

Single Equality Scheme Action Plan Riverwalk – Autumn 2025

Heading	Actions	Who	When	Impact and next steps
<p>ACCESSIBILITY/ DISABILITY <i>*Analysis of pupil data inc progress and attainment</i></p>	<ul style="list-style-type: none"> ● Ensure curriculum is accessible and inclusive for all pupils with any disability ● Pupils taught about disability and inclusion through curriculum. ● One-page profiles, Personal Plans, Personally Emergency Evacuation Plans and Risk Assessments all in place for those with specific needs ● Evidence for Learning to assess all children and monitor learning across all abilities ● We will continue with a process of monitoring and evaluating the effectiveness of the curriculum scheme, eg .lesson explorations, SLT informal visits, reviews or surveys, termly reports. 	<p>CT/Physical & Sensory Co.</p> <p>SLT/Curriculum Leads</p> <p>SLT/Phase Leaders/CT</p> <p>SLT/Phase Leaders/CL</p>	<p>Dec '25</p> <p>Dec '25</p> <p>Dec '25</p> <p>Ongoing</p>	<p>All pupils have access to a broad and balanced curriculum. All children show understanding and empathy towards different disabilities</p> <p>We have a tailored and inclusive approach in our curriculum with:</p> <p>Personalized approach</p> <p>Multi-sensory method</p> <p>Flexible and adaptative curriculum</p> <p>Inclusive and supportive environment</p> <p>Total communication approach</p> <p>Encourage confidence and independence.</p>

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<p>RACE</p> <ul style="list-style-type: none"> <i>*Promote equality of opportunity</i> <i>*Eliminate unlawful discrimination</i> <i>*Eliminate racist harassment</i> <i>*Promote good relations between different ethnic groups</i> 	<ul style="list-style-type: none"> ● Plan learning opportunities for all pupils through our curriculum 	<p>SLT/Curriculum Leads CT</p>	<p>Dec '25</p>	<p>Increased awareness and celebration of cultural diversity.</p>
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<p>GENDER</p> <p><i>*Analysis of all pupil achievement and performance by gender</i></p> <p><i>*Promote equality of opportunity</i></p> <p><i>* Range of gender friendly teaching styles and strategies</i></p>	<ul style="list-style-type: none"> ● Ensure curriculum opportunities, are accessible and inviting to all pupils ● Actively challenge traditional gender stereotypes through education and positive role models ● Resources, including books in library avoid stereotypical roles ● Renew and increase resources in EYFS/KS1 classes avoid stereotypical roles – dolls, role play, dressing up, books 	<p>SLT/CT</p> <p>AAH/CT</p> <p>Eng Co.</p> <p>CT</p>	<p>Dec 25</p> <p>Dec 25</p> <p>Dec 25</p> <p>Dec 25</p>	<p>More visible awareness of genders represented fairly in groups represented in displays</p>
<p>SEXUAL ORIENTATION</p> <p><i>*Promote equality of opportunity</i></p> <p><i>*Eliminate unlawful discrimination</i></p> <p><i>*Eliminate racist harassment</i></p>	<ul style="list-style-type: none"> ● RSHE curriculum fully embedded across school ● Age-appropriate resources and materials in library and classes sourced and purchased 	<p>SLT/ Curriculum Leads</p> <p>CT</p>	<p>Dec 25</p> <p>Dec 25</p>	<p>Children are taught about and are aware of different family types</p>

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CURRICULUM FOR EQUALITY <i>with others/PSHE</i> <i>*Resources</i>	<ul style="list-style-type: none"> ● PSHE curriculum embedded ● Range of curriculum enrichment days planned with focus on diversity ● All pupils involved in Pupil Voice and through school council 	PSHE co. SLT/Curriculum Leads Comm. Co.	Dec 25 Dec '25 Dec 25	All children show awareness of diverse groups, and all groups have a representative and a voice in school
COMMUNITY COHESION <i>*Targeting underachieving</i> <i>*Family learning</i> <i>*Parents and the community</i> <i>*Global Links</i>	<ul style="list-style-type: none"> ● Schools are well publicized in local media ● Regular newsletters to parents and shared with Trust, local community groups ● Social media regularly updated 	SLT Online Safety Co. CT/SLT Admin Online safety co.	Dec '25 Monthly Weekly	Increased parental and community involvement. Enhanced cultural awareness and school-wide participation. Improved communication and outreach strategies.

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	Resources
Disability	<ul style="list-style-type: none"> • Inclusion jigsaw puzzles • Ability jigsaw sets • New books for library and classroom which raise understanding and empathy towards different disabilities • Dolls which represent range of disabilities
Race	<ul style="list-style-type: none"> • Small world wooden multicultural people • Small world plastic diversity people • Life around the world book pack • Children around the world figures • Role play dressing up costumes from around the world • Small world black family figures Small world white family figures • Small world light brown family figures • Race jigsaw sets • 'Welcome' in different languages sign for outside entrance • Musical instruments from around the world • Variety of dolls from different cultures/skin colour • Reading books which have the main character from BAME background, deal with racism, and represent ethnic minorities in authors and illustrators • Story books/Social Stories/Symbols/Signs for classroom and library which celebrate and raise awareness of different cultures
Sexual Orientation	<ul style="list-style-type: none"> • Photographic modern family pack • Story books which represent different family types • Age-appropriate resources to fully embed the RSHE curriculum