



St Damian's RC Science College: Equality Progress and Impact Report 2012

Overview: 2012

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"> • 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. • Enrichment Activities. • Curriculum – planning to include all (PE) • Disabled pupils are included in the displays, photo's etc. 	<ul style="list-style-type: none"> • Progress reports indicate that all micro groups achieve in line with their peers. • Enrichment has included access to specialist sports club. Success within Tameside has been established and students attend every year. THE VIP CLUB.
ii. physical improvements to increase access to education and associated services	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • All pupils and staff 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 Key boards for visually impaired children. • Alternative formats of information for parents ie leaflets • Provision for deaf and/or blind parents • Reception duties – include disabled pupils 	<ul style="list-style-type: none"> • Pupils registered SEN have individual Provision Maps. • All pupils with disability have regular meetings, Senco and Parents. • Access for deaf and blind parents , parents evenings and other events. • All year 8 pupils have access to Reception duties in 2012.

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. • Challenge and deal with any prejudice related incidents what occur • 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. 	<ul style="list-style-type: none"> • All staff provide inclusive curriculums , egs all pupils attend Retreats. • Pupils attend Anti-Bullying Conference and then relate material back to year groups. • Assemblies , included work by CEOP, Anti-Bullying,
ii. equity between groups in school, where appropriate	<ul style="list-style-type: none"> • Ensure that monitoring informs the need for intervention • Same opportunities • Attendance and attainment 	<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.
iii. engagement with people from different backgrounds, including extended services	<ul style="list-style-type: none"> • 5% of our pupils • All information to be available in preferred language– if required • Students to experience other cultures ie through visits 	<ul style="list-style-type: none"> • Pupils encouraged

