

Osborne Equality and Accessibility Plan

Action	Who is responsible ?	When	Success Criteria
Audit resources to ensure they promote positive images which reflect the diversity of the school and community in terms of race, gender and disability. Purchase additional resources where gaps are identified	HES - EYFS SP - Literacy AH – Hist/Geog		More diversity reflected in school displays and resources used
Continue to celebrate cultural events throughout the year to increase pupil and family awareness and understanding of different communities e.g. Diwali, Eid, Hanukah, Black History month, Chinese New Year etc	RF – assembly JD - RE	Half termly on assembly rota Annual Parent Questionnaire	Increased awareness, respect and tolerance of different communities shown in actions of and discussions with children
Ensure the curriculum fully reflects all aspects of the equality agenda including LGBT+. Implement No Outsiders scheme.	HES/KM	Introduced Sept 17 Books available in class	Increased awareness, respect and tolerance of different families shown in actions of and discussions with children and parents.
Ensure children with SEND and those children who are vulnerable can take part in all aspects of the curriculum, including educational visits	SG RJ HB	Updated when needed	Children and parents feel less anxious, less behaviour incidents, exclusions and need for restraint.
Ensure key documents for parents and carers are translated into community languages Engage interpreters	DJ – website EC	2016 , reviewed regularly when necessary	Parents and carers with English as an additional language more informed about school life
Identify, respond and report racist incidents to the Governing Body / Local Authority on a termly basis.	MG	Termly at full governor meetings	Teaching staff are aware of and respond to racist incidents Governors are aware of frequency and strategies to reduce incidents.