

# WIMBLEDON PARK PRIMARY SCHOOL



## Equality information and objectives

Updated: February 2019

## School policy statement on equality and community cohesion

Our school is committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race and ethnicity, religion or belief, sex and sexual orientation.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

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The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

**Part 1: Information about the pupil population**

Number of pupils on roll at the school: **698**

**Information on pupils by protected characteristics**

The Equality Act protects people from discrimination on the basis of ‘protected characteristics’. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

**Disability**

The Equality Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’

There are pupils at our school with different types of disabilities and these include:

- Hearing and visual impairment
- Speech, language and communication needs
- Cystic Fibrosis, asthma, Autistic Spectrum Disorder (ASD), Attention Deficit & Hyperactivity Disorder (ADHD), genetic conditions, gross motor coordination difficulties

<b>Pupil Special Educational Needs (SEN) Provision</b>		
	<b>Number of pupils</b>	<b>Percentage (%) of school population</b>
No Special Education Need	640	91%
SEN Support	39	6%
Education Health and Care Plan (EHCP)	19	3%

<b>Ethnicity and race</b>								
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>		<b>Boys</b>	<b>Girls</b>	<b>Total</b>	
<b>Asian or Asian British</b>				<b>Mixed</b>				
Bangladeshi heritage	1	1	2	Other mixed heritage	11	6	17	
Indian heritage	7	5	12	White and Asian	15	9	24	
Other Asian heritage	7	2	9	White and Black African	2	5	7	
Pakistani heritage	15	12	27	White and Black Caribbean	3	6	9	
<b>Black or Black British</b>				<b>Any Other Ethnic Group</b>		5	4	9
African Heritage	7	13	20	<b>White</b>				
Caribbean heritage	3	2	5	British heritage	191	193	384	
Other Black heritage	0	2	2	Irish heritage	3	0	3	
				White Other	84	81	165	
				Gypsy/Roma	0	0	0	
<b>Chinese</b>	2	3	5	Traveller of Irish heritage	0	0	0	

<b>Information withheld</b>	1	<b>Information not yet obtained</b>	0
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<b>Gender</b>	
Male	353
Female	345

<b>Religion and Belief</b>			
Buddhist	1	Sikh	0
Christian	346	No religion	223
Hindu	10	Other religion	6
Jewish	9	Unknown	4
Muslim	73	Refused	28

### Gender identity or reassignment

We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment.

### Sexual orientation

We do not collect data on the sexual orientation of our pupils.

### Information on other groups of pupils

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

<b>Pupil with English as an additional language (EAL) (February 2019)</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage of school population</b>
Number of pupils who speak English as an additional language	80	74	154	22%
Number of pupils who are at an early stage of English language acquisition	16	9	25	3%

<b>Pupils from low-income backgrounds</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage of school population</b>
Number of pupils eligible for free school meals	11	18	29	4%
Number of pupils eligible for Pupil Premium funding	21	29	50	7%

### Looked after children

We currently have no 'Looked After' Children
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### Young carers

We currently have three children who have been identified as 'Young Carers'
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### Other vulnerable groups

We currently identify pupils who we deem to be vulnerable to potential underachievement and track their progress termly. Where individuals are not making adequate progress with their learning, we adjust the support available to them in class or through targeted intervention programmes. Referrals to support vulnerable families include: Jigsaw4U, Parenting Classes, Parent Support Advisor based in school. 'Leaders carefully track the attendance, progress and achievement of vulnerable pupils.' Ofsted 2016
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## Part 2: Our main equality challenges

This is a summary of the issues that we are most concerned about.

We are already developing strategies and interventions to tackle some of these concerns.

For some of these issues we have also set and published **equality objectives**. Details of these are in Part 6 of this document.

To develop a 'dyslexia friendly school'

To work on the early identification of special educational needs within children who speak English as an additional language.

