

Review of Equality Action Plan Nov 2018

Equality Objectives	Protected Characteristic	General Duty	Responsibility	Measurable Success Indicator	Review milestones
Objective 1: To further improve the pupils' knowledge and understanding of the United Kingdom as a multicultural society.	Race/Ethnicity Religion or belief	<ul style="list-style-type: none"> eliminate discrimination advance equality of opportunity foster good relations 	Head Curriculum Leader Professional Development Leader Deputy/SENCO Teachers	Pupils understand and respect each other. Pupils see diversity and difference as interesting and exciting. Pupils have a strong sense of identity, feeling they belong in Britain and Britain belongs to them. Pupils understand that excellence is not restricted to the achievements of people from dominant cultures, but that people from all cultures can achieve excellence.	Reviewed by SLT termly Evaluated and published annually

Our current rating for this objective is **Green** because:

- Pupils have a better understanding of respect and can talk about ways of demonstrating respect to others
- Pupils have a better understanding of diversity and express this during their collective and class worship, particularly those about bullying
- Visitors from other faiths have spoken with some groups of children to share their culture and beliefs
- Vision statement explored in depth and key messages define the school's ethos. Faith, responsibility, respect and achieve broken down into skills, dispositions and behaviours
- Values explicitly taught and linked to worship – a value a month is explored in depth through literature, media, discussion, song and prayer
- Through the initial stages of the school's attempt to achieve the national wellbeing award, the children have explored difference and the corresponding emotions
- Identity is the value of the month providing the children with opportunities to explore difference in a wide range of contexts, including ethnicity and culture
- Black history month, bullying week and pupil's rights were promoted.
- The number of reported incidents of bullying and racist remarks increased slightly increased during these times which demonstrated that the children's awareness and confidence to speak out improved. Since then the incidents have decreased. Where incidents occur they are investigated and resolved restoratively. Consequences have been both protective and educational, ensuring the children learn from their mistakes and harm is reduced.

- Rights and responsibilities launched throughout the school. Based on four rights, children had to decide upon their responsibility in order to uphold the rights – start of a new behavior policy. The rights include... treating people equally and respecting others.

Objective 2: To evaluate the achievement of vulnerable/disabled groups ensuring that there are no significant differences	Race/Ethnicity Disability Gender	<ul style="list-style-type: none"> ▪ eliminate discrimination ▪ advance equality of opportunity 	Head Deputy/SENCO Teachers	All vulnerable children are identified and their progress measured. All children to be attaining age related expectations in each year group, except those with complex needs. Pupils with exceptional needs make good progress.	Reviewed by SLT termly Evaluated and published annually
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Our current rating for this objective is **Amber** because:

- All pupils' progress has been monitored closely by the Leadership team with the teachers
- Nearly all groups are making sustained progress
- Half termly pupil progress meetings with teachers discuss vulnerable pupils
- Most of the pupils with complex needs are making good progress in a range of areas
- The progress of children with disabilities and special educational needs, is good overall
- 27% of children with SEND and 29% of disadvantaged children attained expected standard in Reading, Writing & Maths during SATS.
- Pupils who were well below the expected standard made good progress from their starting points.
- Attainment at KS1 is lower than national. This is reflective of the the high numbers of children with SEND (22%) (including complex needs), disadvantage (32%) and EAL (20%).
- Pupil assessment data shows improved trends over time Increased percentage of pupils working at age related expectations in reading, writing and maths Interventions are carefully planned and regularly monitored for impact All staff have high expectations of all pupils
- The progress of children in KS2 identified at SEN compares favourably to national.
- Attendance of pupils of Traveller heritage is higher than local and national
- 5 children left the school to attend specialist provision at the end of 2017-18

Objective 3: To ensure the provision for vulnerable/disabled groups matches their needs.	All	<ul style="list-style-type: none"> ▪ eliminate discrimination ▪ advance equality of opportunity ▪ foster good relations 	Head Deputy/SENCO Teachers	All vulnerable/disabled pupils in identified intervention groups to show accelerated progress after each intervention programme.	Reviewed by SLT termly Evaluated and published annually
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				<p>Transition for vulnerable/disabled pupils is detailed and as a result, pupils settle into new classes quickly.</p> <p>Pupils with complex needs have additional or separate planning.</p> <p>Reasonable adjustments to the environment are made for all pupils with disabilities or complex needs.</p>	
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Our current rating for this objective is **Green** because:

- All pupils' progress has been monitored closely by the Leadership team with the teachers
- Monitoring indicates that the children are generally well supported
- For children with significant needs a range of professionals are employed such as, Educational Psychologists, Family Support Workers, Speech Therapist, Counsellors, and specialist teachers.
- Children have made the transition from classes well because of the range of strategies which use the advice of external professionals and training
- Three inclusion assistants have been employed to support vulnerable pupils and pupils with specific needs
- The creation of the purpose built 'Blueroom' for pupils with specific and special needs provides a calm and well-resourced area for learning
- Children with complex needs are planned for specifically by the teacher. Some of these pupils have a personalised curriculum that uses their interest and takes account of their specific needs.
- Pupil progress meetings identify pupils who need intervention in English and maths. Their progress is monitored and reviewed at the next meeting. .
- Children with BSED are identified and receive a range of interventions from external professionals such as play therapist, educational psychologist, hearing specialist, autism specialist, behaviour outreach workers
- Internally the school has specially trained support assistants who support the children with speech and language therapy, social skills, play session/therapy, sand tray play, Change 4 Life fitness.
- Children in receipt of high level BSED make good social development. Their academic progress is more challenging to accelerate.
- The school has support form NHS and private speech therapist. We employ our own speech assistant who is ELKLAN trained. Teaching staff are trained in a wide range of speech and language interventions (see SEND information report)