



| |
|--|
| Owned by: FGB Reviewed : Spring 2024 To be reviewed: Spring 2027 |
|--|

'Learn to love and love to learn; in God's love each one will shine'

St. Andrew's Church of England (VC) Primary School

The Equality Scheme and Action Plan

Our School Vision is led by the example of St Andrew; *"Come, follow me," Jesus said, "and I will send you out to fish for people."* (**Matthew 4: 19**)

Learn to Love- As Jesus showed Andrew how to be the very best of men, so we guide and support our children to become the best that they can be. We teach our children to care and have respect for themselves and others, physically, morally and culturally. Our curriculum is built around the fish symbol to show that the love of God and Jesus is at the very heart of all that we do.

Love to learn- Just as Jesus immediately saw the character and depth of Andrew at that first meeting on the shores of the Sea of Galilee calling him to be his disciple, so we see and encourage the strengths and interests of all our children. We help them become lifelong learners, encouraging and developing their sense of enquiry and aspiration.

In God's love each one will shine- Following Jesus' command; *"Come, follow me," Jesus said, "and I will send you out to fish for people."* (**Matthew 4: 19**) St Andrew brought people to meet, to love and to learn from Jesus. In a similar way we help our children to follow Christian values, to receive the love of God, and to shine that love to others in His grace.

Scope and Objectives

Our vision is realised through this policy by the commitment of our Governing Body to provide an environment for learning which will encourage all our children to achieve the highest standards through the provision of a broad, balanced and imaginative curriculum, high expectations, and equality of opportunities and provision.

To achieve this we will:

- Respect the equal human rights of all our pupils and to educate them about equality.
- Work to promote positive attitudes to disability by enabling all people involved in the school community to contribute to and gain full access to all activities.
- Demonstrate respect for all whatever their race or background.
- Promote gender equality in all aspects of school life by challenging stereotypes, achievement gaps and self-limiting aspirations.
- Respect the equal rights of our staff and other members of the community.
- In particular we will comply with relevant legislation and frame and implement school policies and plan in relation to race and religious equality, disability equality, gender equality and community cohesion.
- Take account of difference (for example, disability, gender, race, religion, sexual orientation, social context, vulnerable child status) and help to overcome any barriers to learning in order to promote achievement and fulfillment in all our pupils.

2. The School Context:

The characteristics of our school

| Characteristic | Total | Breakdown |
|--|-----------------------|---|
| As at January 2024 Census | | |
| Number of pupils | 211 | 109 Female 102 Male |
| Number of staff | 31 | 27 Female 4 Male |
| Number of governors | 15 | 10 Female 5 Male |
| Religious character | | Church of England (Voluntary Controlled) |
| Attainment on entry | | Largely in line with or slightly below |
| Mobility of school population (Year 2022-23) | 14 out, 13 in | Majority of children leaving due to moving out of area. |
| Pupils eligible for FSM | 26 | |
| Pupils eligible for EYPP | 4 | |
| Deprivation factor | - | Low |
| Disabled staff | 0 | of those completing disclosure |
| Disabled pupils (SEN/LDD) | 12 | 2 children with EHCP + 10 other |
| Disabled pupils (physical) | 4 | 1 with EHCP + 3 other |
| BME pupils | 23 | Other Asian (1) Other mixed background (5) Other white (2) Black Caribbean (1) Italian (1) Other White British (1) Pakistani (1) Turkish (2) white and Asian (3) White and Black African (1) White and Black Caribbean (5) White other (5) |
| BME staff | 3 | 3 white/other |
| Pupils who speak English as an additional language | 12 | German (1) Greek (2), Igbo (2) Romanian (2) Russian and Latvian (2) Turkish (2) Ukrainian (1) |
| Average attendance rate January 2024 Census | 3.02% 1.01% 96% | Authorised Unauthorised Attendance |
| Significant partnerships, extended provision, etc. | | <p>Herts & Ware Primary Head Teacher's Consortium Primary Head Teachers Forum DSPL3 Family Support Workers. The Rivers Behaviour Unit Close Collaborative work with St John The Baptist, Amwell View Special Educational Needs School for collaborative partnership in the area of meeting Autism needs SEN partnerships – Regional Cluster group meetings</p> <p>Pre School links *Bobtails Pre school – based on the St Andrew's School site</p> <p>Further Education Centres: Hertfordshire University – School of Education</p> <p>Secondary School collaborations: Chauncey Secondary School. John Warner Secondary School. Presdales Secondary School. Richard Hale Secondary School</p> |

