Review of Equality Action Plan Dec 2019

Equality Objectives	Protected Characteristic	General Duty	Responsibility	Measurable Success Indicator	Review milestones
Objective 1: To address the 'word gap' for disadvantaged pupils and develop language acquisition for all children, particularly in the Early Years	Socio-economic background Disability Gender Ethnicity & race	▪ eliminate discrimination ▪ advance equality of opportunity ▪ foster good relations	Head Curriculum Leader Professional Development Leader Deputy/SENCO Teachers	● 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	**Reviewed** by SLT termly **Evaluated** and published annually
Our current rating for this objective is **Green** because: ● Select high quality texts so pupils encounter words they rarely hear/use in everyday speech ● Explore vocabulary at every opportunity – record and build vocabulary walls which children can use to practise new words verbally and in their writing ● Plan for teaching new vocabulary – identifying words on the planning sequences ● 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 ● EY Lead has begun her 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 ● All staff creating their own Elklan portfolios – collaborative and shared understanding of strategies and approach. Evidence for school e-portfolio. Effective support for pupils					
Objective 2: To ensure all children have access to the curriculum, particularly those with complex learning needs.	Race Disability Gender Socio-economic background CLA	▪ eliminate discrimination ▪ advance equality of opportunity	Head Deputy/SENCO Teachers	All vulnerable/disabled pupils in identified intervention groups to show accelerated progress after each intervention programme. Transition for vulnerable/disabled pupils is detailed and as a result, pupils settle into new classes quickly.	**Reviewed** by SLT termly **Evaluated** and published annually

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

That pupils are receiving the support they need within their classrooms.

- Further details of SEND provision can be found in the School Information Report
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Summary Information - November 2019	
Total number of pupils on roll	451
Total number of pupils currently identified as having SEND	75 (17%) National: 14.9%
Number of pupils with EAL	69 (15.2%)
Number of pupils with EAL and identified as having SEND	9 (1.9%)
Number of Children Looked After (CLA)	3 (0.6%)
Number of CLA and identified as having SEND	2 (0.4%)
Number of Pupil Premium (PP) Children	85 (18.8%)
Number of PP and identified as having SEND	23 (5%)
Number of pupils with an EHCP	10/75 (7.5%) 2.2% of all pupils National: 3.1%

- Currently there are 94 active provisions which average an impact score of +0.94
- Currently there are 54 learning plans with average progress score of +0.89
- Teachers talk confidently about their children's needs and how to support them during professional dialogue, progress reviews and appraisal meetings
- Learning plans include whole class provision as well as targeted support.
- Specific teaching aids and pupil resources are distributed for support to the relevant classrooms.
- Inclusion Team staff work with the children with the greatest needs.
- Children identified as having significant learning needs and who may need a personalised curriculum may attend one of our three learning support classrooms for their morning lessons.
- 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. The EP is also able to carry out cognitive assessments which we are not able to access as teaching professionals. Parents are actively involved in this process and all meetings involve their input.

- All staff are currently receiving internal training in Elklan which is a specialist speech and language programme. The school will then be assessed to establish whether we meet the criteria to become a Communication Friendly Setting.
- Our school identification and provision cycle for SEMH has also been reviewed this term. Intervention is pupil specific and relevant assessments, discussions with teachers, pupils and parents are a key part of this process.
- Our sensory room has recently been updated with new equipment and resources making it a harmonious and calming environment which also meets the sensory needs of individual pupils

Objective 3: Promote positive mental health and well-being of all pupils and staff	All	▪ 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:
- Almost all children report they feel happy and safe at school.
- The new Agents of Change have been introduced and linked to the Jigsaw PSHE SoL – children have a language to talk about their learning/use key learning words/ understand their own agency in becoming more effective learners. Videos are a useful tool for teaching the social story and learning words for each agent.
- 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 set of agents – children are beginning to understand themselves better
- School part of Mental Health Trailblazer Project
- Mental health leads and deputy leader trained at Level 2
- All teaching staff experience mental health first aid training
- 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.
- 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.
- 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