



Longmeadow Primary School
Equalities Plan

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| APPROVED BY GOVERNORS | September 2021 |
| TO BE REVIEWED BY | September 2022 |

| Equality Objectives | Protected Characteristic | Target Group | Actions | Measurable Success Indicator | Review |
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| To improve the punctuality of disadvantaged pupils (aiming to bring attendance closer to 96% or above) | Disadvantaged pupils | Disadvantaged pupils in each class with more than 10 lates recorded during the last academic year | <ul style="list-style-type: none"> • Minutes late is recorded in SIMS • Attendance Officer and Family Worker work together to contact families with persistent latecomers to identify strategies • Attendance Officer to hold support meetings with families • Sports Coach to hold club targeting these pupils • School rewards: weekly class awards, non-uniform days, individual attendance events | Punctuality to improve for each of the target pupils - measured every half term. Attendance is closer to 96% than the previous half-term. | July 2022 |
| To ensure pupils with SEND have full access to an appropriately-differentiated English curriculum | Pupils with SEND | Pupils with SEND who have identified difficulties in English (C&L) | <ul style="list-style-type: none"> • Pupils highlighted in termly SENCO chats • Use of English TLA resources, materials and plans • Use of quality first strategies • Visual support for pupils, e.g. through the use of Integrated Visual Coding, table-top resources like alphabet arcs, task trackers, in/out trays, writing games, word mats... • Drop-ins by SLT and Inclusion Team (half-termly) • Development and Review Meetings | Increased percentage of pupils with SEND working at ARE and ARE+ in writing. | Termly: Dec 2021 Apr 2022 July 2022 |
| To ensure pupils with Speech, Language and Communication Needs are making | Pupils with SEND; those with an identified SLCN | Pupils with SLCN for whom progress and curriculum access is at risk | <ul style="list-style-type: none"> • Pupils highlighted in termly SENCO chats • Use of quality first strategies • Use of central SLCN resources held by SENCO / Head of Inclusion | Data shows progress for pupils with SLCN is in line (or closely matches) the progress of non-SLCN pupils | Termly: Dec 2021 Apr 2022 July 2022 |

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| <p>progress in line with their non-SLCN peers</p> | | | <ul style="list-style-type: none"> • Referrals to Speech and Language Therapy Service made as needed • Use of Speech and Language assessments to identify specific areas of need; teachers to plan and deliver interventions to address gaps identified • Monitoring by SLT and Inclusion Team (half-termly) • Development and Review Meetings | | |
| <p>To improve provision and curriculum access for pupils with Social, Emotional and Mental Health needs</p> | <p>Pupils with SEMH</p> | <p>Pupils with SEMH</p> | <ul style="list-style-type: none"> • All school staff trained and monitored in the use of Herts Steps and therapeutic approaches to behaviour support, including the use of Risk Reduction Plans and scripts • Baseline survey completed before and after strategies used to track impact • Pupils highlighted in termly Inclusion chats with Behaviour Lead • Use of quality first strategies • Use of centrally-held resources including board games, ESC packs • Advice and coaching from school's Behaviour Lead • Delivery of the Drawing and Talking intervention • Wider family support from Family Worker, including the delivery of the Protective Behaviours intervention • Access to Murphy, the school's therapy dog, to support well-being and engagement in class activities | <p>Pupils with SEMH needs access an increasing amount of whole-class work, report reduced anxiety and more positive peer and adult relationships</p> | <p>Termly: Dec 2021 Apr 2022 July 2022</p> |

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| | | | <ul style="list-style-type: none"> • Strategies from external agencies including Communication and Autism • Advisory Teachers, Educational Psychologists, Tier 2 and Tier 3 behaviour support services (e.g. Larwood Outreach) • Teachers plan and deliver lessons and activities that are closely matched to pupils' interests; this can include project-based learning for pupils that struggle to remain in class when heightened or at certain times of day | | |
| To ensure progress and attainment for disadvantaged pupils is in line as their non-disadvantaged peers | Disadvantaged pupils | Disadvantaged pupils in each class for whom progress and/or attainment is at risk | <ul style="list-style-type: none"> • Pupils highlighted in termly SENCO chats • Use of quality first strategies • Specific assessments completed, e.g. SpLD pack, phonological awareness, LAF (Literacy Assessment File), DAN (Diagnostic Assessment of Number), Memory Magic to identify gaps • Teachers to plan and deliver interventions to address gaps identified; to liaise with intervention TAs to support • Monitoring by SLT and Inclusion Team (half-termly) • Development and Review Meetings | Data shows the gap between disadvantaged and non-disadvantaged pupils narrowing for progress and attainment | Termly: Dec 2021 Apr 2022 July 2022 |