



# St Damian's RC Science College: Equality Progress and Impact Report 2013

## Overview: 2013

Access Plan	Actions (focused on outcomes rather than processes)	PROGRESS AND IMPACT
i. improvements in access to the curriculum	<ul style="list-style-type: none"> <li>• Appropriate differentiation for all, access to all aspects of curriculum at Key Stage 3 and 4 to reflect inclusive practice. All pupils must have specifically adapted work to meet the requirements of all subjects and GCSE courses they are following. Including specific Fieldwork and visits.</li> <li>• Enrichment Activities.</li> <li>• Curriculum – planning to include all (PE)</li> <li>• Disabled pupils are included in the displays, photo's etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils and parents picked from two distinct pathways academic and vocational. Has ensured an increase in engagement in Year 10.</li> <li>• All fieldwork courses ensured access to all, Geog, Hist and RE.( Community Cohesion)</li> <li>• Continued access to VIP club, ensured Sport for all.</li> </ul>
ii. physical improvements to increase access to education and associated services	<ul style="list-style-type: none"> <li>• St Damian's School was designed and built recently to include access for all. We will continue to monitor and refine those areas that do not meet the continuing needs of pupil. Parent and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Access is available to all. No problems indicated .</li> </ul>
iii. improvements in the provision of information in a range of formats for disabled pupils	<ul style="list-style-type: none"> <li>• Computer monitors and Key boards for visually impaired children.</li> <li>• Alternative formats of information for parents ie leaflets</li> <li>• Provision for deaf and/or blind parents</li> <li>• Reception duties – include disabled pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Continued support for all ensures pupils have access.</li> <li>• Translators have been used for All parents evenings, at additional parents evenings, SEN meetings and transition .</li> <li>• All pupils have completed reception duties in Year 8.</li> </ul>

Community Cohesion Plan	Actions (focused on outcomes rather than processes)	PROGRESS AND IMPACT
i. teaching, learning and the curriculum	<ul style="list-style-type: none"> <li>• All our staff to promote an inclusive and collaborative ethos in their work.</li> <li>• Challenge and deal with any prejudice related incidents what occur</li> <li>• To foster positive attitudes towards all pupils by ensuring that assemblies, form time, specific events to reflect the multicultural part of school e.g. Polish.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations and work scrutiny demonstrate inclusive practice in lessons.</li> <li>• Governor monitored continued low practice,.</li> <li>• Assembly file shows wide delivery of multi-cultural activities.</li> <li>• SMSC promoted across the curriculum.</li> </ul>
ii. equity between groups in school, where appropriate	<ul style="list-style-type: none"> <li>• Ensure that monitoring informs the need for intervention</li> <li>• Same opportunities</li> <li>• Attendance and attainment</li> </ul>	<ul style="list-style-type: none"> <li>• The gap closed for PP from -39% to- 17%9 5 A* to C including Eng- Maths.</li> <li>• Progress of SEN without a statement, positive value added. 1010.8.</li> <li>• EAL 100% of pupils achieved. 9 + A8</li> <li>• Attendance at 96%</li> </ul>
iii. engagement with people from different backgrounds, including extended services	<ul style="list-style-type: none"> <li>• 5% of our pupils</li> <li>• All information to be available in preferred language– if required</li> <li>• Students to experience other cultures ie through visits</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils and parents have access to the preferred language.</li> <li>• Retreats undertaken.</li> </ul>