| | | |
|---|--|---|
| | | <p>The school benefits from close links with the parish churches. Collective Worship is led by the local clergy every Thursday morning. The children visit the churches to lead services for festivals and important events in the church's calendar. We also use the churches for educational visits.</p> <p>The school offers an internally run breakfast club – from 7.15am till school starts and has an after school club run by an external provider – Super Star Sports from 3.15 to 5.45 pm.</p> |
| Awards, accreditations, specialist status | | <p>Ofsted – Good – Nov 2023 SIAMS – Excellent – January 2023 Sports Mark – Gold Award – 2018-19, 2019-20, 2020-21, 21-22 and 22-23 International Values-based Education Mark – Summer 2016 Mental Health Qualification - SENDco</p> |

3: Legal Background

The duties that underpin our scheme

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **Eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **Advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **Foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)

The specific duties require schools to:

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- To set every four years one or more specific measurable equality objectives that furthers the aims of the equality duty. (See Section 7)

Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- Age (for staff only)
- Disability
- Ethnicity and race
- Gender (sex)
- Gender identity and reassignment
- Pregnancy, maternity and breast feeding
- Religion and belief
- Sexual orientation

Disability equality

The general duty to promote disability equality means that we must have due regard to:

- Promote equality of opportunity between disabled people and other people
- Eliminate unlawful discrimination

- Eliminate disability- related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

The Act covers all aspects of school life which are to do with how a school treats its pupils and prospective pupils, and their parents and carers; how it treats its employees; and how it treats members of the local community.

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- Increase access to the curriculum
- Make improvements to the physical environment of the school to increase access
- Make written information accessible to pupils in a range of different ways
- We will ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

Race equality

The general duty to promote race equality means that we must have due regard to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups.

Gender equality

The general duty to promote gender equality means that we must have due regard to:

- Eliminating unlawful discrimination and harassment and
- Promoting equality of opportunity between men and women, girls and boys.

Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender.

The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

Age, sexual orientation, religion and belief

We must ensure that we do not discriminate on these grounds. This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Community cohesion

Community Cohesion supports good practice in educating pupils/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socioeconomic groups. We have incorporated our priorities into our School Equality Scheme and Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

Keeping Children Safe in Education

We fully follow this statutory Department for Education (DfE) guidance which came into force from 5 September 2016 (Updated annually) replacing previous versions as well as Safeguarding Children and Safer Recruitment in Education 2006.

The extensive guidance covers Safeguarding information for all staff; the management of safeguarding; safer recruitment; and Allegations of abuse made against teachers and other staff.

4: Roles and Responsibilities

Chain of accountability

The Governing Body, delegating its responsibilities to the School Improvement Curriculum and Ethos Committee and supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Headteacher, Helen Gillingham, retains overall responsibility for ensuring that the action plan is delivered effectively.

An annual report on equality and the reviewed Equality Action Plan are presented to the Spring Term SIMCE meeting.

All staff members are responsible for delivering the scheme both as employees and as it relates to their area of work.

The Headteacher has overall responsibility for:

Single equality scheme

Disability equality (including bullying incidents)

SEN/LDD (including bullying incidents)

Accessibility

Gender equality (including bullying incidents)

Race equality (including racist incidents)

Equality and diversity in curriculum content

Equality and diversity in pupil achievement

Equality and diversity – behaviour and exclusions

Participation in all aspects of school life

Impact assessment

Stakeholder consultation

Policy review

Communication and publishing

Commitment to review

The Action Plan of the school Equality Scheme will be aligned with the School Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

Commitment to publish

We are committed to sharing information about our equality scheme with relevant stakeholders. The Action Plan, a review of progress against it and reviews of it in the light of actions taken, will be made available to all stakeholders on an annual basis. We will also publish the results of a full scheme review every three years – in which we will make proposals for future action.