To raise the achievement of disadvantaged children with a focus on maths attainment

## Part 3: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Our governing body has members who have had training on the Equality Act 2010 in their roles beyond the governing body. When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of governing body meetings.
- Staff have had training based on the protected characteristics in the Equality Act delivered by the Headteacher. They have also all completed training covering English as An Additional Language, disadvantage and challenging derogatory language.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- In our school Behaviour Policy we have outlined how we hope to achieve our aim of encouraging good behaviour and respect for others and preventing all forms of bullying from occurring at WPPS
- We have a school anti-bullying statement which states that:  
"Everyone at WPPS School has the right to feel welcome, secure and happy. Bullying of any sort prevents members of the school community be able to achieve to their maximum potential and prevents equality of opportunity. It is everyone's responsibility to eradicate bullying."

- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents. 'Pupils know what bullying is and the different forms it may take. They are adamant that it does not happen, and written logs show that incidents of bullying are rare. Pupils say that adults and pupils are quick to check that everyone is cared for.' Ofsted 2016
- We have a special educational needs policy that states: The Governing Body and the staff aim to ensure that all pupils, including those as identified as having special educational needs and disabilities are motivated and encouraged to develop physically, socially, intellectually, spiritually, morally, culturally and emotionally by providing a broad and balanced curriculum which is accessible to them and which incorporates the National Curriculum or Foundation Stage Curriculum. We have high expectations and aspirations for all our children, including those with a SEND and believe that every teacher is a teacher of every child, including those with SEND. We aim to ensure that all children achieve the best possible educational and other outcomes.
- We have an accessibility plan that aims to provide a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The plan also states that we are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- Our admission arrangements are managed by the Local Authority and comply with all Equalities legislation.
- Our complaints procedure sets out how we deal with any complaints relating to the school.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We have procedures for addressing staff discipline, conduct and grievances.
- We have a Safe Working Practice Agreement (Code of Conduct) for all adults in school (staff, governors, volunteers, trainee teachers, external providers). This agreement highlights our expectation that all children are treated fairly in school.

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

#### **How we foster good relations and promote community cohesion:**

- Pupils have opportunities to collaborate with all the other children in their class and year group. Achievement of all pupils is celebrated e.g. drama productions where pupils with SEND have significant roles like all other pupils (not just the 'stars'), achievement assembly where the individual's progress is celebrated whatever their starting point.
- The school promotes high levels of the spiritual, moral, social and cultural development of all pupils through the PSHE curriculum, RE curriculum, assembly cycle and pupil leadership structures.
- Extra-curricular activities allow pupils with SEND to be successful beyond the academic curriculum.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment, including those towards those with special educational needs. (Although we believe prejudice related bullying/incidents against pupils with SENs is extremely

rare in our school.) We tackle prejudice and any incidents of bullying based on disability.

- We tackle racist and homo/trans/biphobic incidents thoroughly ensuring the incidents are used to educate children and not simply punish wrong doing. We record racist and homo/trans/biphobic incidents and report these to the local authority each term.
- Our curriculum supports all pupils to understand, respect and value difference and diversity
- 'A well-considered curriculum successfully enriches pupils' learning and helps them to learn rapidly. It provides excellent opportunities for pupils' spiritual, moral, social and cultural development. Pupils are well prepared for life in modern Britain.' Ofsted 2016
- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges racism and stereotypes: Black History Month, the Paralympics, through the choice of multicultural texts and stories.
- Values are promoted throughout the curriculum and are supported by resources that reflect the diverse communities of modern Britain
- We ensure boys and girls share offices of responsibility in school life. This achieves equality of opportunity for older pupils; it also means younger pupils have good role models as they come through the school. Girls have opportunities to be leaders and are seen as such by the whole school community. Boys have opportunities to care for other pupils and this provides an excellent model for younger pupils.
- We host community events where parents/families are able to come together and celebrate
- We have an active PTFA which contributes to the community life of the school
- Each class has a PTFA class rep who fosters positive relationships with the parents of children in the class

### **Disability**

We are committed to working for the equality of people with and without disabilities.

