

## ONE FORM 1: EQUALITIES evaluation and planning

Updated 05 23

### Vision

#### Equality is central to this school's mission and ethos.

*We are committed to an education that benefits us all, to a socially just, more equal society. 'Through greater equality, we gain a world where status matters less... where social anxieties are less inhibiting of social interaction and people are less plagued by issues of confidence, self-doubt and low self-esteem' (Wilkinson & Pickett, 2019). 'Knowledge, like air, is vital to life. Like air, no-one should be denied it' (Alan Munro). 'We feel equal in class. Other people don't come across as better than me. They may know more about something but the teachers want us to share our learning.' (Pupil self-report 2020) ...our starting assumption is that we are all born with a desire for knowledge and we must do everything we can, as a primary school, to maintain and nurture that desire as well as offer pupils the opportunity to think beyond their own experiences and enable them 'to think the unthinkable and not yet thought...' (Bernstein, 2000). 'We begin with the hypothesis that any subject can be taught effectively in some intellectually honest form to any child at any stage of development' -(Jerome Bruner)... it follows that we believe everyone has something to offer... that therefore one size does not fit all. "It's not how smart you are that matters, what really counts is how you are smart" (H. Gardiner).*

The Equalities Plan often defines school priorities and is laced through policy and practice- see evaluation and planning **highlighted red** in all relevant documentation.

### Long term objectives: (reviewed every 4 years) - see school objectives

An education that benefits us all-

1. **Objective 1:** Improve vulnerable/PP pupil confidence, happiness and progress & attainment in English and maths across school.  
Focus 1: Improve wellbeing/ engagement/ sureness of the not so school sure  
Focus 2: Improve PP progress  
*Rationale: Very significant disparity in confidence/levels of engagement between a school sure majority and a not so school sure minority. Progress of this latter group (generally SEN as well as on FSM and/or pastoral concerns) is an ongoing priority for school.*
2. **Objective 2:** Cater ever better for the needs of SEND pupils.  
*Rationale: SEN profile has risen sharply in the last year- from 4 EHCP's to 9 EHCP's and 16 pending. School having to adapt fast to this new reality and improve provision for SEND.*
3. **Objective 3:** Cater ever better for mental health.  
*Rationale: Mental health needs have also risen sharply - number of pupils emotionally dysregulated meaning school v diff place from pre-Covid. Significant % connected to SEN esp ASD & ADHD, much of it undiagnosed and unfunded.*
4. **Objective 4:** Continue to embed 'appreciating difference' across all school practice including as a driver for/ thread in the curriculum.  
*Rationale: Context predominantly mono-cultural community; SEND levels rising sharply; disparity in life chances between socio-economic groups; imminent influx of refugees Thinking: appreciation of difference critical to all feeling valued.*

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### RECENT HISTORY

## **(6) Key actions recently taken and positive results of these actions:**

### **6a Data:-**

i **Data gathering** : Equalities survey carried out with stakeholders- parents and staff Jan 23. Data (see ONE FORM data) generated re behaviour, exclusions, attendance, SEND, PP, CPD, achievement, admissions, clubs, gov body representation, parental engagement,

ii **Data analysis**: Ongoing evaluation of data by gender, disability, race, vulnerability-

iii **Data systems**: CPoms:- continue to develop use of to ensure rounded understanding of child need. Cpoms actions transferred to Pupil wellbeing log to ensure followed up and weekly meeting of DSL and dep DSL to close cases / keep open. Cpoms categories reviewed to enable better tracking. This has led to tighter communication re pupils leading to effective next steps for vulnerable- no action slipping through the net.

### **6b Policy and Practice:**

i **Relationships approach**: Relationships Policy reviewed and developed- and staff meets re this.

ii **Restorative approach**: HT on restorative leadership training Aut 21; SLT on restorative approach to behaviour training. Now school has clear direction of travel forward once opp arises.

iii **Gender**: Staff training re child on child abuse and associated assemblies/ class lessons. School has good understanding/ systems for following up on child on child.

iv **SEND**- see SDP and ONE FORM specific report re SEN. Physical intervention policy reviewed. Key staff trained in Team teach- Training in ASD/ADHD twilight 22 23// use of RAG forms alongside MyPlans.

v **EAL**: Devpt of practice to cater for new EAL child

vi **PP**- see PP report.