Commitment to action

| The Governors will: | |
|-------------------------------------|--|
| Policy Development & Implementation | <ul style="list-style-type: none"> • Provide leadership for the development and regular review of the school's equality and other policies & ensure the accountability of the Headteacher for the communication and implementation of school policies • Highlight good practice & promote it throughout the school & wider community |
| Behaviour | <ul style="list-style-type: none"> • Provide appropriate role models for all managers, staff and pupils • Congratulate examples of good practice from the school and among |

| | |
|--|--|
| | <p>staff and pupils</p> <ul style="list-style-type: none"> • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents |
| The Headteacher and senior staff will: | |
| Policy Development | <ul style="list-style-type: none"> • Initiate and oversee the development and regular review of equality policies and procedures • Ensure consultation with pupils, staff and stakeholders in the development and review of the policies |
| Policy Implementation | <ul style="list-style-type: none"> • Ensure the effective communication of the policies to all pupils, staff and stakeholders • Ensure that staff are trained as necessary to carry out the policies • Oversee the effective implementation of the policies • Hold team leaders accountable for effective policy implementation |
| Behaviour | <ul style="list-style-type: none"> • Provide appropriate role models for all staff and pupils • Highlight good practice from staff and pupils • Provide mechanisms for the sharing of good practice • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents |
| Public Sector Duties | <ul style="list-style-type: none"> • Ensure that the school carries out its statutory duties effectively |
| All teaching and non-teaching staff will: | |
| Policy Development | <p>Have the opportunity to:</p> <ul style="list-style-type: none"> • contribute to consultations and reviews • raise issues with senior leaders which could contribute to policy review and development • Maintain awareness of the school's current equality policy and procedures • Implement the policy as it applies to staff and pupils |
| Behaviour | <ul style="list-style-type: none"> • Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme • Provide a consistent response to incidents, e.g. bullying cases and racist incidents |
| Public Sector Duties | <ul style="list-style-type: none"> • Have the opportunity to contribute to the implementation of the school's equality scheme |

5: Stakeholder Consultation

Involving our learners, parents/carers and other stakeholders

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved Governors, staff, pupils and parents/carers in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies (see our Action Plan).

We will ensure that the consultations are comprehensive and inclusive - including representation from the disability, gender, race and community cohesion strands as well as other concerns e.g. FSM or vulnerable groups.

We will ensure that the consultations seek opinions on concerns regarding all of these strands.

We will endeavour to ensure that every stakeholder feels able to contribute to the consultation process. Language and approach will be adapted to audience.

We will always be receptive to comments and concerns raised regarding these issues.

Various methods will be used including:

Questionnaires

Surveys

Discussions in focus groups e.g. Circle Times, House Meetings, Church Aspects Group meetings or other designated focus groups

6: Our School's Equality Priorities

Key priorities for action

Achievements to date

We pride ourselves on being inclusive and welcome diversity in all forms and treat it with equality of opportunity in every realistic sense. This is fully in-keeping with our Christian Ethos as expressed through our school vision and our programme of Values Education.

General:

- Opportunities are available to all
- Our SENCo has delegated time to work in a general, observational manner with all year groups (N – Y6) to facilitate early identification of potential issues. The SENCO is trained to be able to initiate, facilitate and supervise Family First Assessments.
- All teaching and support staff are trained in First Aid.
- Our Behaviour Policy and PHSE curriculum incorporate Protective Behaviours.
- All staff have received training for the Herts County therapeutic approach to positive behaviour management in schools which is embedded within school.
- Breakfast Club and After School club provision for all working parents.
- 30 Hour Nursery provision in partnership with the Pre School operating on the school site - Bobtails
- Appropriate use of Pupil Premium funding to ensure equality eg funding school uniform for parents on low incomes, Breakfast Club places partially or fully funded for PP families or other families who are not in receipt of PP but may need our short term help.

The standard procedures and processes of our school – Disability

Our Admissions Policy is in line with that of the Local Authority. Children with Educational Health Plans (EHCP)/SEND for disability have priority for admissions.

- We work closely with the parent/carer and any outside agencies in order to ensure that the child's needs are known and able to be met.
- Although built into a hill the school has disability access as far as possible, having been yellow-lined, safety-railed and adapted for wheelchair exterior access.
- The main building has disabled toilets on one level.
- Special equipment e.g. visualiser, shaped seating etc. is accessed or purchased as appropriate.
- If children use hearing aids, staff are proficient in wearing and using adaptors in order to maximise the hearing of these children.
- Some staff are trained in Makaton signing.
- The school has two sensory rooms which allow children to be supported in a calm, quiet environment.
- We have trained staff for leading Autism and talk therapy.
- We have two members of staff leading Inclusion and SEND.
- We encourage participation by disabled people in public life
- We take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than other people.(Equality v equity)
- We promote equality of opportunity between disabled people and other people.
- We work together to eliminate disability related harassment.
- Advice is sought from parents/carers and outside agencies to keep our disabled pupils healthy.
- Special dietary requirements are met at our request by Hertfordshire Catering.
- PSHE lessons address acceptance/understanding of disability as appropriate/needed. Notices around the school and in teachers' and first aid records heighten awareness of vulnerable children.
- We follow the Life Education PSHE resource from CORAM which ensures that the school is covering all of the statutory PSHE Curriculum and is compliant with the statutory SRE Government teaching regulations.
- A high proportion of our staff hold a Paediatric First Aid qualification
- Our SENDco has completed Mental Health Training leads on wellbeing and mindfulness.
- The school takes part in mental wellbeing events. The concept of Growth Mindset addresses children's mental health on a daily basis and has enabled all students to realise that they can break down whatever barriers to learning that may have using self- help techniques and with the help and support of the school community.

