



“As unique individuals, we do our best at work and play for the love of God and others.”

Equality Objectives

Short Term Objectives:

1. To raise attainment for pupils with Special Educational Needs to ensure that more are achieving Age Related Expectations in reading, writing and maths
2. To further adapt the curriculum for some children with an EHCP to provide life skills

Why have we chosen this objective?

Our data (January 2020) shows that only 31% of all SEND learners across the school, are working at the ARE in writing. In comparison, 82% of their peers are at the expected level.

To achieve this objective we plan to:

- Review the current curriculum for ‘The Orchard’
- Train two staff members in Forest school
- Create a Forest School
- Develop the intervention plan for all pupils to ensure children catch up in reading, writing and maths

Medium Term Objective:

Over the next 3 years, the percentage of learners with Special Educational Needs achieving Age Related Expectations in reading will improve.

Why have we chosen this objective?

Our data (July 2024) shows that only 29% of all SEND learners across the school, are working at the ARE in reading. In comparison, 75% of their peers are at the expected level.

How will we achieve this objective?

- Improve the rates of early identification and intervention
- Use resources better to ensure more children are being read with more often
- Introduce a new reading scheme for KS2
- Introduce a new reading tracking and assessment tool – Accelerated reader
- Ensure more children are accessing Reading Plus or IDL to support them to make rapid progress
- Research new methods of improving reading for children with barriers to learning

Longer Term Objective:

Within 5 years, a comparable number of learners with English as an Additional Language (EAL) will achieve the higher level in Reading as their peers who have English as a first language at the end of KS2

Why have we chosen this objective?

Our data (July 2024) shows that 8% of EAL pupils achieve the higher level in Reading compared to 28% of non EAL pupils.

How will we achieve this objective?

- Use more visuals in class
- Train teachers in methods to support EAL learners
- Identify issues with vocabulary and grammar earlier
- Run small intervention groups where necessary to focus on grammar
- Research and implement a whole –school approach for developing vocabulary (such as Word Aware)
- Purchase more bi-lingual books for libraries

To be reviewed in the Summer Term 2027