### **6c Achievement**

i **Learning support**: tutoring tailored to need, PP teaching targeted and smart

ii **Class practice**: continue to ensure inclusive provision through seating, visual timetables; concrete mats, managed timetables, sensory audits, sensory boxes.

iii **Reading**: Improved diagnostic assess of reading. Gap narrowing for both SEN and PP in reading as at Spring 2 2022;

iv **Vocab**: Establish and embed vocab practice Spelling- training- CLPE

iv **Phonics**: see phonics RAP. Focus on training and consistency.

v **Maths** - focus on consistency of methodology-/ supportive resources incl numicon. Gap narrowing for maths in years 3 and 4.

vi **Curriculum design**: Development of core threads including units based on interests of vulnerable learners; including outcomes with element of social action- good for lending agency to vulnerable learners. As a result there are opportunities for children to achieve in other ways: eg. fashion show allowed children who find writing more difficult to speak to present findings and to work practically and have that validated; use of chromebooks with accessibility features helped Y5/6 children to produce high quality work in Aztec and Maya topic and practical cooking resulted in many children cooking at home.

Focus on appreciation of difference thread in taught and hidden curriculum has led to pupils articulate about fairness, equality and understanding difference.

-Adapted curriculum for SEN pupils struggling to access classroom provision has meant dysregulated pupils gradually reintegrating into class and curriculum

### **6d Opportunities and experiences**

- i **Sports:** even spread of sports for boys and girls. -Reinstate girls football club. -Sports day fully inclusive. Pupils
- ii **Wellbeing-** Mindfulness for all- led to pupils better able to find calm
- iii Residential activities tailored/ inclusive
- iv **Responsibilities:** for pupils in school including sch council, sch captains, peer mediators, assembly takers, - means pupils have a voice/ feel heard. Pupils proud to have led assemblies and discussions;
- v **Visits** to temple, mosque, churches- all help to appreciate difference

### **6e Community**

- Minchkins toddler group - continued to support to provide better foothold for families and relationships. High level of trust between school and vulnerable families
- MAPS (minch additional needs parent group) started in response to number of parents struggling with their children's mental health and SEND post Covid.

### **6f Communication/ families**

- Parents of EAL children spoken to individually with translator if necessary - use of google translate - good relationship with family- child progressing well.

### **6g Resources**

- School continue to use supportive equipment such as numicon for maths, talking text for English
- 90 chrome books to improve support for learning/ ICT curriculum

### **6h Environment/ Accessibility:**

- Widening of path past Royal and ramp gradient changed as drainage wrks done
- Path up to field as part of drainage works
- Furniture in reception area- eg seats with arms
- New 'snug' 'Topaz' regulation zones
- Muted colour hessian for backing paper and commitment to less busy walls.

### **6i Eliminating discrimination**

- Assemblies designed to tackle prejudice, promote appreciation of difference - often run by pupils themselves. Eg phys diabili/ dyslexia/ ADHD/ ASD. Feedback from 23 survey: *'pupils need the opportunity to present themselves to the school e.g. assembly all about them – was done in Summer 22 with Sebby (then Y3) talking about how he has to live life as a disabled child'*
  - LGBTQI manifesto in school
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## **(6)NEXT STEPS**

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### **(6)Outstanding need/ Therefore now:**

#### **6a Data:-**

- i **Data gathering:** : Equalities survey establish yearly. Improve ability to complete/ update ongoing data generation re disability etc - eg *Feedback from Equalities Audit: ' Prompt to ask about any accessibility requirements in any comms about events in school – e.g. parents evening, shows or assemblies (KS2 parent)'*. Safeguarding surveys for pupils created to glean where/when/how they feel safe in school environment.
- ii **Data analysis:** New consultation process (eg working party) required to decide best ways to meet needs
- iii **Data systems:** CPoms:- update training on an ongoing basis with all staff - ref CPOMS, Target Tracker,

#### **6b Policy and Practice:**

- i **Relationships approach:** Need to affirm acceptable conduct- see staff code of conduct and clarify what positive attitudes to learning look like. School to develop relational circles. Work on developing agreed and consistent language in school - see also environment below.
- ii **Restorative approach:** restorative practice to be more widely used to solve problems as well as resolve disputes.
- iii **Nurture approach:** staff and pupils alike- also see listening / language/ trust- ensure regular, fruitful opportunities for balent/ emotion coaching/ supervision for pupils and adults alike
- lii **Curric threads-** focus whole child and long term – see vision- work towards threads including those in the hidden curriculum as end goals for sch curriculum - esp wellbeing and strengths and appreciating difference
- iii **Gender:** Work on child on child abuse...extra RSE re sexual harassment
- iv **SEND-** Kee[p My Plans up to date and have regular team around the child meetings
- v **EAL:** Plan in EAL training for all staff. Raise profile of good EAL practice..
- vi **PP–** see PP report.
- vii **Strengths–** thru appreciating difference agenda/ practice- push for neurodiversity as superpower; difference as strength- as opposed to shortfall model
- viii **Inclusion-** -Consider supportive and inclusive practices- that benefit all- eg relational circle time...ie towards a whole school commitment to inclusion.
- ix **Trust-** staff training/ discussion re vision starting point also equalities starting point– 'trust'/ faith in people around you-