- We are very aware of site safety. We provide pedestrian routes within the site as well as road safety training for children in FS and KS1 as well as Bikeability training for Year 5. We positively discriminate in favour of Disabled drivers who are allowed to drive & park on site.

The standard procedures and processes of our school – Gender

- Frequent PSHE classroom discussions of gender-related issues e.g. stereotype, expectations, attitudes, impact on learning etc.
- Work to ensure tolerance and to counteract bullying takes account of homophobic bullying
- Any bullying issue is addressed and recorded consistently regardless of gender.
- Completion of termly Sexual and Racial incident log
- Completion and submission to Governors of the Annual Child Protection Checklist and Safeguarding Reports, plus interim termly monitoring by the designated Governor for safeguarding.
- Staff use CPOMS software to record, track and monitor all incidents of safeguarding, behaviour, racism, bullying and sexual inappropriateness
- Head Teacher keeps parents up to date with any safeguarding issues through newsletters.
- Regular workshops are organised to promote equality and safeguarding (e.g The Two Johns, Sergeant Davey)
- Balanced and sensitive programme of SRE whole School, age appropriate.
- Awareness of impact of gender on attitudes to diet.
- Our curriculum tailored to meet the needs of the individual and to address any imbalance e.g. Boys Writing in some Year groups, as relevant.
- Equal opportunities in extra-curricular activities provision.
- Equal opportunities in sport e.g. boys taking part in netball team, girls taking part in football team
- Curriculum made accessible to all – tailored to individual learning styles and to all interests – not gender specific.
- Promotion of positive attitudes and role models
- Staff now a mix of male and female. Male teachers in Year 6 and 4 . Appointment of best candidate regardless of gender.
- Equality of opportunity for promotion and of pay

The standard procedures and processes of our school – SEND

- Our Admissions Policy is in line with that of the Local Authority. Children with Educational Health Plans (EHC)/ SEND have priority for admissions.
- We work closely with the parent/carer and any outside agencies in order to ensure that the child's needs are known and able to be met.
- Children's SEND needs are met primarily through "quality first teachings" in all classes
- Additional needs are identified on children's Assess-Plan-Review
- We use all areas (eg outside environment, sensory rooms. ICT suite etc) to support individual needs as appropriate.
- We have trained staff for leading Autism and talk therapy.
- We have two members of staff leading Inclusion and SEND.

The standard procedures and processes of our school – Race

- All the issues addressed above (Gender) are applied to standard processes regarding race. E.g. the majority of staff are white and of British origin, but there is no discrimination of attitude, opportunity or pay towards those of ethnic minority origin.
- The Local Authority doesn't take race into account when allocating places, therefore our school community reflects the local community which is predominantly white UK origin. We do however have a minority from different ethnic groups.
- When we have parents who do not speak English as a first language, we offer a translation service for Parents' Evenings.

The standard procedures and processes of our school – Community Cohesion

- As a school we are working towards community cohesion with a common vision and sense of belonging by all. We aim to develop and expect strong relationships between all members of our school family. We value all members of the school family, whatever their diversity of background and circumstances, providing similar opportunities for all including learning/CPD/Volunteer/ethos.
- We actively encourage mutual respect, positive relationships and shared responsibility within a caring community founded upon Christian values.

- We signpost members of our school community (whether pupils, parents/carers or staff) to any appropriate opportunities relating to childcare, health, education or enjoyment.
- Our school community is central to and an integral part of the village community within which it is set. Residents of the village are welcome to use our grounds outside school hours. We carol sing in the community and entertain local elderly at school performances.
- We promote the work of the Parish Council and other organisations within the village. We work with local businesses to mutual benefit. We work closely with St. Andrew's Parish Church, attending services in the church, welcoming the clergy team to lead weekly assemblies, contributing to the parish magazine, and having Foundation Governors on our Governing Body.

