



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

<b>APPROVED BY GOVERNORS</b>	<b>September 2022</b>
<b>TO BE REVIEWED BY</b>	<b>September 2023</b>



<b>Equality Objectives</b>	<b>Protected Characteristic</b>	<b>Target Group</b>	<b>Actions</b>	<b>Measurable Success Indicator</b>	<b>Review</b>
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><input type="checkbox"/> Minutes late is recorded in SIMS</li> <li><input type="checkbox"/> Attendance Officer and Family Worker work together to contact families with persistent latecomers to identify strategies</li> <li><input type="checkbox"/> Attendance Officer to hold support meetings with families</li> <li><input type="checkbox"/> Sports Coach to hold club targeting these pupils</li> <li><input type="checkbox"/> 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 2023
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><input type="checkbox"/> Pupils highlighted in termly SENCO chats</li> <li><input type="checkbox"/> Use of English TLA resources, materials and plans</li> <li><input type="checkbox"/> Use of quality first strategies</li> <li><input type="checkbox"/> 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><input type="checkbox"/> Drop-ins by SLT and Inclusion Team (half-termly)</li> <li><input type="checkbox"/> Development and Review Meetings</li> </ul>	Increased percentage of pupils with SEND working at ARE and ARE+ in writing.	Termly: Dec 2022 Apr 2023 July 2023
To ensure pupils with Speech, Language and Communication Needs are making progress in line with their non-SLCN peers	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><input type="checkbox"/> Pupils highlighted in termly SENCO chats</li> <li><input type="checkbox"/> Use of quality first strategies</li> <li><input type="checkbox"/> 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 nonSLCN pupils	Termly: Dec 2022 Apr 2023 July 2023
progress in line with their non-SLCN peers			<ul style="list-style-type: none"> <li><input type="checkbox"/> Referrals to Speech and Language Therapy Service made as needed</li> </ul>		

			<ul style="list-style-type: none"> <li><input type="checkbox"/> Use of Speech and Language assessments to identify specific areas of need; teachers to plan and deliver interventions to address gaps identified</li> <li><input type="checkbox"/> Monitoring by SLT and Inclusion Team (half-termly)</li> <li><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> Baseline survey completed before and after strategies used to track impact</li> <li><input type="checkbox"/> Pupils highlighted in termly Inclusion chats with Behaviour Lead</li> <li><input type="checkbox"/> Use of quality first strategies</li> <li><input type="checkbox"/> Use of centrally-held resources including board games, ESC packs</li> <li><input type="checkbox"/> Advice and coaching from school's Behaviour Lead</li> <li><input type="checkbox"/> Delivery of the Drawing and Talking intervention</li> <li><input type="checkbox"/> Wider family support from Family Worker, including the delivery of the Protective Behaviours intervention</li> <li><input type="checkbox"/> 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: Dec 2022 Apr 2023 July 2023

			<ul style="list-style-type: none"> <li><input type="checkbox"/> Strategies from external agencies including Communication and Autism</li> </ul>		
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			<ul style="list-style-type: none"> <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 nondisadvantaged pupils narrowing for progress and attainment	Termly: Dec 2022 Apr 2023 July 2023