#### **6c Achievement**

- i **Learning support:**
- ii **Training-** More training opportunities – especially for TAs in pastoral practice as well as learning support. *Feedback from Equalities Audit 23: ' Better / more staff training for children with SEN.... More training on neurodiversity'*
- iii **Class practice:** continue to ensure inclusive provision through seating, visual timetables; concrete mats, managed timetables, sensory audits, sensory boxes.
- iii **Reading:** See Early reading and phonics RAP
- iv **Vocab:** Continue to promote vocab as a way in/ sc for curric learning- for pre and post teaching of content
- iv **Phonics:** see phonics RAP. Focus on training and consistency

v **Maths** - promote use of concrete resources for all

vi **Curriculum design:** Look to develop curriculum elements led by vuln pupil interests/ needs. Continue to develop appreciation of difference thru curriculum, assemblies, links, bks, festivals

### **6d Opportunities and experiences**

i **Sports:** Inclusive sports tournaments organised with other schools; -Inclusive and cooperative sports mornings for planning KS phases

Specific: improving equality of opportunity for those with protected characteristics

-Vuln pupils as reading and behaviour mentors - pairings made and reviewed for effect

-Breakfast club places funded by FGR

ii All: that benefit everyone's sense of belonging

**-Links:** -Develop and celebrate local and international links both visually and in practise- see appreciating difference thread

-Ensure different festivals celebrated in school- see assembly rota

-Appreciating difference thread curriculum development

-v-**Religion:** *Survey feedback 23: 'Better coverage of non-Christian needed....maybe have visitors / speakers from other religions to speak in school. Now school look to invite more visitors in (also given cost of travel)*

**-Experiences:** Feedback from 23 survey: *'We need to have more visitors into the school to talk about disabilities and have opportunities for pupils to experience sports e.g. Paralympic style, wheelchair rugby etc'*

### **6e Community**

**-Minchkins** toddler group - continue to support to provide better foothold for vulnerable families

**-MAPS** (minch additional needs parent group) started in response to number of parents struggling with their children's mental health and SEND post Covid

**-Adult education:** Look to develop adult education offer- using shipping container and links in munchkins.

**-Community space:** developed in entrance area- one stop swap shop - to cater for cost of living crisis.

### **6f Communication/ families**

**-Stakeholder voice:** Develop methods for ongoing collection of stakeholder voice re equalities/ needs. Staff discussion/ training re active ;listening - this as fundamental/ core to good inclusive practice and equalities- principle promoted -that one perspective as important as the many

**-Understanding:** Feedback from 23 survey: *'I think it would be useful to better inform stakeholders re diverse needs across the school. We need to see diff approaches not as 'special treatment'*

ii Accessibility:

**-Correspondence:** Adaptation of correspondence to meet disabled parents/carers needs- email, website, telephone, school visits to acquaint people with disabled facilities- so that active voice, clear font, large print, staff support parents to access written info and complete forms

**-Parents:** *Feedback from 23 survey: 'More effective communication with parents'-*

### **6g Resources**

-School continue to use supportive equipment such as numicon for maths, talking text for English, more visual resources i.e. Makaton placed around the school

- Plan to increase stock of- a/ pupil chairs with arms b/ writing boards b/ washroom taps with levers c/ large computer screens
- Develop better diversity in books provision- see Engl lead
- Provision of regulation boxes in each class to support emotional regulation
- Consider supportive and inclusive resources for all- eg all will benefit from visual timetable....circle time...ie towards a whole school commitment to inclusion.