### **Summary information**

- There are no significant inequalities, including those in relation to attainment and access to learning and facilities
- Relationships between all pupils are strong

### **How we advance equality of opportunity:**



- Our SEND policy states: “This is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs and Disability (SEND) at Wimbledon Park Primary School. It is written for the benefit of all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, gender and social origin.”
- Early years staff identify children with additional need quickly and appropriate referrals to outside agencies made
- We have termly pupil progress meetings to track individuals and groups in each class.
- We analyse the progress of children with SEND and work with teachers to make improvements to the support both in and out of the classroom.
- We support learners with disabilities and/or special educational needs by meeting their individual needs through targeted support and SEND support plans. We make adjustments in the classroom to ensure that pupils with special educational needs can learn as successfully as other pupils. Identified children may also be given additional support from adults within school or from selected outside agencies. This support happens both on an individual and group level. We involve pupils with SEND and their families in the changes and improvements we make to their support in school and consult them termly on issues affecting their child.
- We work closely with parents through the SEN process, from when we make initial observations of their child to making an application for an Education, Health and Care Plan needs assessment.
- Ofsted 2016, ‘Strong guidance, training and leadership ensure that staff expertly meet the needs of pupils who have special educational needs and/or disabilities’
- Merton language, behaviour and learning team; Occupational therapy, VBS; Educational psychology; Speech and language, CAMHS, MAOS; Jigsaw 4U and Visual and Hearing Impairment team are the external agencies that the school works with on a regular basis
- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils.
- We involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf.
- We support the emotional needs of our children with our ELSA teaching assistants, Learning Mentors and other intervention such as Zippy’s friends and Theraplay.
- We carry out accessibility planning for disabled pupils that increases the extent to which they can participate in the curriculum.
- We review our accessibility of the building to ensure that all physical barriers are removed where possible.

#### **What has been the impact of our activities? What do we plan to do next?**

- Our integrated curriculum which reflects and builds on the National Curriculum supports all pupils to understand, respect and value difference and diversity.
- We will continue to review and update our disability & accessibility action plan to ensure that all physical barriers to learning are removed
- The SEN team will write termly SEND support plans with all staff to ensure high quality provision both in and out of the classroom
- Embedding training and development of LSAs and TAs.

## Ethnicity and race (including EAL learners)

We are committed to working for the equality of all ethnic groups.

**Summary information** (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

### Ethnicity

- There are no significant inequalities, including gaps in attainment. EAL children make similar progress to non-EAL, both short-term and long-term.
- There are no significant gaps in progress between different ethnic groups in reading and writing and maths.
- Pupils from different ethnic groups generally achieve well
- Performance against national and local benchmarks is above average
- White British pupils are the largest single ethnic group in the school. White other are the school's next largest group. Cohort sizes for other ethnic groups are generally very small and therefore we analyse outcomes on an individual level.
- 'Pupils show great respect and tolerance for each other and adults.' Ofsted 2016
- In our Pupil Survey in 2018, 91% of children agreed or strongly agreed that, "Wimbledon Park encourages me to treat everyone equally and to respect people from other backgrounds"
- Children with EAL who are in school for a longer time generally make exceptional progress across subjects and year groups
- Across the school, children with EAL make rapid progress in all areas

### **How we advance equality of opportunity:**

- We monitor the attainment and progress of our pupils individually, and by groups (EAL).
- We set targets for all pupils' learning and we assess progress every term. The Inclusion Manager monitors and tracks children who have English as an additional language and works closely with class teachers to develop tailored support.
- We identify and address barriers to the participation of particular groups in learning and other activities.
- Where pupils do not make adequate progress or perform below age related expectations, we provide additional support to address the particular learning need e.g. additional language support for pupils who are at the early stages of acquiring English.
- All teaching and support staff have had training to identify how to support children learning English as an additional language
- We use intensive synthetic phonics with new arrivals to allow them to rapidly gain access to reading, writing and speaking in a new language and surround them with good language models.
- We have specific, targeted interventions to aid the acquisition of the English language
- We have particular initiatives to tackle the motivation and engagement in learning of particular groups, e.g. Bradford Talking Partners intervention, use of bi-lingual TAs.
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups. Hosting coffee mornings to give parents access to other families and support networks and offering advice about how they can support their children.
- We have no major incidents of bullying or harassment on the basis of race, ethnicity or culture.
- We will encourage involvement of parents, from all ethnic groups, in school activities. We will collect data on attendance at meetings, social events etc. and plan appropriate actions if there is an anomaly between different groups of parents. Further encourage

parents to support their children with their learning – open mornings to model methods

- We will make changes to the way new arrivals are welcomed into the school, e.g. arrange for each new arrival to have a buddy and we will ensure that new arrival children are given an initial assessment.
- Continue to develop networks of parents who speak English as an additional language to encourage support beyond the school gates

## Gender

We are committed to working for the equality of women and men.

