



St Damian's RC Science College: Equality Progress and Impact Report 2023

Overview: 2023

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"> • The curriculum content is sensitive and appropriate to allow all pupils to feel respected and accepted. • The curriculum is designed to educate all pupils about being unique and celebrating individual gifts and talents using the new EIF framework and EEF research. • Pupil leadership opportunities embedded. • All areas of the curriculum to be fully accessed by all pupils including practical elements such as PE / Technology / Art / Music / Science • TEAMS use to support pupils in and out of school. • PSHE curriculum educates all pupils about diversity 	<ul style="list-style-type: none"> • Externally verified data indicates that no micro groups within cohorts are limited in terms of progress and outcomes. • Curriculum design is embedded by all subject areas. • Wide and varied opportunities for pupils to lead within the school. • All aspects of each curriculum can be accessed by all pupils with the use of support including LSAs and external services e.g. VI Service • All pupils have access to and are trained to use TEAMS
ii. physical improvements to increase access to education and associated services	<ul style="list-style-type: none"> • St Damian's School site has been built according to inclusive practice – i.e., access for all. In liaison with 'Roberton's' we will continue to monitor and refine those areas that do not meet the continuing needs of pupils, parents, visitors and staff. 	<ul style="list-style-type: none"> • All pupils, staff and visitors have access to all areas.
iii. improvements in the provision of information in a range of formats for disabled pupils	<ul style="list-style-type: none"> • Computer monitors and Keyboards, iPads and Impero for visually impaired children. • Use of reading rulers in all classrooms • Close links with The VI service for VI pupils • Modified resources for pupils such as enlarged font / coloured paper and coloured overlays • Alternative formats of information for parents ie leaflets / interpreters • Provision for deaf and/or blind parents. • Reception duties – include disabled pupils. • Social media used to allow access to all. • Hearing loop in reception • TAs support one to one with pupils and in small groups. • SSO offer help to all pupils 	<ul style="list-style-type: none"> • Pupils registered SEN have individual Provision Maps. • All pupils with SEND along with parents / carers have regular contact from school: SENDCO, phone calls, meetings, parents' evenings, letters, Progress checks. • Access for deaf and blind parents, parent's evenings and other events. • Close links with external services who share expertise with staff in school. • ICT support staff share key information to support pupils in classrooms with electronic devices. • All year 8 pupils have access to Reception duties in 2022.

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"> • All our staff to promote an inclusive and collaborative ethos in their work, underpinned by the Mission statement. 	<ul style="list-style-type: none"> • All staff provide inclusive curriculums. • Updated curriculum overviews visible to all on the school

	<ul style="list-style-type: none"> • All lessons reflect the inclusive demands of the National Curriculum and Examination specifications to provide a broad and balanced curriculum. • To uphold fundamental British Values in all aspects of school life • All staff to challenge and deal with any prejudice related incidents that occur and escalate to necessary staff e.g. Subject leaders / Head of Year • Use of CPOMS to record issues and measure interventions / impact. • To foster positive attitudes towards all pupils by ensuring that assemblies, form time, specific events to reflect the multicultural society 	<p>website</p> <ul style="list-style-type: none"> • FBV delivered in all curriculums and strongly dominant in PSHE and Personal Development aspects of school. • Assemblies included work by CEOP, Anti-Bullying, anti-knife crime, Social media, external plays, Police school liaison officers. Aspire days. • Pastoral themes and supporting national awareness raising days / weeks
ii. equity between groups in school, where appropriate	<ul style="list-style-type: none"> • Ensure that monitoring informs the need for intervention. • Same opportunities for all pupils • Attendance and punctuality tracked for all pupils. • Attendance tracked for al pupils and necessary interventions put in place. • Provision of food for dietary and cultural needs • Pupils with MH provided with individual support 	<ul style="list-style-type: none"> • All micro groups are part of Progress plans, identified pupils have accessed additional support, am and pm throughout the year and progress plans adjusted. • Attendance remains at 95 %, for all. • Special dietary requirements agreed with catering staff for pupils, staff and visitors. Natasha’s law fulfilled in the school canteen. • CAMHS guidance and support utilised by relevant staff to support pupils
iii. engagement with people from different backgrounds, including extended services	<ul style="list-style-type: none"> • All information to be available in preferred language– if required • Students to experience other cultures i.e. through visits such as the synagogue, cultural capital experiences within school and trips • Development of diversity panels through the Aspire days 	<ul style="list-style-type: none"> • Pupils encouraged to participate in all aspects of school life

Student Totals by Ethnicity

A count of students with each ethnicity

