



**Longmeadow Primary School**  
**Equalities Plan**

|                              |                       |
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| <b>APPROVED BY GOVERNORS</b> | <b>September 2020</b> |
| <b>TO BE REVIEWED BY</b>     | <b>September 2021</b> |

| Equality Objectives  | Protected Characteristic                        | Target Group  | Actions  | Measurable Success Indicator  | Review                                       |
|--|---|---|--|---|--|
| 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"> <li>• Minutes late is recorded in SIMS</li> <li>• Attendance Officer and Family Worker work together to contact families with persistent latecomers to identify strategies</li> <li>• Attendance Officer to hold support meetings with families</li> <li>• Sports Coach to hold club targeting these pupils (when COVID restrictions allow)</li> <li>• School rewards: weekly class awards, non-uniform days, individual attendance events</li> </ul>             | Punctuality to improve for each of the target pupils - measured every half term. Attendance is closer to 96% than the previous half-term. | July 2021                                    |
| 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"> <li>• Pupils highlighted in termly SENCO chats</li> <li>• Use of English TLA resources, materials and plans</li> <li>• Use of quality first strategies</li> <li>• 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...</li> <li>• Drop-ins by SLT and Inclusion Team (half-termly)</li> <li>• Development and Review Meetings</li> </ul> | Increased percentage of pupils with SEND working at ARE and ARE+ in writing.  | Termly:<br>Dec 2020<br>Apr 2021<br>July 2021 |
| 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"> <li>• Pupils highlighted in termly SENCO chats</li> <li>• Use of quality first strategies</li> <li>• Use of central SLCN resources held by SENCO / Head of Inclusion</li> </ul>   | Data shows progress for pupils with SLCN is in line (or closely matches) the progress of non-SLCN pupils                                  | Termly:<br>Dec 2020<br>Apr 2021<br>July 2021 |

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| progress in lien with their non-SLCN peers   |                  |                  | <ul style="list-style-type: none"> <li>• Referrals to Speech and Language Therapy Service made as needed</li> <li>• Use of Speech and Language assessments to identify specific areas of need; teachers to plan and deliver interventions to address gaps identified</li> <li>• Monitoring by SLT and Inclusion Team (half-termly)</li> <li>• Development and Review Meetings</li> </ul>  |   |  |
| To improve provision and curriculum access for pupils with Social, Emotional and Mental Health needs | Pupils with SEMH | Pupils with SEMH | <ul style="list-style-type: none"> <li>• 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</li> <li>• Baseline survey completed before and after strategies used to track impact</li> <li>• Pupils highlighted in termly Inclusion chats with Behaviour Lead</li> <li>• Use of quality first strategies</li> <li>• Use of centrally-held resources including board games, ESC packs</li> <li>• Advice and coaching from school's Behaviour Lead</li> <li>• Delivery of the Drawing and Talking intervention</li> <li>• Wider family support from Family Worker, including the delivery of the Protective Behaviours intervention</li> <li>• Access to Murphy, the school's therapy dog, to support well-being and engagement in class activities</li> </ul> | Pupils with SEMH needs access an increasing amount of whole-class work, report reduced anxiety and more positive peer and adult relationships | Termly:<br>Dec 2020<br>Apr 2021<br>July 2021 |

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|  |                      |   | <ul style="list-style-type: none"> <li>• Strategies from external agencies including Communication and Autism</li> <li>• Advisory Teachers, Educational Psychologists, Tier 2 and Tier 3 behaviour support services (e.g. Larwood Outreach)</li> <li>• 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</li> </ul>  |   |  |
| 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"> <li>• Pupils highlighted in termly SENCO chats</li> <li>• Use of quality first strategies</li> <li>• Specific assessments completed, e.g. SpLD pack, phonological awareness, LAF (Literacy Assessment File), DAN (Diagnostic Assessment of Number), Memory Magic to identify gaps</li> <li>• Teachers to plan and deliver interventions to address gaps identified; to liaise with intervention TAs to support</li> <li>• Monitoring by SLT and Inclusion Team (half-termly)</li> <li>• Development and Review Meetings</li> </ul> | Data shows the gap between disadvantaged and non-disadvantaged pupils narrowing for progress and attainment | Termly:<br>Dec 2020<br>Apr 2021<br>July 2021 |