



**“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 awareness of disabilities and reduce stigma surrounding them, with staff, parents and pupils.
2. To inform and train staff and governors in their responsibilities and practice under the Equality Act 2010

### Why have we chosen this objective?

We must ensure that the needs of all children are identified and met with high quality teaching and with additional support where necessary. In order to allow children to succeed, staff need to ensure they are doing their best to make adjustments to support children with barriers to learning and social communication difficulties.

### To achieve this objective we plan to:

- All staff and governors will receive Equality Act training
- Celebrate awareness days for disabilities and the other protected characteristics
- Teach children to be kind and respectful
- Create an Equality Act action plan
- Share information with parents, pupils and staff
- Purchase books, which are diverse in characters and genres, for the library
- Ensure our monitoring processes continue to be robust to ensure compliance and best practice

### Medium Term Objective:

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

### 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.

### How will we achieve this objective?

- Improve the rates of early identification and intervention
- Use technology, resources, scribes, recording devices to improve engagement
- Research new methods of improving writing for children with barriers to learning
- Utilise external specialists to advise teachers
- Provide staff training on improving writing skills for those with barriers

**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 (January 2020) shows that 13% of EAL pupils achieve the higher level in Reading compared to 31% 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