

**GALLEYWOOD INFANT SCHOOL**

**Equality objectives 2021-2024**

**Review and report to governors**

**April 2024**

Objectives	How will this be achieved?	Impact	Next steps
<p><b>1. Continue to monitor and analyse pupil achievement, identify groups and individuals at risk of underachievement and act quickly to identify appropriate intervention or additional support needed.</b></p>	<p>Close tracking of class and group data by SLT through Pupil Progress meetings. Interventions monitored carefully by class teachers and SENCo, reviewed and adjusted to ensure they lead to accelerated progress for individual children.</p>	<ul style="list-style-type: none"> <li>•Baseline screening for communication and language enables prompt intervention using NELI, WELLCOMM</li> <li>•Pupil progress meetings held separately for English and maths enables tighter focus, specialised advice and support for teachers &amp; follow up by subject leaders.</li> <li>•School led tutoring in place for 13 children in Yr2 at risk of not meeting end of year expectations. Tutoring has taken place for last 3 yrs using school led tutor grant. Tutor group progress- data</li> <li>•Provision mapping updated termly- class teams know next step targets for individuals.</li> <li>•Little Wandle phonics interventions highly effective</li> <li>•Precision monitoring training- successful intervention used in EYFS and Yr1 for phonics and word recognition.</li> </ul>	<ul style="list-style-type: none"> <li>•Continue with NELI and Wellcomm, adapting groups/ timings according to need in each cohort</li> <li>•Continue with Pupil Progress meetings scheduled half termly and data drops 3 x year.</li> <li>•Will we be able to use PP grant to fund some tutoring in 2024-5? Catch up sessions in English &amp; maths planned and shown to be effective. Train additional TAs?</li> <li>•Extend Little Wandle phonics catch up training to newly appointed TAs/ TAs in new year groups.</li> <li>•</li> </ul>
<p><b>2. Develop staff expertise and build capacity within the school and through partnerships outside our school to support vulnerable children and families.</b></p>	<p>Training in school, with schools in Chelmsford Schools Alliance, with Inclusion Partner and SEN cluster. Proactive approach to building links with appropriate outside agencies; work alongside families to seek &amp; secure better outcomes for their children.</p>	<ul style="list-style-type: none"> <li>•Nurture provision successful for small groups of EYFS and Yr1 children who struggle to manage classroom</li> <li>•Established Robins Room to support development of attachment and self-regulation as pre-learning skills</li> <li>•Families invited to share some learning sessions and understand how to support school readiness- Flying start groups in aut and spring terms.</li> <li>•Close working with health visitors, Engagement Facilitator, Family Solutions, Affinity Programme</li> <li>•Attention autism bucket training for all TA team</li> <li>•Commissioned specialist teacher input for ASD</li> <li>•New Inclusion Partner (Sept23) supporting outside partnerships, link Engagement Facilitator working with vulnerable families</li> <li>•Successful GROW provision bid- weekly support between Dec 23-April 24.</li> </ul>	<ul style="list-style-type: none"> <li>•Await outcome from Inc Framework bid May '24</li> <li>•Extend nurture provision into Yr2 for Sept 24</li> <li>•Source appropriate Nurture group training</li> <li>•Link with nurture provision in another school, share planning, approaches linked to 6 core strengths doc</li> <li>•Build on Flying Start- offer to vulnerable families identified by pre-schools and nurseries before children start school/ earlier in autumn term</li> <li>•Training for Family Support role from within existing TA team/ new appointment?</li> <li>•Arrange TA to undertake Play therapy training?</li> <li>•</li> </ul>

<p><b>3. To ensure school information is accessible to all stakeholders, for example parents for whom English is an additional language, those for whom reading and writing may be difficult and any parent with vision difficulties.</b></p>	<p>PDM time to raise awareness among all staff. Information about first language shared with staff team. Verbal explanations/ demonstrations offered. All communication avoids jargon; all communication sent electronically for translation or access support if needed.</p>	<ul style="list-style-type: none"> <li>●Provision plans updated as part of SEN review meetings and shared with parents</li> <li>●Translation button now added to school website</li> <li>●Documents sent via email so that parents can copy into translation app</li> <li>●Staff available at the door every day/catch parent on the playground to provide verbal communication</li> <li>●Extra time given for SEN reviews where English is not first language</li> <li>●Office team support with form filling, applications for school, for benefits to support families with low levels of literacy</li> <li>●Meetings arranged at time/ date when family member with greater knowledge of English can attend</li> </ul>	<ul style="list-style-type: none"> <li>●Gather info from visits to pre-schools about families/ individual parents who may need additional support so that information is shared prior to admission.</li> <li>●Continue to offer personal and tailored support as we currently do</li> <li>●Gather feedback from families where English is an additional language- what has been a challenge? How could we improve our offer to children with EAL and their families?</li> <li>●Link with CTSA cluster group for EAL</li> </ul>
<p><b>4. To increase understanding of disability through direct teaching across the curriculum, tackling prejudice and promoting understanding in relation to people with disabilities.</b></p>	<p>PSHE and assemblies to raise awareness of disabilities. Disability sports assemblies. Professional development meetings raise awareness among staff and seek learning opportunities within thematic curriculum.</p>	<ul style="list-style-type: none"> <li>●Assemblies have focused on Children in Need, Royal British Legion, Comic Relief, Brain Tumour Trust</li> <li>●PSHE curriculum includes specific teaching about celebrating differences.</li> <li>●New texts purchased to support lessons, use in story times</li> <li>●Opportunities taken as they arise to educate children about differences and disabilities linked to staff member, pupil, parent.</li> <li>●Assembly led by Commonwealth games athletes in 2022 also touched on Paralympic games- revisit for Paris Olympics in summer 2024</li> <li>●Little People Big Dreams series of books includes significant people who have/ had disabilities</li> </ul>	<ul style="list-style-type: none"> <li>●Teaching staff to plan additional opportunities into new RSHE curriculum map for 2024-25</li> <li>●Look at different fundraising opportunities- guide dogs, hearing dogs, whizz kids, etc</li> <li>●Share information with families through newsletters about local/ national events that raise awareness of disabilities and support families of children living with additional needs</li> <li>●Share book recommendations with families that educate and celebrate diversity</li> </ul>