

**FALCONHURST SCHOOL**  
**SINGLE EQUALITIES ACTION PLAN**  
**2022-2023**

Equality Strand	Objective	Actions	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Success Criteria
<b>Gender and Race Equality</b>	To ensure that gender and race is equally represented across the inspiring models promoted in curriculum areas	<ol style="list-style-type: none"> <li>1. Relevant Leaders evidence awareness of gender balance and racial diversity when selecting their Scientist/Musician/Artist etc...of the month</li> <li>2. Balance and diversity linked to the selected inspirational individuals is reinforced through class-based assemblies.</li> <li>3. Opportunities to encounter current and relevant achievements of people regardless of gender or race are secured with ongoing Worktree aspiration days.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupil Voice –               <ol style="list-style-type: none"> <li>a. Can a woman be just as great an engineer as a man – how do you know – can you think of any examples that we have shared in school? Can an man be a successful fashion designer etc.</li> <li>b. What lessons can be learned from the life of Sir Charles Kao or the police officer from an aspiration day – does ethnicity, home nation, background affect opportunity?</li> </ol> </li> </ol>	Relevant Subject Leaders, Assistant Head (Pastoral) and class teachers	Year group termly outcomes	<ol style="list-style-type: none"> <li>1. Annual overview of inspirational people of note across subject areas reflects gender balance and racial diversity</li> <li>2. Pupils are able to relate knowledge of inspirational people to their aspirations, gender and/or race.</li> </ol>
<b>Disability</b>	To raise pupils' awareness and understanding of specific disability issues	<ol style="list-style-type: none"> <li>1. Develop a growing school awareness of speech and language difficulty</li> <li>2. Ensure that Widget symbols are more prevalent around school and used consistently with children where there are emerging levels of speech and language</li> <li>3. Work with staff from Nursery to Year 2 to develop a language for signing alongside phonics.</li> <li>4. Further embed staff awareness of using PECS for children in Early Years and Year 1 with specific language difficulty.</li> </ol>	<ol style="list-style-type: none"> <li>1. Learning Environment checks and monitoring from SENDCo for the consistent use of Widget symbols</li> <li>2. Feedback from class teachers</li> <li>3. SEND provision monitoring shows PECS being used appropriately by relevant staff.</li> <li>4. 1:1 feedback from pupils where signing or use of symbols is necessary</li> </ol>	SENDCo AHT (Inclusion and Aspiration)	Renewed focus January 2022 and reviewed termly	<p>SEND Children across EYFS and KS1 are more able to see signing and symbols as a standard and acceptable practice within school.</p> <p>Children are more able to communicate needs, wishes and feelings via PECS in class and on the playground.</p>