**6h Environment/ Accessibility:**

- Physical environ:** Lift --- work toward replacement; access to front entrance- height of buzzer lower
- Maintenance & daily practice:** making sure that pathways inside the school are clear and tidy
- Specialist facilities:** continue to develop regulation spaces eg den- alongside PTA
- Consider/ improve the language environment-** see relationships policy and behaviour plan

**6i Eliminating discrimination**

- Appreciating difference:** [Appreciating difference push](#) on curriculum- see website *Feedback from 23 survey, 'It'd be good if children had an understanding of different types of disabilities and learning needs as well as different types of discrimination'*
- SEND:** Appreciating difference push re SEND and mental health- newsletter/ assemblies/
- See SDP re restorative practice and restorative circles and training re needs. Focus on relationships
- Inclusive events:** *Feedback from 23 survey 'Whole school initiatives / events aimed at greater inclusion and understanding'*- see cooperative sports events/ paralympic events/ wheelchair hockey etc

Equalities Auditing 2021- 22	
Evidence	Key findings 2021-22
School profile	<p><b>As of Sept 22:</b>            Numbers of EAL pupils stood at 4 /314 at the start of the academic year, which and has remained broadly consistent for a few years. At the end of summer term 2022, 3 Ukranian families also joined us and have required EAL assistance.</p>
End of KS data: EAL. (see Breakdown groups 2021/22)	<p><b>As of July 22:</b>            EAL pupils attaining well compared to other Minch pupils:-            (1)KS2: 100% EAL pupils attaining ARE in Maths, Reading, Spelling and Grammar, Writing            (0)KS1: NA</p>

End of KS data: SEN/ disability. (see 'Breakdown groups 2021/22)	<p><b>As of July 22</b>  (6) KS2: 80% making expected progress this year. 50% attained ARE in R,W &amp;M  (10)KS1: (3) 30% of SEN pupils attaining ARE  Objective to improve SEN progress – KS1(early intervention)</p>
End of KS data: PP. (see 'Breakdown groups 2015')	<p><b>As of July 22</b>  (5)KS2: PP 100% made ARE in Reading and 60% in Writing and Maths  (13)KS1: - 46.2% made ARE in Reading and Writing and 54% in Maths..  Objective to improve PP - KS1 (early intervention) particularly writing in both KS1 and 2</p>
Tracking of internal data: equalities	<p><b>As of July 22</b>  75% EAL pupils making expected or better progress in Reading and Maths throughout school  88% EAL making expected or better progress in writing throughout school  91% SEN children are making expected progress  73%+ Pupil premium children made expected progress in Reading and Maths  100% BME pupils make expected or better progress in reading through school  94% BME pupils make expected progress in writing and maths throughout school</p>
Attendance: equalities	<p><b>As of Sept 22:</b>  -Slightly lower attendance for some SEND or PP in some year groups. The pastoral team have identified families who they are supporting with this</p>
Behaviour incidents: equalities (See record of pupils seeing HT)	<p><b>As of Sept 22:</b>  -Behaviour incidents: report dominated by seven pupils with SEND</p>
Racist incidents (See record of pupils seeing HT)	<p><b>As of July 22</b>  -None reported in 2021-22</p>

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Exclusions	<b>As of July 22</b> Two short term- 1x PP
Admissions	-Admission policy adhered to closely- ensures equality of opportunity.
Staffing/ recruitment/ gov body	<b>As of July 22</b> -Gov body/ PTA/ not fully representative of community- eg PP -Staffing imbalance- consider skilling up / CPD for some staff categs and use of volunteers
Parent surveys	<b>As of July 22</b> -Concerns raised to raise opportunities for girls' sport both in and out of school. -Concerns raised re communication- reliance on web-based communication
Parental involvement	<b>As of July 22</b> -Involvement by vulnerable families re-establishing - structured interviews/ initiatives to support PP pupils in particular reintroduced post covid. Engagement with reading remains a concern.
Pupil surveys	Wellbeing survey in KS2 and Strengths surveys Pupils conferenced by subject leaders
Pupil interviews re equalities	-Focus group: Perception that incidents dealt with fairly and pupils listened to - Children pleased to see school captains, school council and peer mediators represented from everywhere. - SEN/PP pupils appreciate tutoring but also like to be in class where possible -pupils liked opportunities to lead assemblies, for example on gender based bullying
Staff interviews re equalities	Some staff suggested an inclusion policy for menopausal women



Involvement in extra- curricular activities	<ul style="list-style-type: none"><li>-Wide range of pupils joining committees/ sports/ etc</li><li>-PP pupils attending many clubs- targeted and paid for</li></ul>
Evaluation of opportunities on calendar	<ul style="list-style-type: none"><li>-Classes have visited non-Christian places of worship to broaden life experience and deepen learning.</li><li>-Key festivals generally covered across year in assemblies</li><li>-British values taught implicitly through PSHE</li></ul>