



EQUALITY DUTY PLAN – St Francis of Assisi Catholic Primary School

Aim	Action	Deadline	Lead	Working with	Measure
To show how the school is meeting its general duty to promote disability equality across all of its areas of responsibility	ON-GOING MONITORING IN LINE WITH SEND	On-going	Headteacher	Pupils, parents, staff, governors	Equality and Diversity embedded throughout school, the curriculum and policies
To produce policies and practices which are no- discriminatory and actively promote disability equality.	All new and existing policy, procedures and practices to undergo disability equality impact assessment	On-going	SLT	Staff and Governors	Policies and practices are non-discriminatory and actively promote disability equality.
To continually seek to improve the facilities for staff, pupils, parents and visitors.	Ensuring that the recent improvement in the environment of the school is maintained. ON-GOING MONITORING	On-going	SLT	Staff	Physical access continually improved
Alternative methods of communication to be used when necessary.	The school will continue to take into account the preferred means of communication for those with whom they are consulting.	On-going	SLT	Staff	Different methods of communication used so that all stakeholders understand the information provided by the school.
To offer all necessary reasonable adjustments for parents and carers so they can play a part in the school's activities.	Making reasonable adjustments for disabled parents/carers eg – communicating with them via the phone providing a translator, putting letters home into large font, providing wheelchair access.	On-going	SLT		Disabled parents and carers are not disadvantaged. Use of the interpreter.
To reduce the gap for pupils with Severe Language Difficulties as their primary need by developing a consistent phonic based literacy programme	School to promote and recognise the need to promote literacy and communication skills; better reading	On-going	SLT	Techers	Progression in literacy and reading skills data collection, resources for phonic programmes which may incur a cost.
Equality and Diversity guidelines to consider when planning	Consideration for others and taking action to support cultural diversity; monitoring tasks	On-going	Subject Leader	Teacher	Visible guidelines Embedding positive ethos. Ongoing programme within the curriculum/wider community