

<p>d) Liaise with Norton College/external providers to acquire a wider variety of after-school provision.</p> <p>e) Develop guidance for staff to make sure all trips are accessible.</p> <p>f) Survey participation in clubs at lunch/after school by disabled children as required.</p> <p>g) Set up INSET training for all staff working with children with disabilities as required.</p> <p>h) Gather information in accessible PE and Disability Sports.</p>	<p>PE leader</p> <p>HT</p> <p>HT</p> <p>HT</p> <p>PE leader</p>					
<p>g) Review PE curriculum to ensure inclusivity.</p> <p>h) Develop PSHCE curriculum to address disability issues.</p> <p>i) Ensure children with additional needs are highlighted and annotated in teacher's planning.</p>	<p>PE leader</p> <p>HT</p> <p>All staff</p>	<p>Autumn Term 2016</p>	<p>December 2016</p>	<p>Staff time CPD requirements</p>	<p>HT</p>	<p>The teaching of PE is accessibly for all.</p>

KEY ISSUE

- Regularly identify and address any gaps in the performance of disadvantaged pupils and those with SEND against their cohort.

Actions	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Success criteria
a) Survey participation in all school activities by all children, including those with SEND. b) Identify performance gaps at least half termly for each cohort by analysing achievement and performance data.	Staff & HT Staff & HT	Ongoing	Ongoing	Staff time	SEN Gov	Gaps in achievement for individuals &/or groups identified through regular assessment All children achieve agreed targets
c) Identify any specific groups of disadvantaged children, eg SEN, FSM, boys, girls	Staff & HT	Ongoing	Ongoing	Staff time	SEN Gov	
d) In service training for all staff and TA's to address training needs e.g. Dyslexia. e) System set up so that information can be shared with all staff.	SENCO SENCO	Ongoing	Ongoing	Staff time CPD costs	SEN Governor	
f) Results demonstrated to School Performance Committee by HT in agreed format.	HT	Termly	Ongoing	HT time	SPC	

KEY ISSUE

- Increase understanding of different cultural, religious views and lifestyles and to ensure there are no homophobic or bullying incidents, including on-line.

Actions	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Success criteria
a) Identify any specific gaps in the curriculum.	Staff & HT	Summer Term 2016	Summer Term 201	Staff time	Designated Governor	Staff & children recognise and understand different religions, cultures & lifestyles in multi-cultural Britain. Staff & children behave appropriately when engaging with others who have different values to their own.
b) Identify any trends in inappropriate behaviour in school	Staff	Ongoing	Ongoing	Staff time	Designated governor	
c) Activities to provide opportunities to celebrate the diversity of other cultures. e.g. visits or visitors from different backgrounds (Buddhist centre, mosque), cooking, British Values activities, family customs etc.	Staff & HT	September 2016	July 2017	External visits costs	HT	
d) Awareness of different religions forms part of the curriculum.	Staff & HT					
e) Agree & plan activities /assemblies to educate children in on-line behaviour e.g NSPCC Safeguarding Assemblies for KS1 & KS2.	Staff, HT & outside provider.	September 2016	July 2017	Assembly materials as required	HT	
f) Agree & plan activities around bullying, eg in anti-bullying week	Staff	November 2016	Ongoing as required.	Teaching Resources	HT	
g) Review relevant policies & procedures according to policy update schedule	Staff Designated Governor	Ongoing	Ongoing	HT time	GB	

h) Regularly (how often?) ensure relevant policies & procedures are being followed.	Staff Governors	Ongoing	Ongoing	Staff & governor time	COG	
i) On-line training for staff – NYCC. Prevent Training - NYCC	Staff & HT		June 2016		Designated governor	

KEY ISSUE

- Provide girls and boys with the same opportunities.

Actions	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Success criteria
a) Ensure staff are trained to recognise gender inequality and to minimise gender differences in all areas of school life.	HT Staff	Ongoing	Ongoing	Staff time	HT/GB	Equal academic progress & achievement for boys and girls Equal participation and opportunities for success for boys and girls in extra-curricular activities
b) Gender differences in participation, progress and academic achievement are recognised and recorded.	Staff	Ongoing	Ongoing	Staff time	HT/GB	
c) Any identified differences are addressed in planning and lessons.	Staff	Ongoing	Ongoing	Staff time	HT/GB	
d) Children are taught that equality in gender matters (e.g. equal opportunities in sporting activities) and this is practised.	Staff	Ongoing	Ongoing	Staff time	HT/GB	

KEY ISSUE

- **Identify and accommodate all specific needs of children at Langton School, including medical, social and cultural needs.**

Actions	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Success criteria
a) Regular communication with parents/carers to identify new needs. NB: this is particularly important if medical needs or the child's home situation changes.	HT	Ongoing	Ongoing	N/A	HT/GB	All children's needs are identified and accommodated. Increased confidence of staff in developing their curriculum area accessibly.
b) Ensure all new and changed situations are continually communicated to all staff.	HT	Ongoing	Ongoing	N/A	HT/GB	
c) Ensure all staff have access to CPD courses.	HT	Ongoing	Ongoing	CPD Costs	HT/GB	
d) Curriculum planning – ensure there are opportunities for joint TA/teacher planning and evaluation of lessons.		Ongoing	Ongoing			
e) All situations are dealt with in an appropriate and sympathetic way.	All staff	Ongoing	Ongoing	N/A	HT/GB	
f) Any relevant agencies are involved as necessary (eg for Child Protection agencies).	HT	Ongoing	Ongoing	N/A	HT/GB	