



ESSEX PRIMARY SCHOOL EQUALITY OBJECTIVES: 1. Advance Equality of Opportunity Between People

Date: March 2012- 2016

Objective	Current situation	Success criteria	Disability	Gender	Ethnicity	Religion/Belief	Sexual Orientation	Gender Reassignment	Lead Person:	Links school policy or school development/ improvement plan	Actioned by: (date)
Raise attainment and achievement in numeracy across KSI rolling out to FS and KS2	Some underachievement identified in numeracy	Children to achieve 2 sublevels progress in each year groups 1-6	X	X	X	X			AHT/ assessment	SDP Page 3 focus priority 1.	July 2012
Development of the outside environment in foundation and KS2 to impact upon all areas of the cross-curricular curriculum, raising attainment and enjoyment	Issues with behaviour and progress of children during lunch and afternoon sessions	-Improvement in behaviour of children -Impact upon progress in p.m. lessons -All children using and enjoying the new environment -50% decrease in children requiring support during lunch and afternoon lessons in KS2 and Foundation Stage	X	X	X	X			HT & KS1 DHT	SDP P.5 Focus Priority 2	July 2012
Support for vulnerable families and children through development of multidisciplinary team, working with the Manor Park Soft Federation pilot scheme in conjunction with the LA	Number of vulnerable families requiring additional support to help children achieve their full potential	- Soft data will show that vulnerable families are now able to support children's learning and social skills and to work in partnership- with the school. -Data and observation will show that children attainment and enjoyment have increased	X	X	X	X	X	X	HT/LT/LMs	SIP 2012	September 2013
Increase opportunities for participation by disabled pupils in additional activities such as music/dance/ gardening and outdoor sensory activities	Limited opportunities for extra/additional physical and creative activities	-Raised beds incorporated into strategic parts of the school Children involved in gardening and outdoor sensory activities	X	X	X	X			LT	Disability access plan Point no. 5	July 2013
The school ensures equality of opportunity for SEN pupils including narrowing the gap between SEND boys and girls	School provides mainstream provision for children with autism – new facility of sensory room – staff expertise needs increasing through training Look into development of resourced provision for autism and autism awareness training /Team Teach training for staff	Resourced provision for autism agreed and new staff appointed Training has taken place and support staff increased in their skills in using the sensory provision Attainment levels are raised and observation records show improved provision and use of sensory resources	X	X	X	X			HT SENCO	SIP	September 2012



Equality Objectives: 2. Foster Good Relations Between People												
Date: March 2012- 2016												
Objective	Current situation	Success criteria	Equality Strand (protected characteristic)							Lead Person:	Links school policy or school development/ improvement plan	Actioned by (date)
			Disability	Gender	Race/Ethnicity	Religion/Belief	Pregnancy/Maternity	Sexual Orientation	Gender reassignment			
Clarifying with parents children's numeracy requirements.	Not all parents clear on numeracy methods used in school to move children on	<ul style="list-style-type: none"> ▪ Parents have a better understanding of how best to support their child. ▪ Children making improved progress 	X	X	X	X				SLT Numeracy team	SDP p.3. Focus priority 1	July 2012
Ensure we ask for all staff/pupil/parent/carer needs when starting school	Not all needs always being immediately met for individuals in these categories.	Sensitive acquisition of information gathered showing a faster and more effective strategy for meeting individual needs	X	X	X	X	X	X	X	LT and LMs carrying out admissions/induction	Disability Access Plan P.12 point 10	Spring 2011
To improve disabled pupil voice	School council does not always reflect disabled pupils needs	<ul style="list-style-type: none"> -Disabled pupils involved in SC -Pupils wellbeing survey is representative of disabled pupils - SEN pupils views elicited via variety of strategies 	X	X	X	X		X	X	School council leader	Disability Access Plan	September 2012



Equality Objectives: 3. Eliminate Unlawful Discrimination, Harassment and Victimisation												
Date: March 2012- 2016												
Objective	Current situation	Success criteria	Equality Strand (protected characteristic)							Lead Person:	Links school policy or school development/ improvement plan	Actioned by (date)
			Disability	Gender	Race/Ethnicity	Religion/Belief	Pregnancy/Maternity	Sexual Orientation	Gender reassignment			
To tackle prejudice and eliminate discrimination	1. School's admission form – to add a section where parents/carers/guardians can identify their own SEND needs	Sensitive acquisition of information collected about families takes account of protected characteristics. Needs are met more quickly.	X	X	X	X			X	DHT and LMs	Admissions Policy	December 2012
To promote positive attitudes between pupils who share protected characteristics and those who do not	Whole school to participate in a 'Communication Triathlon Day' to highlight the importance of communication and understand the problems for those who have communication difficulties. This is to be taught through the Olympic/Paralympics values and themes	Pupil feedback and comments. Successful display celebrating the day and Olympic values	X	X	X	X				SENCO/SEN team	Olympic values SIP 2012	March 2012
Awareness raising of equality issues, particularly related to protected characteristics listed in the Equality Act through staff consultation and launch of this document	2011 disability equality scheme completed in November 2011 from staff/parent/pupil/governors consultation– staff unaware that new single duty required to be written for April 2012	Staff are aware of the new single equality duty that merges previous race, gender and disability schemes	X	X	X	X	X	X	X	SENCO/SEN/Equalities team	SENCO Action Plan	April 2012