Areas the school has identified as priority areas

| Priority | Category | Diversity strand | Background | |
|----------|------------------------------|---------------------|------------------------------|--|
| 1 | Accessibility | Environment | Disability | Parts of the school have steps to access areas e.g. Dining Hall. Awareness only needed –as little can practically be done to alter this area. |
| 2 | Staff training | Teaching & Learning | Race | As staff change – we need to refresh and update appropriate training – ie protective behaviours, Steps training etc |
| 3 | Parental Involvement | Partnership | All | Consultation emphasises the importance of working closely with parents/carers. We will extend the distribution of supportive literature and signpost available services more efficiently. Parent Partnership is integral to every area of our School Development Plan and we constantly seek ways in which to work ever more closely with our parents for the benefit of their children. |
| 4 | Policy review | Statutory | All | An awareness of equality aspects is incorporated into our rolling programme of policy writing and review. |
| 5 | Governor involvement | Statutory | All | Present the Equality Scheme to the Governors' School Improvement Curriculum and Ethos Committee (SIMCE) for discussion and review annually and report outcomes to the Full Governing Body. Progress against the Action Plan to form a standing agenda item at the Summer Term Full Governing Body Meeting. |
| 6 | Impact assessment | Statutory | All | Arbor allows us to track EAL and Non EAL, BM groups |
| 7 | Communication and publishing | Statutory | Disability Gender Race | Ensure communications with the school community are user-friendly, in plain English, accessible and easy-read. Ensure that our website is compliant with regard to our commitment to equality & diversity & inform the school community about our equality plans. |

7. Action Plan

Making progress on equality issues

An action plan accompanies this Equality Scheme and this will be reviewed annually. In line with this Equality Scheme, the action plan sets out the equality and diversity objectives for the school. – see Appendix 1

Policy 'owned' by: SIMCE
Policy reviewed: Spring 2024

To be reviewed: Spring 2027

Planning Duty 1: Physical Environment - Increase the extent to which disabled pupils can access the physical environment

| Increase the extent to which disabled pupils can access the physical environment | | | | | | | | |
|--|--|---|-------------------------------|-------------------------|---|--|--------------------|--------------------|
| | Issue | What | Who | When | Success Criteria | Review Spring 2025 | Review Spring 2026 | Review Spring 2027 |
| Short term | To maintain safe, accessible pathways around the setting | Paths kept clear of leaves, branches, ice and snow. | School Caretaker (CT) | Daily – CT | That the paths around the school are kept clear of debris and trip hazards. | Please see Accessibility plan for annual reviews | | |
| | Increase security of site while keeping access to school | Quotes being sought for additional fencing and gates into school carpark. Access for parents of disabled/injured children will still be allowed. | School Caretaker Office staff | Spring-Summer term 2024 | That access to school grounds will be controlled and more secure | | | |
| Medium term | To ensure that routes around the school are well lit | Outside lighting to be improved around library, zig-zag path and Early areas. | HT, Bursar Resource Governors | 2025-26 | That routes used during winter months (e.g to EYFS and library) are well lit. | | | |
| Long term | Disabled toilets in lower school | All classrooms in lower school have allocated toilets- EYFS all recently updated. Year 1 toilets, in need of refurbishing. Consider addition of a wider disabled toilet to be installed at this time. | HT, Bursar Resource Governors | Academic year 2026-7 | Would allow appropriate toileting facilities if needed by disabled child. | | | |

Planning Duty 2: Increase the extent to which disabled pupils can participate in the curriculum

| Increase the extent to which disabled pupils can participate in the curriculum | | | | | | | | |
|---|--|---|---|-------------------|--|--|--------------------|--------------------|
| | Issue | What | Who | When | Outcome | Review Spring 2025 | Review Spring 2026 | Review Spring 2027 |
| Short term | Highest possible standards/progress & learning in all curricular areas. | To provide an education that allows our pupils to achieve in a range of contexts enabling them to gain a wide range of skills & knowledge – this is embedded in our Curriculum Intent | HT Subject leaders Class teachers Subject Governors | On going | That our children progressively develop their knowledge and skills in all curricular areas. That all subjects have an equally high profile in our school and are championed by their subject leaders and subject linked governors | Please see Accessibility plan for annual reviews | | |
| | To reduce the fluctuations between the attainment and progress of boys and girls | for boys and girls progress to be tracked in R,W and M – identify inequalities and take appropriate initiatives. | HT Subject leaders Class teachers Subject Governors | Termly monitoring | That boys and girls attainment and progress is equitable | | | |
| | To reduce the attainment and progress gap between vulnerable groups and non-vulnerable pupils. | For vulnerable groups progress and achievement to be tracked and appropriate actions to be taken. to identify intervention strategies required to enable all pupils to make at least sustained progress or small step progress- as applicable. Tracking of PP funding | HT SENDco and INco Subject leaders Class teachers Subject Governors | Termly monitoring | That termly progress and attainment measures (small steps progress, school, National data etc) show progress of the vulnerable groups | | | |

