

Springdale First School

Equalities Action Plan / Strategy – November 2017 (to be reviewed at least every 4 years)

Referenced to Public Sector Equality Duty elements:

1) To eliminate discrimination

2) To advance equality of opportunity

3) To foster good relations

| Self-Evaluation – Why is this a priority? | Objective | Reference to public sector equality duty | Likely Actions | Time Scale | Person(s) responsible | Success Indicators | Monitoring By whom? What evidence will be gathered? | Evaluation (Key questions) | Resources / support / CPD | Costs |
|---|---|--|--|--|--|---|---|--|---|---|
| <p>Data shows progress of low attaining PP/SEND (many of whom join the school late) is not yet accelerated rapidly enough</p> <p>Increasing proportion of children with emotional / mental health issues which impact on their learning</p> | <p>To improve the outcomes of children with complex needs, particularly those who join the school mid-year or mid-phase.</p> <p>* Ensure that provision for children with SEND or who are vulnerable enables them to fulfil their potential</p> <p>*Improve engagement and outcomes of children with emotional / mental health issues</p> <p>*Narrow identified gaps in attainment</p> <p>*Improve attendance of identified groups / individuals</p> | <p>To advance equality of opportunity</p> | <p>Ensure Quality First Teaching for all children</p> <p>Embed use of new IEP formats with smart targets</p> <p>Embed the use of Individual passports for vulnerable children which identify potential barriers and provision</p> <p>Implement a range of Keep Up/Catch Up interventions</p> <p>Evaluate the impact of interventions to ensure that only the most effective are used</p> <p>Enhance the profile of attendance in general and engage swiftly where individual attendance falls below 95%</p> | <p>Ongoing</p> <p>Oct 17 on</p> <p>Nov 17 on</p> <p>Sept 17 on</p> <p>Nov 17 on</p> <p>Oct 17 on</p> | <p>SLT</p> <p>SB</p> <p>SB and staff</p> <p>Staff</p> <p>SLT</p> <p>AML / NS</p> | <p>Almost all (97%+) children in the identified groups make at least typical progress with some making progress better than this</p> <p>*SEND</p> <p>*Vulnerable</p> <p>*EBSD</p> <p>Gaps in attainment match those nationally</p> <p>Persistent absence is reduced and the range of percentage attendance is narrowed</p> | <p>SEND report to Governors - SB</p> <p>Report to learning and curriculum governors – CL / RL</p> <p>Report to Pastoral governors – AML (Termly)</p> | <p>What is the attainment and progress of identified children in comparison to their peers? What has contributed to good progress? What barriers to learning have been identified? How could they be overcome?</p> <p>What steps have been taken to further engage parents? How successful has this been? What are the next steps?</p> <p>How has attendance improved? Which strategies have been most effective? Which children or groups still have relatively low attendance?</p> | <p>Training re: mental health issues e.g. attachment disorders, sensory disorders</p> <p>Noncontact time for IEP writing</p> <p>Staff meeting time for updating passports</p> | <p>Inclusion leader / SLT time (£1000)</p> <p>4 days of AML time (£720)</p> |
| <p>The changing school demographic means that children have a more diverse range of experiences and family situations than had previously been the case.</p> <p>Staffing is largely drawn from the more affluent, sheltered parts of the locality</p> <p>Parent groups (e.g. Friends of Springdale) do not yet have a make-up which is representative of the whole school community</p> | <p>To develop the staff and children's understanding of the different communities represented in Poole, particularly with regard to those who may be from disadvantaged groups</p> <p>To engage all parents as fully as possible</p> | <p>To eliminate discrimination</p> <p>To foster good relationships</p> | <p>*Through the whole curriculum and the school the equal value of all human beings, regardless of their backgrounds or circumstances.</p> <p>*Consider where there may be gaps in children's understanding and experiences. Use pre-teaching and starting points which allow all children to access learning</p> <p>*Staff to be trained to consider the wide range of barriers which a child may face</p> <p>*Enhance engagement with parents to support learning for children who are at risk of under achieving e.g. personal invitations to parent groups and activities</p> <p>*Routinely consider the barriers which parents may face</p> | <p>Ongoing</p> <p>Jan 18 on</p> <p>Sum 18</p> <p>Spr 18 on</p> | <p>HT/ staff</p> <p>Staff</p> <p>HT/Pastoral lead</p> <p>HT/SLT</p> <p>All</p> | <p>Resources and teaching strategies will reflect the diversity of children's experiences</p> <p>All children access learning opportunities on an equal footing</p> <p>Most parents engage in home learning activities, workshops and parent consultations (80%+)</p> <p>Attendance at parental activities represents a diverse range of parents e.g. PPG, same sex families</p> <p>Almost all parents (97%) are aware of what is happening in school and all children are fully involved</p> | <p>Planning scrutiny / link governor visits</p> <p>Planning Scrutiny, book scrutiny, learning walks and lesson observations</p> <p>HT to monitor</p> <p>Parent audits</p> | <p>Are all children able to access learning effectively? Have pre-conceptions about what a child may know or have experienced become more realistic?</p> <p>How well do all staff understand varying family circumstances and make up?</p> <p>Is there wider representation on parent groups?</p> <p>How have barriers to engagement been addressed? Which parents are still not engaging and what are the barriers they face?</p> | <p>Training regarding diversity</p> <p>Opportunities to visit schools in areas of greater social deprivation or with a different demographic</p> | |

SEND- Special Educational Needs or Disability

RL – Ruth Leach (Head))

SB Inclusion Leader

AML – KS2 Leader

SLT – Leadership Team