

**GALLEYWOOD INFANT SCHOOL**

**Equality objectives 2021-2024    Review April 2022**

Objectives	How will this be achieved?	Impact
<p><b>1. Continue to monitor and analyse pupil achievement, identify groups and individuals at risk of underachievement and act quickly to identify appropriate intervention or additional support needed.</b></p>	<p>Close tracking of class and group data by SLT through Pupil Progress meetings. Interventions monitored carefully by class teachers and SENCo, reviewed and adjusted to ensure they lead to accelerated progress for individual children.</p>	<ul style="list-style-type: none"> <li>•Pupil progress meetings held separately for English and maths enables tighter focus, follow up by subject leaders.</li> <li>•School led tutoring in place for 15 children in Yr2 at risk of not meeting end of year expectations.</li> <li>•Provision mapping in place, updated termly;</li> <li>•Working with Herts for Learning to implement targeted maths interventions</li> </ul>
<p><b>2. Develop staff expertise and build capacity within the school and through partnerships outside our school to support vulnerable children and families.</b></p>	<p>Training in school, with schools in Chelmsford Schools Alliance, with Inclusion Partner and SEN cluster. Proactive approach to building links with appropriate outside agencies; work alongside families to seek &amp; secure better outcomes for their children.</p>	<ul style="list-style-type: none"> <li>•Nurture group very successful for small group of FS children; families invited to share some learning sessions</li> <li>•Nurture group training summer term</li> <li>•YMCA family support worker supporting vulnerable families</li> <li>•Close working with health visitors, Family Solutions, Affinity Programme</li> </ul>
<p><b>3. To ensure school information is accessible to all stakeholders, for example parents for whom English is an additional language, those for whom reading and writing may be difficult and any parent with vision difficulties.</b></p>	<p>PDM time to raise awareness among all staff. Information about first language shared with staff team. Verbal explanations/ demonstrations offered. All communication avoids jargon; all communication sent electronically for translation or access support if needed.</p>	<ul style="list-style-type: none"> <li>•Provision planning includes communication with parents</li> <li>•Documents sent via email so that parents can copy into translation app</li> <li>•Staff available at the door every day/catch parent on the playground to provide verbal communication</li> <li>•Extra time given for SEN reviews where English is not first language</li> </ul>
<p><b>4. To increase understanding of disability through direct teaching across the curriculum, tackling prejudice and promoting understanding in relation to people with disabilities.</b></p>	<p>PSHE and assemblies to raise awareness of disabilities. Disability sports assemblies. Professional development meetings raise awareness among staff and seek learning opportunities within thematic curriculum.</p>	<ul style="list-style-type: none"> <li>•Opportunities as they arise to educate children about differences and disabilities linked to parent, Pre FS child.</li> <li>•Assembly led by Commonwealth games athletes also touched on Paralympic games</li> <li>•Teaching staff to plan additional opportunities into new RSHE curriculum map for 2022-23</li> </ul>