**Summary information** (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- Attainment across all subject areas is broadly the same for boys and girls
- A focus, through the curriculum, to engage and inspire boys to write remains as more girls are achieving the expected standard in writing than boys

## How we advance equality of opportunity:

- We monitor the attainment of all our pupils by gender.
- We set targets to improve the attainment and rates of progress of particular groups of boys and girls.
- Neither boys nor girls are treated as homogenous groups
- We actively teach that girls and boys should be treated equally
- We identify and address barriers to the participation of boys and girls in activities.
- We ensure that gender stereotypes do not limit activity choices. We aim to provide equal access for boys and girls to a wide range of activities. We provided a separate girls' football club to support girls' access to the sport. Boys play a prominent role in organisations such as CTC where they have an opportunity to care for others.
- We encourage parents to come into school and talk about their work to challenge outdated images and ideas about careers and employment.
- Parents of both genders frequently support children's learning in school and help to provide positive role models for all
- Children who are experiencing difficulties engaging with their learning are provided specialist support through programmes such as ELSA.
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress.
- All staff have completed equalities training and have a good awareness of language use, challenging stereotypes, working with children to allow equal access
- Across the school children work with a different Learning Partner each week so that they have the opportunity to learn alongside both boys and girls.
- We monitor good learning certificates and the achievement awards to ensure that boys and girls are equally represented in all areas
- Ofsted 2016 'unyielding culture of high expectations for every pupil.'
- Staff are treated fairly, regardless of their sex/gender. A member of staff's sex/gender does not limit opportunities and we do have gender specific/defined roles.

### **What has been the impact of our activities? What do we plan to do next?**

Boys and girls are well represented in many activities across school life: offices, clubs, sporting activities and there are no significant gaps in attainment. We continue to be committed to equality of opportunity for men and women, boys and girls.

- Refine the focus on early writing for boys in early years
- To continue to develop the PSHE curriculum to allow children time to think about how to challenge gender stereotypes and to explore different role available in society

### **Gender identity or reassignment**

We are committed to ensuring that pupils and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, are protected from discrimination and harassment.

### **Summary information** (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

This is not known to be an issue for any family or member of staff at present.

Although it is rare for pupils – particularly very young pupils – to want to undergo gender reassignment, when a pupil does so a number of issues arise that will need to be sensitively handled.

We offer a wide range of experiences to all pupils. We avoid crude gender stereotypes.

The Headteacher attended a Trans-Inclusive Education conference in the autumn of 2017, where Stonewall gave supporting advice to help pupils/families with this issue.

We are aware where we can seek help and advice to support children and families.

### **Religion and belief**

We are committed to working for equality for people based on their religion, belief and non-belief.

### **Summary information** (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- We do not analyse attainment or progress by religious group
- Christian, Muslim, Jewish and Hindu children attend our school as well as children who adhere to no religion.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice e.g. authorising absence and paid leave for important religious festivals
- We believe our pupils get on well together, whatever their beliefs about religion.
- We consult with pupils, families and others from different faith communities in developing policies and the curriculum when appropriate e.g. Respecting different views about sex and relationships education. Responding to parental comments about appropriate curriculum content in stories, film etc

### **How we advance equality of opportunity:**

- Our curriculum, including RE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- We tackle any barriers that might prevent pupils with particular beliefs from taking a full part in school life.
- We support pupils to build a sense of identity and belonging, which helps them flourish within their communities and as a citizen in a diverse society
- The RE and PSHE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- We make particular use of parents to come into class and talk about their religious practices and beliefs. This provides an important first-hand experience for the children with lots of opportunities to ask questions and learn directly from other children and families.
- We use collective worship to ask children to reflect on issues wider than their everyday life. Our structured programme of assemblies teaches children about the major religious festivals and allows children opportunities to celebrate their beliefs in their school. Parents play a part in assemblies where possible and speak about their faith and festivals. We also make use of local places of worship (a church and a mosque) for educational visits.
- Through assemblies, PSHE lessons and coverage of British Values the school actively promotes the spiritual, moral, social and cultural development of all pupils.
- If discrimination arose, we would tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities, such as Islamophobia and anti-Semitism

