

Equality Objectives:

Objective 1:

To monitor and analyse pupil achievement by race, gender and special educational need or disability and act on any trends or patterns in the data that require additional support for pupils. Data is analysed by the Senior Leadership Team and subject leaders in pupil progress meetings three times a year for each cohort. Any areas causing concern are then addressed and strategies put in place with any groups or individuals requiring intervention.

Objective 2:

To raise levels of attainment in core subjects for vulnerable learners. For vulnerable learners (pupil premium) to achieve expected progress in Reading, Writing and Maths.

Objective 3:

To raise levels of parental and pupil engagement in learning and school life, across all activities including regular attendance to ensure equity and fairness in access and engagement.

The pastoral teams have a range of ways to ensure that pupils and parents are supported across different aspects of school life:

- Pupils with EHC Plans have termly review meetings including an additional Annual Review meeting to ensure that sufficient resources are being directed appropriately and the pupil can meet their potential. Outside agencies such as Jigsaw, HAST and ASD Outreach are regularly involved with certain pupils to advise with review meetings and work directly with pupils to ensure the best possible outcomes. The Educational Psychologist reviews progress for pupils where necessary and supports referrals for EHC applications.
- Pupils receiving SEND Support also have termly meetings to review support plans in addition to parental consultations in line with other pupils across the school. Teaching staff are fully engaged in this process in terms of reviewing and setting targets and have an excellent understanding of the needs of the SEND pupils in their classes.
- For pupils with Behavioural / Social / Emotional needs which have been flagged by teachers and / or parents/carers, we can refer a child for additional interventions with the HIVE team. This may take the form of regular check-ins; one to one individualised support based on need usually lasting 6-8 weeks; EHAs (Early Help Assessments - lower level) are completed to access outside agencies for either pupil or family support; Building Resilience in Families Panel (BRIF) approached for speedier outside agency support; Early Help Plus (higher level support, usually within the family home) are also completed to further support families in our community.
- The School Attendance Officer works closely with our Local Authority Attendance Officer to ensure that the correct families have been targeted in terms of raising attendance and punctuality levels; in the first instance this would usually be a letter, followed by a phone call and if necessary escalated to a level 1 or level 2 attendance meeting to look at ways to support improved attendance. Where attendance becomes an issue a family may be encouraged to complete an EHFSa to look at further ways to support them.
- Our Safeguarding and Pastoral Manager works closely with our vulnerable families to signpost or assist in accessing services; support in meetings and pupils in school if required as a point of contact.

Signed _____

Chair of Governors

Date approved July 2022

Review date July 2026