

Review of Equality Action Plan April 2021

Equality Objectives	Protected Characteristic	General Duty	Responsibility	Measurable Success Indicator	Review milestones
<p>Objective 1: To address the ‘word gap’ for disadvantaged pupils and develop language acquisition for all children, particularly in the Early Years</p>	<p>Socio-economic background Disability Gender Ethnicity & race</p>	<ul style="list-style-type: none"> ▪ eliminate discrimination ▪ advance equality of opportunity ▪ foster good relations 	<p>Head Curriculum Leader Professional Development Leader Deputy/SENCO Teachers</p>	<ul style="list-style-type: none"> ● Children are exposed to a wide range of words and phrases ● Children have a greater understanding of texts because they understand the vocabulary ● Vocabulary walls become a useful resource for children ● Teachers refer often to new vocabulary and encourage children to use it 	<p>Reviewed by SLT termly</p> <p>Evaluated and published annually</p>
<p>Our current rating for this objective is Amber because: <i>As a result of the partial closure of school</i></p> <ul style="list-style-type: none"> ● Pupils have missed a lot of face to face teaching therefore gaps in vocabulary have widened ● Some children have not read as intensely or with enough support during lockdown. This has been most noticeable with the disadvantaged pupils ● Exposure of all pupils to high quality texts has been inconsistent. The school invested in online reading platforms however these were not in place for all pupils until March 2021 <p><i>Before and after the partial closures of school</i></p> <ul style="list-style-type: none"> ● High quality texts so pupils encounter words they rarely hear/use in everyday speech ● Pre-teaching of vocabulary for children who need additional support ● Half termly CPD for all staff in Elklan - all staff understand our approach and specific strategies in becoming a communication-friendly school – consistent practice ● Elklan accreditation awarded and practise is considered strong across the school ● All staff created their own Elklan portfolios – collaborative and shared understanding of strategies and approach. Evidence for school e-portfolio. Effective support for pupils ● High quality texts - pupils encounter words they rarely hear/use in everyday speech ● EY Lead successfully completed an MEd project – developing language games and language rich experiences to address vocabulary gaps ● CPDD on Word Aware – a scheme with strategies for building word awareness ● Word Aware is taught to small groups of children in KS1 ● Vocab is explored, recorded and built upon. ● Language Games have identified gaps in early language and teachers plan to teach new vocabulary, identifying words on the planning sequences 					

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Objective 2: To ensure all children have access to the curriculum, particularly those with complex learning needs.	Race Disability Gender Socio-economic background CLA	<ul style="list-style-type: none"> ▪ eliminate discrimination ▪ advance equality of opportunity 	Head Deputy/SENCO Teachers	<p>All vulnerable/disabled pupils in identified intervention groups to show accelerated progress after each intervention programme.</p> <p>Transition for vulnerable/disabled pupils is detailed and as a result, pupils settle into new classes quickly.</p>	<p>Reviewed by SLT termly</p> <p>Evaluated and published annually</p>

Summary Information - April 2020

Total number of pupils on roll	452
Total number of pupils currently identified as having SEND	83 (18.4% of all pupils) National: 14.9% of all pupils 12.8% of pupils in mainstream school
Number of pupils with EAL	69 (15.2% of all pupils)
Number of pupils with EAL and identified as having SEND	9 (1.9% of all pupils) 10.8 % of pupils with SEND
Number of CLA and identified as having SEND	1 (0.2% of all pupils) 1.2% of pupils with SEND
Number of Pupil Premium (PP) Children	83 (18.4% of all pupils)
Number of PP and identified as having SEND	27 (5.9% of all pupils) 32.5% of pupils with SEND
Number of pupils with an EHCP	7 (1.5% of all pupils) National: 3.1% of all pupil: 1.8% of pupils in mainstream school

	8.4% of pupils with SEND
Number of pupils who we are preparing EHCP documentation for or have draft plans issued by the local authority	8 (1.8% of all pupils) Potential % of pupils with an EHCP by the end of the academic year (3.3% of all pupils) 1.8% Nationally.