#### **What has been the impact of our activities? What do we plan to do next?**

We will continue to focus on children's spiritual, moral, social and cultural development and to promote equality based on religious belief or non-belief.

High levels of multi-faith tolerance and very low levels of incidents involving religion

- Continue to foster relationships with local faith leaders
- Embedding the PSHE curriculum which has a term focusing on relationships – developing perspectives beyond surface level understanding

#### **Sexual orientation**

We are committed to providing a safe environment for all pupils. We aim to tackle any discrimination faced by pupils, families and staff who are lesbian, gay or bisexual.

**Summary information** (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- We do not collect information on pupil numbers or analyse attainment or progress by sexual orientation
- We have very few incidents of the use of homo/bi/transphobic language but we take any discriminatory behaviour seriously and deal with it appropriately – using a restorative approach and reporting it to the local authority
- We teach children about prejudice related bullying and the use of inappropriate language through assemblies and PSHE lessons

#### **How we advance equality of opportunity:**

- Diversity and inclusion are threaded through the curriculum. Books and resources include images of a range of different kinds of families – with particular reference made to the texts suggested by Stonewall.
- We support pupils to develop the skills to be confident learners and accepting of one another’s lifestyles and beliefs, through the PSHE curriculum
- We use a nationally recognised scheme of work for sex education
- We ensure that LGBTQ staff feel comfortable, and are supported to be open about their sexual orientation.

**What has been the impact of our activities? What do we plan to do next?**

We are committed to providing a safe environment for all pupils  
 We aim to tackle any discrimination faced by pupils or staff from the LGBTQ community  
 All staff are trained around equalities issues – making use of the Stonewall resources – to embed these ideas into the curriculum

**Part 4: Consultation and engagement**

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- We have led meetings for teachers and teaching assistants on the Equality Act and our responsibilities in this area. We have also delivered training to equip staff to challenge discrimination and have updates when appropriate.
- Pupils can raise concerns through school council, circle time, pupil surveys, talking to adults including ELSA workers.
- Parents and carers can raise concern through the parent questionnaire, Headteacher /deputy Headteacher/Inclusion manager drop ins, meeting with staff, parent support advisor, parent consultations.

## **Part 5: Review of progress against our Equality Objectives: February 2019**

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

### **Equality objective 1:**

To further develop awareness of ASD within the school community, and to support children and families when children are diagnosed.

### **Progress we are making on this objective:**

#### **This objective has been achieved.**

We have a non-class based Inclusion Manager and SEN manager who are able to work closely with children and families once identification of this particular need has happened.

The SEN team and the Deputy Head (with responsibility for Early Education) meet with prospective new parents of children with a diagnosis, to ensure a smooth transition into the school.

We work closely with the Merton Early Year Inclusion Service, ensuring that recommended strategies are quickly put into place and referrals are made to the necessary services.

Our SEN manager works with all children in the school with a diagnosis of ASD, thereby fostering good relations with the children and families.

We utilise the specialist training provided by Merton's Special School Alliance – Cricket Green and Perseid – with LSAs being trained in the use of work stations, managing behaviour, supporting children with ASD.

The school's SEN Manager carries out regular update training for teachers and teaching assistants around ASD as a spectrum and the specific needs of the children we have in our school.

We completed an awareness and fund raising day linked into the national Autistic Society.

We have used Merton Autism Outreach Service (MAOS) to support children and families once a child has been diagnosed.

A number of our families have been able to access the 'early Bird' support program.

We have utilised the Garratt Park service in Wandsworth to support families from that borough during the early days of diagnosis.

We operate a drop in system for parents with concerns being able to access member of the school's leadership team to discuss concerns.