| | | | | | | | | |
|--------------------|---|---|------------------------------------|--------|---|--|---|--|
| | | to ensure allocation helps to - raise achievement, aspirations and cultural opportunities of PP pupils. | | | | | | |
| Medium term | To ensure that attendance of all vulnerable groups reflects the school's average | <p>Early identification of vulnerable children with low attendance</p> <p>Careful termly monitoring of these children and mapping of interventions</p> <p>Staff to work with Parents/carers to improve attendance</p> <p>SENDco and Inco to work with vulnerable families and help them access early intervention help.</p> | HT, Office SENDco, INco Governor s | Termly | That the attendance of our vulnerable groups improves on a termly basis until the percentages are in line with all children | | | |
| | Educate all re bias, prejudice & discrimination - empower all to oppose appropriately and effectively. Focus of Curriculum INTENT | <p>staff to monitor language and behaviour of pupils – record and respond following school's behaviour policy.</p> <p>For staff and school to be proactive in educating pupils (e.g International weeks, anti- racism PSHE, through CW, celebrating differences, exploration of world faiths, visits, visitors etc)</p> | Governor s Head All staff | Termly | <p>That there are no racist incidents.</p> <p>That all children and staff treat all with respect at all times.</p> | | | |
| Long | | That there is a clear | HT | Termly | That staff continue to | | . | |

| | | | | | | | |
|--------------------|---|--|---|---|--|--|--|
| <p>term</p> | <p>For reviewing our established curriculum to ensure that it continues to be adapted and accessible by all pupils whatever their need.</p> | <p>strategic link with the SDP and the curriculum, identifying areas which need training, resources and increased pupil participation.</p> | <p>Subject leaders Class teachers Subject Governors SLT</p> | <p>update their knowledge and understanding of the different subjects</p> <p>That resources, CPD are clearly linked with SDP and identified needs.</p> <p>That our children are firmly engaged in their learning and feel empowered to help develop areas which they wish to explore.</p> | | | |
|--------------------|---|--|---|---|--|--|--|

Planning Duty 3: Improve the availability of accessible **information** to disabled pupils.

| Improve the availability of accessible information to disabled pupils. | | | | | | | | |
|---|--|--|--|------------|--|--|--------------------|--------------------|
| | Issue | What | Who | When | Outcome | Review Spring 2025 | Review Spring 2026 | Review Spring 2027 |
| Short Term | Pupils with speech and language difficulties have access to the curriculum | Pupils given time to process language and respond Visual timetables , now and next strategies to be used Reinforce spoken instructions with print, pictures, diagrams, symbols and concrete materials Advice and training sought from NHS Speech and Language therapists SALT (Speech and Language Team) programs followed in school | HT Subject leaders Class teachers Subject Governors | Continuous | Curriculum more accessible to children with speech and language difficulties | Please see Accessibility plan for annual reviews | | |
| | To ensure all classrooms are dyslexic + autistic friendly | Appropriate resources, pictorial displays for equipment Training for all staff | SENDco Class teachers | Continuous | Curriculum more accessible to children with dyslexic, autistic difficulties Increased success for pupils. | | | |
| Medium term | To ensure that children are provided with positive information, images and role models of disability | For staff to ensure that they regularly use greater diversity books (which have been purchased) when planning their curriculum. Regular PSHE curriculum opportunities | HT Phase Leaders Subject leaders | 2025 | That the children understand issues of disability and are open minded and accepting. | | | |

| | | | | | | | | |
|------------------|--|---|---|---------|--|--|--|--|
| Long Term | That staff and children feel confident in using simple Makaton signing to help more effective communication. | Makaton club - for pupils staff to be trained in Makaton signing- Makaton signs around school | SENDco and INCo LSAs trained in Makaton | 2025-26 | That all staff and children are able to communicate more effectively with children with communication barriers | | | |
|------------------|--|---|---|---------|--|--|--|--|