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

- That pupils are receiving the support they need within their classrooms. Lessons are well planned, differentiated and adapted to meet all learners needs.
- Further development and CPD is required to ensure that interventions are high quality and have measurable outcomes.
- Further details of SEND provision can be found in the [School Information Report](#)
- Although progress from intervention is evident we continue to work to ensure that interventions are measurable and relevant to enhance the progress and outcomes achieved.
- Transition arrangements would be rated Green. There is detailed handover and preparation for pupils within school and we have strong links with the local secondary schools; working closely to ensure a smooth transition from year 6 to 7.
- Currently there are 33 active provisions which are detailed on Provision Map and have review dates set.
- The average impact of provisions March 2020 - present is +0.92 (pupil progress/outcomes are scored -2, -1, 0, +1 or +2)
- Currently there are 47 learning plans for children who require individual targets and personalised targeted support.
- The average impact of learning plan targets March 2020 - present +0.72 (pupil progress/outcomes are scored -2, -1, 0, +1 or +2).
- *The impact of home learning and pupil/parent engagement in provision and learning plan targets is reflective in these averages.*
- Teachers talk confidently about their children's needs and how to support them during professional dialogue, progress reviews and appraisal meetings and Senco drop ins
- Learning plans include targeted support which is individual to meeting the child's needs.
- Specific teaching aids and pupil resources are distributed for support to the relevant classrooms.
- Inclusion Team staff work with individuals or groups who require intervention and targeted support which is often additional to support is available for 'all' children.
- Children in lower KS2 who are identified as having significant learning difficulties and require a personalised curriculum may attend our learning support class for morning learning.
- Governors oversee budget allocation and how resources are distributed
- All staff are using Edukey Provision map software to log all details related pupils. Meetings logs are kept, learning plans, provisions and key documents are uploaded and available.
- We have a strong link with our new Educational Psychologist (EP) which is allowing us to identify specific learning needs and put strategies in place with frequent review.
- All staff are currently receiving internal training in Precision teaching/monitoring to enhance CPD and the implementation of measurable and research based interventions.

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Objective 3: Promote positive mental health and well-being of all pupils and staff	All	<ul style="list-style-type: none"> ▪ eliminate discrimination ▪ advance equality of opportunity ▪ foster good relations 	Head Deputy/SENCO Teachers		Reviewed by SLT termly Evaluated and published annually

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

- Wormley CofE Primary as been awarded the National Wellbeing Award 2019
- Almost all children report they feel happy and safe at school (February 2020). Children are currently engaging with The Big Ask.
- During lockdown teachers try to maintain communication with all the children. SLT and the sencos followed up on families who found it difficult to engage
- After each lockdown children were supported with a Reconnect Curriculum which focused on rebuilding relationships and the wellbeing of children and staff.
- Teachers are embedding the use of the [Learning and Wellbeing Agents](#) to develop children's understanding of metalearning and self-regulation. Many children and some parents use vocabulary linked to the Agents to talk about learning/use key learning words/ understand their own agency in becoming more effective learners. Videos, assemblies and associated stories are considered helpful ways of embedding the learning words for each agent.
- PSHE and RSE is taught through a well-evidenced scheme: Jigsaw. Jigsaw is a mindful approach to PSHE. The children report that they enjoy Jigsaw and learn a lot about themselves. Whole school assemblies introduce the main PSHE focus for the half term and link the agents to the focus, then celebrates the successes from the week – shared understanding and role models for children. Learning is made explicit
- Enrichment days are useful to focus on a particular Agent or a characteristics of Agents – children are beginning to understand themselves better
- Wormley was a lead school in the Trailblazer Project to support the development of a local mental health support team (MHST). The MHST works closely with the school. Several parents have experienced the Parent Led Intervention and speak very positively about its impact. 2 classes have experienced Brain Buddies, a group intervention to support self regulation and a further 2 are planned for 2021. The MHST also supported with assemblies and transition.
- HABS, a locally acclaimed family support worker team, supports families intensely with very positive outcomes. Year 5 pupils are planned to take part in a resilience pilot project developed by HABS in Summer 2021
- There are two mental health leads and a deputy leader trained at Level 2. A Wellbeing Team, led by these trained members of staff, plan whole school CPD, intervention and strategic direction.
- Currently there is an LSA with SEMH responsibility in each
- All teaching staff experience mental health first aid training. Regular CPD opportunities are provided for staff e.g. weekly briefing, twilight CPD, external CPD including conferences and Inset Days
- Play therapist employed 1 day a week to support 4 children at a time. All the children, their families and class teachers report a significant improvement in wellbeing, behaviour and attitude. Trainee Therapist has a caseload of an additional 4 children.

- A wide range of professionals, e.g. CAMHS, STEP 2, school nurse, family support workers, behaviour outreach, support a number of children after early identification and referrals.
- Staff log any concerns about children's wellbeing on CPOMS which are responded to by SLT
- Children are typically confident to report to an adult if they are worried or uncomfortable. For example through wishes and feelings or protective behaviour work with children.
- Children respond knowledgeably and with confidence during assemblies about wellbeing, learning and health