



Ottery St Mary Primary School

Equality Objectives 2021-25

The Governing Body have set the following Equality Objectives for the four academic years commencing **2020/21**. These will be monitored by the Governing Body regularly, and reviewed at least annually in the summer term.

| Focus | Evidence |
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| Supporting the physical and mental wellbeing of all children to successfully promote inclusion within full time education following the national lockdowns | Continued development of ReflectED approaches to support resilience in all pupils Early identification of needs through diagnostic assessments linked to structured interventions. Liaison with pre-schools and secondary schools to support children on their transition to the next phase of their education. |
| <p>Review June 2023: ReflectED approaches embedded across the curriculum and monitored through work scrutiny and pupil discussions. SEND and Pastoral teams liaise closely with pre-schools to identify vulnerable families and support their entry to school through enhanced transition and multi-agency meetings. SEND team utilise diagnostic assessments and use the results of these to target individual and group interventions across the school. Fun Fit delivered in EYFS to support physical development needs for identified children.</p> | |
| Using holistic evidence based approaches to support children in making gains in their learning | Wellbeing surveys will track pupil attitudes on a regular basis. These will triangulate with termly reading, writing and maths outcomes to identify areas of support and intervention. Provision Mapping will support the tracking and impact of support and interventions alongside academic and wellbeing data to target wider strategies (EEF implementation). |
| <p>Review June 2023: Regular pupil voice carried out during the year and outcomes shared with staff through the Perspective system. Wellbeing survey carried out and used to identify areas of support for children. Next survey planned for Autumn 2023. All teachers use Provision Map to set and review School Based Plans and outcomes for SEND children. Evidence based ABSA materials developed to support children displaying anxiety towards school and their families through self-help approaches.</p> | |



Morning bus club successfully integrates key children in upper KS2 with ABSA to transition into school successfully each day.

Pastoral morning club developed to support identified children in lower KS2

To continue to promote understanding and respect for diversity.

Ensuring school policies and procedures promote equality of opportunity; all staff are aware of our responsibility with regards to the equality act; our school curriculum promotes tolerance of all groups. Reviewing Cultural Curriculum to evaluate diversity.

Continue with our discrete teaching of RE each term; facilitate the introduction to, and understanding of, other religions and cultures by our children; continue the implementation of our new PSHE curriculum across the school.

Review June 2023:

Inclusion Team established (Sept 2022) with representatives across all areas of the school's staff body.

EDI audit carried out with timescales for identified actions

Terms of Reference developed to support their work.

Draft Equality, Diversity and Inclusion Policy under development.

Issues of diversity planned into the PSHE and Assembly planning for each year.

Multilingual welcome signs at school entrance reflect the heritage of different cultures in the school.

To raise awareness of and maximise outcomes for children with SEN or a disability

Ensuring that staff training remains up to date with specific training to meet individual needs put in place as required.

Continued whole staff focus on identifying needs and focusing on inclusion to meet those needs

Review June 2023:

SEND team provided CPD for all teachers and TAs in supporting SEND children in class (Jan 2023).

SENCO has delivered CPD through staff meetings to support School Based Plan development.

SENCO team meet regularly with Year group teams to discuss support and outcomes for SEND children.

Communication and Interaction Team training on effective vocabulary delivered to EYFS/KS1

Spelling/Dyslexia training delivered to KS2

Training on Rosenshine's Principles delivered to all staff

Cognitive Load Theory training delivered to all staff.