



De Beauvoir Primary School Equalities Objectives, 2020 – 2024

- **Equality objective 1:** Ensure that teaching, learning and wider provision for pupils with SEND are 100% good or better in all classes.

Why we have chosen this objective:

We are committed to ensuring that pupils with SEND have a rewarding school experience which responds to their learning needs and enables them to progress and attain as highly as possible. We recognise that it is more challenging for teachers to respond to pupils' needs when they are not typically those of their year group. We are committed to ensuring that school systems and structures support all staff when providing high quality provision for pupils with SEND and ensure that provision is good or better.

To achieve this objective we plan to:

- focus on provision for pupils with SEND in all monitoring and respond to any identified areas for development swiftly.
- ensure that provision for pupils with SEND is a thread in all MLT action plans, to feed into improvement in T&L and outcomes.
- provide detailed and thorough handovers to discuss key needs of pupils, sharing one page profiles to support effective transition between year groups.
- produce gap analysis of those pupils who are WTS / have SEND in reading, writing and maths.
- carry out regular Fundamental Checks to ensure that teachers are aware of pupils' current achievement and learning needs and to ensure that accurate and precise planning supports pupils to catch up on / consolidate learning.
- offer tutoring / precision teaching for identified children with significant gaps and ensure that class teachers have time to lead / deliver this.
- ensure that our intervention plan responds to these gaps and is monitored and evaluated half-termly.
- embed B Squared for children who are working at 'pre key stage' (PKS) for maths.
- provide regular CPD for teachers and learning coaches, focused on supporting children with specific SEND.
- provide 1:1 coaching / mentoring for learning coaches, to raise awareness of effective support for the specific pupils they work with.
- ensure effective communication with external agencies, referring pupils promptly where we have concerns about learning or other needs.
- embed WAMHS and Place2Be provision to support pupils and families.
- increase the % of funding allocated to high needs pupils through additional EHCPs.
- use pupil and parent voice to inform our actions.

Progress we are making towards achieving this objective:

There is a high level of focus on teaching, learning and wider provision for pupils with SEND through our School Development Plan, subject leader action planning and monitoring cycle. We regularly share findings as an SLT / MLT and use these to inform our actions.

A detailed handover for learning coaches and teachers enabled thorough information sharing about groups of pupils and pupils with individual needs at the start of the academic year. One page profiles were introduced to support this effectively.

Fundamental Checks have focused on the progress and attainment of pupils with SEND and have provided opportunities to share specific information with teachers and members of SLT in order to support pupils with SEND. Our SENDCo is providing precision teaching for pupils with SEND in Year 6. Our intervention plan provides support to pupils across the school, responding to gaps in learning in reading, writing, maths and speech and language. We are developing the use of pre and post assessment data to inform the intervention plan.

Our staff have benefited from high quality CPD to develop their knowledge of types of SEND and effective support, using evidence-based research. CPD has included regular staff meetings and inset sessions / days for teachers and support staff.

Fortnightly sessions for support staff, a high level of role specific training during inset days and a carefully planned and detailed programme of study during lockdown, with regular check ins and mentoring from the SENDCo, have ensured that our CPD offer for support staff is a strength of the school. This year, the SENDCo is supporting learning coaches on an individual basis through 1:1 coaching, shared work scrutiny and identification of pupil gaps and effective support.

Place2Be has been part of our offer for the last year but our mental health practitioner has just changed so embedding of provision will be a renewed focus. WAMHS is being introduced into the school this year and our SENDCo and INCo have been involved in meetings and planning regarding the introduction of the service.

Our SENDCo has a clear and shared understanding of the prioritisation of EHCP applications for pupils with a high level of need. The INCo and HT will be supporting her with applications this year so that we can respond to the needs of a number of pupils.

- **Equality objective 2:** The attendance rates of pupils with SEND will improve year on year to meet a target of 96% attendance by July 2024.*

**Not including absence caused by medical intervention as a result of pupils' medical needs.*

Why we have chosen this objective:

Many of our pupils with SEND have medical needs and this can result in lower attendance rates for this group of pupils. In addition, monitoring has shown us that some of our pupils with SEND are persistent absentees despite lack of identified medical conditions. We recognise that lack of attendance can compound difficulties with learning or behaviour and that it is essential to ensure that all of our pupils, and particularly those with SEND, have high levels of attendance.

To achieve this objective we plan to:

- monitor attendance on a daily basis, taking immediate action for any pupil who is absent / late.
- communicate daily with parents of pupils with SEND who are absent, encouraging attendance and sharing the importance of attendance for their child.
- maintain close links with social care, communicating any absence of a pupil open to social care to the relevant social worker promptly.
- notify the attendance service promptly of any pupil who has had 10+ sessions absence.
- use analysis to target pupils with PA or low attendance & report to LAB.
- devise case studies of pupils where attendance/exclusion is a significant concern.
- take swift action to identify and address attendance at risk of becoming PA.

Progress we are making towards achieving this objective:

We track and monitor attendance on a daily basis and communicate with parents on first and subsequent days of absence, responding swiftly to absence and punctuality through informal and more formalised communication. Prior to lockdown, the school notified the attendance service promptly of any pupil who had 10+ sessions of absence but this has been more difficult since the start of the coronavirus pandemic as a result of the reasons received for absence. Data and analysis has shown us that raising the attendance of pupils with SEND is an ongoing area for improvement. We communicate promptly to social care about attendance of pupils who are open to them and refer to the attendance service where necessary. We write annual (anonymised) case studies of pupils whose attendance is causing concern

- **Equality objective 3** To monitor and analyse pupil achievement by race, gender and disability on a half-termly basis, acting on trends or patterns which evidence additional support for pupils is needed in order to raise attainment and accelerate progress.

Why we have chosen this objective:

We are committed to all pupils receiving good or better teaching and learning. We recognise that it is the school's duty to identify and respond to trends or patterns, as they arise, which evidence that particular groups of pupils need additional support. We need to continuously monitor, analyse and evaluate data to identify what is working and where action needs to be taken to ensure that specific groups of pupils do not fall behind their peers.

To achieve this objective we plan to:

- carry out regular Fundamental Checks to ensure that teachers are aware of pupils' current achievement and learning needs and to ensure that accurate and precise planning supports pupils to catch up on / consolidate learning.
- produce gap analysis of those pupils who are WTS in reading, writing and maths.
- analyse data and respond to findings about the achievement of particular pupil groups.
- offer tutoring / precision teaching for identified children with significant gaps, focussing on their next small step in learning and ensure that class teachers have time to lead / deliver this.
- ensure that our intervention plan responds to these gaps and is monitored and evaluated half-termly or more frequently if required.
- provide regular CPD for teachers and learning coaches, focused on quality first teaching and support.

Progress we are making towards achieving this objective:

Our teaching, learning and assessment approach ensures that information is gathered and analysed on a regular basis and used to inform our actions. Regular Fundamental Checks ensure that SLT, MLT, teachers and learning coaches are informed of groups who are underperforming and actions which need to be taken to address this. The monitoring cycle is designed to respond to findings through focus on groups and individuals. The intervention plan responds to identified gaps in reading, writing, maths and speech and language knowledge for specific pupils. This is reviewed regularly. CPD is responsive to identified trends and Fundamental Checks revisit progress and attainment of groups on a regular basis (half-termly, or more often if required).