Longmeadow Primary School

Equalities Plan

Policy Agreed: June 2019

Review Date: July 2020

Equality Objectives	Protected Characteristic	Target Group	Action	Measurable success indicator	Timescale	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 academic year 2018-19	• 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.	2019-20	July 2020
To ensure pupils with Speech, Language and Communication Needs are making progress in lien 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	• Pupils highlighted in termly SENCO chats • Use of Class SEND Box resources and strategies • Use of central SLCN resources held by SENCO / Head of Inclusion • Support from Communication Assistant sought with 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	Data shows progress for pupils with SLCN is in line (or closely matches) the progress of non-SLCN pupils	2019-20	July 2020

			- Monitoring by SLT and Inclusion Team (half-termly) - Pupil Progress Meetings			
To improve provision and curriculum access for pupils with Social, Emotional and Mental Health needs	Pupils with SEMH	Pupils with SEMH	- All school staff trained and monitored in the use of Herts Steps and therapeutic approaches to behaviour support, including the use of Individual Risk Management Plans and scripts - Baseline Strengths and Difficulties Questionnaire completed before and after strategies used - Pupils highlighted in termly SENCO chats - Use of Class SEND Box resources and strategies - Use of centrally-held resources including board games, ESC packs - Advice and coaching from school's INCO, including the 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 - Strategies from external agencies including Communication and Autism	Pupils with SEMH needs access an increasing amount of whole-class work, report reduced anxiety and more positive peer and adult relationships	2019-20	July 2020

			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	• Pupils highlighted in termly SENCO chats • Use of Class SEND Box resources and 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) • Pupil Progress Meetings	Data shows the gap between disadvantaged and non-disadvantaged pupils narrowing for progress and attainment	2019-20	Dec 2019 Apr 2020 Jul 2020

To improve EYs and KS1 provision for pupils joining the school with little or no English language skills	Pupils with EAL	Pupils with EAL; newcomers with little or no spoken English language	• Baseline language assessment completed on entry for each pupil • Timetabled support for each child evidenced on class provision maps • EAL resources (SENCO) • Visual resources and strategies from Speech, Language and Communication training • Support from Communication Assistant (GH) • Support from school's SLCN Champions • Support from Family Worker to engage parents where this is appropriate	Clear progress from baseline language assessment – measured every half-term. Greater participation with peers observed.	2019-20	July 2020
To ensure pupils with SEND have full access to an appropriately-differentiated English curriculum	Pupils with SEND	Pupils with SEND with identified difficulties in English	• Pupils highlighted in termly SENCO chats • Use of English TLA resources, materials and plans • Use of Class SEND Box resources and 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 grames, word mats… • Drop-ins by SLT and Inclusion Team (half-termly) • Pupil Progress Meetings	Increased percentage of pupils with SEND working at ARE and ARE+ in writing.	2019-20	Dec 2019 Apr 2020 Jul 2020