



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
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.
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.	
Review June 2024: Pastoral team embedded and regular pastoral interventions are in place. Vulnerable pupils are identified in regular meetings and SLT review the provision available for these pupils. Liaison between pre-school and secondary schools continues to support excellent transition information for pupils. SEN work has begun to support key pupils with identified need through adapted curriculum approaches Wellbeing champions are in the staff and pupil body to support peers with wellbeing Wellbeing has been celebrated through assembly programme	



Focus	Evidence
Using holistic evidence based approaches to support children in making gains in their learning	<p>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.</p> <p>Provision Mapping will support the tracking and impact of support and interventions alongside academic and wellbeing data to target wider strategies (EEF implementation).</p>
<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. 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</p>	
<p>Review June 2024: Provision map has been in regular use for School Based plans and will begin to be used for provision (SEN intervention) from Sept 24 Pupil wellbeing survey conducted in Autumn 24 and informed planning and approaches Regular pupil voice has taken place Number of pupils displaying ABSA behaviours much reduced and bespoke approaches are in place where needed Morning club approach very effective at supporting pupil wellbeing</p>	

Focus	Evidence
<p>To continue to promote understanding and respect for diversity.</p>	<p>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.</p> <p>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.</p>
<p>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.</p>	
<p>Review June 2024: Regular assembly programme ensures coverage of a range of cultural events and key diversity issues English curriculum keys texts have been reviewed and refreshed to ensure greater diversity of representation Further investment is being made in diverse texts Anti-racism work continued PSHE, RE and class worship continued across the school</p>	

Focus	Evidence
<p>To raise awareness of and maximise outcomes for children with SEN or a disability</p>	<p>Ensuring that staff training remains up to date with specific training to meet individual needs put in place as required.</p> <p>Continued whole staff focus on identifying needs and focusing on inclusion to meet those needs</p>
<p>Review June 2023:</p> <p>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.</p> <p>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.</p>	
<p>Review June 2024:</p> <p>SEND team has continued to develop CPD for teachers and Tas SEND team has developed the implementation of a communication and interaction base for key pupils Inclusive approaches are celebrated in the classroom Rosenshine’s principles are further embedded through the development of the new approach to wider curriculum assessment.</p>	