reach' groups. Where students are identified as being directly/indirectly linked to the Protected Characteristics, targeted support will be in place as appropriate.	Senior Leadership Team, being monitored by all staff. House Achievement Leaders in their specific responsibilities. SENDco	2022-2024, after each data capture	Analysis of performance data and examination results that demonstrate a narrowing of the gap between students whom are affected by the specific NPC within the action plan. Evidence of further improvements in achievement of targeted groups.

B: Broadening Horizons

Equality Objective	Action to be taken	Monitoring and Lead	Timing	Early Success Indicators
To ensure that Careers Advice and Guidance actively incorporates students associated with the NPC, within the PD curriculum.	Promote opportunities in Careers based learning that ensures that all students, including those associated with NPC, receive guidance that reflects the diversity of British society.	Assistant Headteacher (Community), Careers Leader and ENTRUST provider Subject Leader for PD	2022-2024, within PFL days and Curriculum time.	Scheme of learning in PD consistently amongst staff. Lessons preparing for work experience to take place at the appropriate time in PD in 2023 and 2024. PFL days to offer a range of careers based talks that broaden horizons and promote inclusivity.
To ensure all Year 10 and Year 12 students affected by NPC have opportunity to interact with employers through work experience opportunity.	Ensure that all students affected by the NPC are able to access work experience placement with reasonable adjustments made where appropriate.	Assistant Headteacher (Community), Careers Leader and ENTRUST provider	2022-24	Work Experience to take place in 2023 and 2024.

C: Culture and Ethos

Equality Objective	Action to be taken	Monitoring and Lead	Timing	Early Success Indicators
To ensure that the Academy supports students in the NPC categories in all aspects of Academy life, as well as those who are linked by association.	Ensure that staff make reasonable adjustments to ensure that there is equal opportunity for all students whom we are aware could be identified within the NPC categories.	Assistant Headteachers with House responsibility, with Assistant Principal (Community) lead.	2022-2024	Communication will be shared with staff/other stakeholders when bespoke correspondence is required, along with information regarding reasonable adjustments that need to be in place.
To ensure that our assembly programme and enrichment activities promote inclusion, linking to NPC.	Ensure that assembly rota and other tutor based activities mean that all students affected by NPC can access the tutor based programme equally.	Assistant Principal (Community), speakers amongst EDA staff who present in assembly.	2022-2024	Students receive a tutor programme that is inclusive. Enrichment opportunities are present throughout the year that promote inclusion, both within our staff and with outside agencies.
To ensure that reasonable adjustments are made as appropriate in student leadership opportunities so that all students are able to make a positive contribution e.g. House and Academy Council, Peer Buddies, Anti Bullying Ambassadors, Eco-Schools ambassadors, Prefects, ILC Students, Sixth Form Leadership Opportunities and all future opportunities.	Promote Inclusive ethos to Leadership roles, with reasonable support from tutors as appropriate. Uptake of student leadership opportunities monitored to ensure that reasonable adjustments are made for students who are affected by the NPC categories .	Monitored by Assistant Headteachers with House responsibility, with lead by Assistant Principal (Community).	2022-2024	Continued participation of student leadership and uptake reflects that the proportion of students affected by NPC is equal or better.

D: Developing Staff

Equality Objective	Action to be taken	Monitoring and Lead	Timing	Early Success Indicators
To ensure that all staff are fully aware of their commitment to the statutory guidance set out in the equality act, with specific reference to the new inclusion of the RSHE/Equality/Careers Based curriculum from 2022.	CPD session for teaching staff to be aware of the new legislation and how this will look in practice. Additional support to the staff who will be required to deliver content to students.	Assistant Headteacher (T/L) Assistant Headteacher (Community), supported by Lead Teacher PD. Careers Leader.	September 2022, with annual update in September 2023	CPD delivered by Assistant Headteacher in all forms of induction. Assistant Headteacher to share findings of the SMSC audit with middle leaders to allow for effective practice in the classroom, planning into 2023-24 and in the school ethos. All staff/students are aware of the procedures regarding reporting any incidents that are perceived as discriminatory for further investigation.

E: Engaging with the community

Equality Objective	Action to be taken	Monitoring and Lead	Timing	Early Success Indicators
To ensure that there is full awareness to all stakeholders of the new Equality Plan.	Publish the Equality Action plan on school website and VLE. Share the Equality Plan with staff, parents and students in an appropriate context.	Headteachers and Governing Body	Correspondence sent out in September 2022	Governors agree plan. New Parents given guidance on how to access the plan. Website updated to reflect changes.
To ensure that provision is made in relation to accessibility of written information about the Academy, with particular consideration to current and prospective parents.	The school will be able to provide written information in different formats when required for individual purposes, including . Termly correspondence to all parents will have generic advice on requesting the document in alternative formats.	Implementation by Administrative staff as appropriate with Assistant Principal (Community) leading.	2022-2024	Any request for support in accessing of information from school to home is considered with reasonable adjustments actioned as appropriate.

F: Facilitating Learning

Equality Objective	Action to be taken	Monitoring and Lead	Timing	Early Success Indicators
To ensure that the Academy makes reasonable adjustments to ensure that all students who are associated directly or by association with the NPC categories have equal learning opportunities, in particular relation to out of school activities.	Liaison with parents in formulating action plans and risk assessments when reasonable adjustments are to be made.	Educational Visits Co-ordinator, Director of Finance (responsible for Health and Safety) Assistant Headteacher (Community) SENDco and LSA team	2022-2024	Students who are linked to the NPC categories are able to fully access the wider curriculum, incorporating risk and safety with reasonable adjustments.
To ensure the Academy curriculum is fully inclusive to prevent any student affected by the NPC being subject to victimization as part of the wider SMSC provision review.	Middle leaders to plan effective provision that highlights equality awareness as part of subject based teaching within the curriculum.	Assistant Principal (Community), with support from Senior Leaders through the line management structure. SENDco. Subject Leaders	2022-24	All students who are directly or indirectly affected by the NPC to experience a fully inclusive curriculum. Students where there is an EHCP in place will be supported with elements of SMSC that may need further support, along with other students identified.

Mid term review: July 2023

Report on progress: May 2024

Agreed new targets with LGB: July 2024