Support Plan reviews are in addition to parent evenings and allow more time to explore strategies needed to support both the children and families.

Midday Meal Supervisors are regularly reminded about those children who need additional support and care in the playground – with most being TAs trained regularly in updates around ASD. They use social stories to help children navigate social relationships in the playground.

The SEN team meet, at least annually, with specialist teachers to provide appropriate information about specific children to ensure that positive strategies are continued.

The use of Social Club on Friday lunchtimes allows children to interact with one another. We hold regular assemblies to promote mutual understanding and respect for each other.

Specialist outreach workers provide modelled examples and strategies for members of the team.

### **New Objective To develop a 'Dyslexia Friendly School'**

#### **Where we are now**

SEN manager completed training in Dyslexia – Autumn 2017

Dyslexia training for all staff delivered in September 2018

Dyslexia buddy group every other week

A dyslexia register has been created ensure the correct support is directed to the correct children

SEN manager screens children with dyslexic type tendencies

Parents are consulted when early concerns arise

SEN manager observes children in class and supports teacher to make appropriate adjustments



**Equality objective 2:**

To work on the early identification of special educational needs within children who speak English as an additional language.

**Progress we are making on this objective:**

We employ teachers and teaching assistants with specialist knowledge of EAL.

We have a number of bi-lingual staff members.

We have a non-class based Inclusion Manager who is able to work closely with children and families to support early identification of need. Observations are carried out both in and out of the class to look at learning behaviours and progress.

We utilise the Early Years team and Merton's Language and behaviour team to help support identification.

Our very skilled Educational Psychologist is an excellent resource to help with identification and also with training of staff.

As part of our admissions meeting we speak with families to try to establish how children were working in their home language and if any difficulties have already been identified.

Many of our parent volunteers have English as an additional language and we try to match them to support children who have the same language.

Children that are new to English are given a login for the "Learning Village" and invited to attend a morning club, where they can develop their skills in phonics, survival language and curriculum content. Each child has a set of personalised learning tasks.

Parents, with children accessing Learning Village, have been invited to a workshop to see how the programme works.

Interventions like Bradford Talking partners are used to establish progress quickly.

Within the first weeks of starting school we use early language assessments to establish knowledge and understanding. These language assessments are repeated after 6 weeks and then at the end of the term to check progress.

The Inclusion Manager monitors the overlap of children on the SEN register with children who are 'new to English'.

**Equality objective 3:**

To raise the achievement of disadvantaged children with a focus on maths attainment

**Progress we are making on this objective:**

Pupil progress meeting with a focus disadvantaged pupils and ensuring that they receive greater support and resources.

Teaching staff have appraisal targets that focus on the progress and attainment of disadvantaged groups.

All teaching and support staff are given lists of contextual information children so that they are aware of those children who may need additional support.

Interventions and catch up groups planned with greater focus on maths (same day/week follow up).

Employment of a maths support TA with a specific focus on disadvantage.

Continued staff training focus on maths, including approaches for teaching for mastery and bar modelling.

Additional resources with intelligent conceptual and procedural variation purchased to support interventions in key stage 1 and key stage 2.

Setting groups used when necessary.

Improved focus on key learning objectives in planning and teaching now implemented – with a focus on microscopic progression (ensuring gaps in learning are addressed)

Improved feedback systems and opportunities for pupils to improve their learning

Employment of 2 maths leads – both of which are working on national projects linked to children's learning of maths

Member of each year group to be part of the maths TRG and therefore have a good understanding of the microscopic planning steps

Teachers trained to mark and sort books according to children's understanding. Specific children targeted for further support.

Maths leader to lead TA training for those leading maths interventions.

## **Additional information**

### **Policies and procedures**

Other school policies and procedures relevant to this policy are available to download from the school website or through the school office.

### **Recruitment and selection of staff**

- We follow the Safer Recruitment procedures for short listing to take steps to avoid discrimination.
- Short listing is based on the strength of application in relation to person specification
- We ensure that staff responsible for recruitment and selection attend training on developing the skills and techniques essential to conducting successful and fair selected interviews.
- We monitor equality information for all applicants.