

## Edale Rise Primary and Nursery School

### Equality Objectives and Annual Equality Information

Our school's equality objectives for 2018 to 2019 are:

- Ensure that children with English as an Additional Language close the attainment gap on other groups, in reading, writing and maths.
- Ensure that children arriving in school with little or no English are supported to make rapid progress in English, to enable them to access the curriculum.
- Support in-class teaching of all EAL learners through guidance on planning and resourcing lessons.
- Sustain progress for more advanced EAL learners through pre- and post-teaching.
- Increase parental engagement in the school across all ethnic groups, giving parents guidance on supporting learning at home through workshops and literature.
- Ensure that children with special educational needs are supported to enable them to access the curriculum.
- Ensure that children with higher level special educational needs are supported to enable them to access an individualised curriculum.

### Monitoring information: (excluding Nursery Children)

	2012 to 2013	2013 to 2014	2014 to 2015	2015 to 2016	2016 to 2017	2017 to 2018	2018 to 2019
Pupils on Roll	210	209	209	205	205	207	212
% male pupils	47.6	46.9	48	46.3	46.3	46.9	44.8
%female pupils	52.4	53.1	52	53.7	53.7	53.1	55.2
% EAL children	66.7	68.4	69	68	68	75	74.5
% SEN children	18.1	17.7	19	12	12	15	17.5
% FSM children	34.8	32.1	27	28	28	30	27

### Targets for this year:

Target	Actions
Continue to close the attainment gap between EAL and non-EAL children	Adopt mastery approach to teaching and learning to ensure challenge for all through high ceiling/low threshold strategy. Adopt resource rich teaching to guide children through concrete/abstract/pictorial representations in Maths.

	<p>Provide language rich environments and resources to support all learners.</p> <p>Adopt editing approach to ensure supported challenge for all.</p> <p>Trial elements of Talk for Writing strategies to support children who are New to English.</p> <p>Continue to guide staff on strategies to deliver 'quality first' teaching appropriate for EAL pupils</p> <p>Identify under-attaining EAL children for in-class support and high quality intervention programmes and monitor the impact of the provision through termly Pupil Progress meetings and half-termly review.</p> <p>Continue rigorous monitoring of progress through plan-do-review tracking process and pupil progress meetings.</p> <p>Provide opportunities for language acquisition for children arriving with little or no English through specialist provision and exposure to external experiences.</p>
<p>Continue to provide support for children with Special Educational Needs</p>	<p>Continue to guide staff on strategies to deliver 'quality first' teaching appropriate for pupils with Special Educational Needs.</p> <p>Adopt Routes to Inclusion Framework to identify children for intervention and target interventions more accurately.</p> <p>Provide specialised in-class support and high quality intervention programmes for groups of under-attaining children with Special Educational Needs and monitor the impact of the provision.</p> <p>Continue rigorous monitoring of progress through plan-do-review provision mapping process and pupil progress meetings.</p> <p>Provide CPD for staff on Routes to Inclusion Framework for identifying and SEN more accurately.</p> <p>Embed use of Routes to Inclusion Framework to support identification, assessment and targeted intervention for children with SEN.</p> <p>Provide opportunities for development of life skills through specialist provision and exposure to external experiences.</p>
<p>Provide support for children and families who have limited English</p>	<p>Targeted daily language support for children with little or no English.</p> <p>Punjabi/Polish/Czech speakers support parents and children in school.</p> <p>Family and Community Support Worker to support parents through administrative tasks such as school application and benefits entitlements.</p>

	Weekly ESOL group.
Increase parental engagement in school	<p>Consult with parents to seek their views.</p> <p>Family and Community Support worker to review current provision for parent groups and consider new groups according to need.</p> <p>Work with EPIC and external Partners to provide support and advice for families.</p> <p>Provide workshops and information sessions for parents who wish to help their child learn at home.</p> <p>Continue to work with ERiC group, involving more parents in the organisation of fund-raising and social events for families in school.</p>

### Examples of our work planned to promote equality in 2018 to 2019:

- Attendance at LA and Trust Network meetings and CPD opportunities to keep abreast of developments within SEND forum.
- Sharing of good practice across networks and Trust schools.
- Positive working relationships with external professionals e.g. physiotherapy, specialist SALT professionals, Occupational Therapy, to ensure individual, specialist provision is targeted and progressive,
- Trust SEN audit.
- Intervention groups for children at risk of under-attaining (Switch On, Talk Boost).
- Interventions aimed at EAL pupils (New2English).
- Intervention group aimed at children working below age-related expectations.
- Ongoing weekly programme for 'Fab Four' SEN group to develop social skills (weekly messy play and life skills).
- Joint work with SEN groups from local schools to expand social opportunities and widen interaction.
- Life experience trips in the locality, using travel network opportunities.
- Wider use of Makaton to support and celebrate communication.
- Celebration of achievements of all children through displays of work, contributions to whole school celebrations and representation of school at external events.
- A variety of religious celebrations, involving children and families.
- Development of Parent groups facilitated by Parent and Community Support Worker.
- Continuation of Parent and Community Support worker's roles and responsibilities, to work with families in and beyond school.
- Programme of After School Clubs.