

Equality Objectives Willand School

After analysing national and in-school data for protected characteristics Disadvantaged Children have been identified as a priority.				
Equality objective				
To close the gap for Disadvantaged Children in Reading and Phonics.				
Key strategies to address this				
Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Review of phonic teaching. Phonics is now in classes, not set and intervention groups are put in place as needed. Reviewed regularly.	Senior management team Mrs Kyte Mrs James	Half Termly	Training course on phonics	Monitored half termly by Mrs Kyte and Mrs James and Senior Management Team. Review of KS1 practice and any new or inexperienced staff trained. Disadvantaged children will achieve their potential and any gaps in attainment are narrowed or closed.
Accelerated reading has been brought in across the school for years 2-6	Mrs Whittaker Mrs Kyte	3 weekly	Purchase of more books	Monitored by Mrs Whittaker and Mrs Kyte and Senior Management Team. Disadvantaged children achieve their potential and any gaps in attainment are narrowed or closed.

<p>Improve staff knowledge and understanding of meta learning (talking about how they learn)which impacts significantly on pupil progress</p>	<p>Miss Hawkins Senior Management Team All staff</p>	<p>Half day training from Andy Brumby Cornwall Learning on 01.09.15. Professional Development time to discuss how to improve meta learning (talking about how they learn) throughout the school.</p>		<p>Staff understand how to use meta learning (talking about how they learn) to support all children, but especially Disadvantaged children. Meta learning is being used effectively across the school to support progress of children.</p>
<p>Devise a provision map for Disadvantaged children in each year group.</p>	<p>Senior Management Team All co-ordinators</p>	<p>Disadvantaged children are known to teachers and support staff. Directed time used for each year group to create a provision map and action plan for how to support the Disadvantaged children. Monitor progress towards the plan through the year and impact at progress meetings. Able, Gifted and Talented children who are also Disadvantaged are challenged and encouraged to be aspirational for their future. Autumn lesson observations focus on how Disadvantaged children are supported in the classroom.</p>		<p>Clear provision is made for Disadvantaged children to support their attainment and progress. Disadvantaged achieve their potential and any gaps in attainment are narrowed or closed.</p>
<p>Teachers have performance management targets related to progress and narrowing the gap of Disadvantaged children.</p>	<p>Senior Management Team and</p>	<p>Autumn lesson observations focus on how Disadvantaged children are supported in the</p>		<p>Teachers focussed on narrowing any gaps for Disadvantaged children.</p>

	Performance Management Leaders	classroom.		Clear provision is made for Disadvantaged children to support their attainment and progress. Disadvantaged achieve their potential and any gaps in attainment are narrowed or closed.
Review all current practice within school and seek innovative new ideas to implement within school.	Senior Management Team	Senior Management team meeting to focus on Disadvantaged children and consider John Dunford's ten point plan and interrogate Disadvantaged Awards website. Visit other schools with good practice to see how they support Disadvantaged children e.g. Uffculme , Bournville Community primary School Attend any conferences on Disadvantaged		Disadvantaged children achieve their potential and any gaps in attainment are narrowed or closed.
Ensure Disadvantaged children are able to access all enrichment activities to enhance their learning through the curriculum.	All teachers and Admin team	Teachers to plan educational visits or visitors to support the pupil's learning.		Pupils are enthused about the topics they are studying. This enthusiasm is reflected in the quality of their work.
Consider commissioning a Disadvantaged review	Miss Hawkins Senior Management Team and Governors	Half day training from Andy Brumby Cornwall Learning on 01.09.15. Professional development time to discuss how to		Disadvantaged children achieve their potential and any gaps in attainment are narrowed or closed.

		improve meta learning throughout the school.		
--	--	--	--	--

Following the audit this was deemed as a need for the school as the support from the Parent Support Advisors within the Culm Valley had come to an end.				
Equality objective				
To develop parental engagement so that all parents can access services and information that they require.				
Key strategies to address this				
Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Create an equality web page on new website.	Mrs Owen Mrs Telling	By Christmas when new website is live.	Hannah Telling to liaise with Lynette Owen	Parents asked for feedback on new website.
Family Support Advisor at school. Once appointed family support worker to work with hard to reach families, run a SEND support group and support vulnerable parents.	Miss Hawkins Mrs Telling	October 2015	Family Support Advisor salary	Regular meetings with Family Support Adviser and Senior Management Team to include safeguarding concerns, vulnerable families and SEND.
Translators are organised to support EAL families and any documents translated as needed.	Miss Hawkins Mrs Telling	As needed	Cost of translators	Survey at the end of the school year.

Loop system in the hall to assist children and families with auditory difficulties.	A Miss Hawkins Mrs Telling Mrs Hills	Enquiries and quotes to be obtained.	To be confirmed from quotes	All people feel that they are able to hear in the school hall.
Information on the school website about services available to parents and how to access them.	Mrs Telling	This to go on new page on website.	Nil	Parents asked for feedback.
DAFS are put in place for parents and families.	Mrs Telling Family Support Adviser	Ongoing	Nil	Through the DAF process. Survey at the end of the school year.

This needs to be shared with staff on a regular basis (including support staff and governors) this needs to be built into the yearly cycle.				
Equality objective				
To ensure staff are aware of the 2010 Equality Act and their responsibilities.				
Key strategies to address this				
Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Ensure an up to date policy is in place.	Miss Hawkins Mrs Telling	By Christmas		Policy in place.
Share policy and the Act with staff.	Mrs Telling	January INSET		Staff are adhering to the policy.
Training on specific	Mrs	Summer	HTe to research	Staff are adhering to the policy.

elements of the act 'reasonable adjustments' and 'discrimination'	Telling	INSET		
SEN provision map training	Mrs Telling Staff	Termly		Mrs Telling to monitor provision maps and My Plans termly in light of the act.