

Edale Rise Primary and Nursery School

Equality Objectives and Annual Equality Information

Our school's equality objectives for 2021 to 2022 are:

Use our Take Care approach to increase understanding of equality and respect for differences.

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 and language intervention.

Increase parental engagement in the school across all ethnic groups, giving parents guidance on supporting learning at home through workshops, IT and resources.

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)

	2015-16	2016-17	2017-2018	2018-19	2019-20	2020-21	2021-22
Pupils on Roll	205	205	207	212	200	204	203
% male pupils	46.3	46.3	46.9	44.8	49	49	45
%female pupils	53.7	53.7	53.1	55.2	51	51	55
% EAL children	68	68	75	74.5	64	60	60
% SEN children	12	12	15	17.5	19	18	14
% FSM children	28	28	30	27	29	30	29

Targets for this year:

Target	Actions
Continue to close the attainment gap between EAL and non-EAL children	<p>Introduce a rigorous admissions process to support staff with preparing and planning for new arrivals to school who may be New to English or have English as an additional language.</p> <p>Adopt mastery approach to teaching and learning to ensure challenge for all through high ceiling/low threshold strategy.</p> <p>Adopt resource rich teaching to guide children through concrete/abstract/pictorial representations in Maths, knowledge organisers/reading fluency/specialist resources.</p> <p>Provide dual coded environments, support and scaffolding to support all learners.</p>

	<p>Adopt editing approach to ensure supported challenge for all. Introduce and embed Oracy strategies to support all children. Make use of technology and programmes such as Clicker Writer to support children who are New to English to work more independently. Continue to guide staff on strategies to deliver 'quality first' teaching appropriate for all pupils 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 process and half-termly review. Continue rigorous monitoring of progress through plan-do-review tracking process and pupil progress process. Provide opportunities for language acquisition for children arriving with little or no English through immersion, vocabulary development across a knowledge rich curriculum and exposure to a range of experiences.</p>
<p>Continue to provide support for children with Special Educational Needs</p>	<p>Continue to have high expectations of all children and guide staff on strategies to deliver 'quality first' teaching appropriate for all children. Continue to use Class Conference process and Routes to Inclusion Framework to identify children for targeted intervention more accurately. Provide specialised in-class support for groups of under-attaining children with Special Educational Needs and monitor the impact of the provision. Continue rigorous monitoring of progress through plan-do-review provision mapping process and pupil progress process. Provide CPD for staff on new initiatives and technology to support children with Special Educational Needs. Provide opportunities for development of life skills through specialist provision and exposure to a range of experiences. Makaton CPD to embed use of sign supported language across school.</p>
<p>To reduce prejudice and increase understanding of equality through direct teaching across the curriculum and promote understanding and respect for differences</p>	<p>Identify opportunities in the curriculum to look at other countries/cultures, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversity. Celebrate festivals of a range of cultures and countries and use major events such as the World Cup, Olympics, commemorative anniversaries as opportunities to explore other cultures. Use awareness campaigns to celebrate and learn about differences. Use the school's Take Care approach to explore and celebrate the diversity of our school, local and global communities. Access Trust CPD/events to explore diversity.</p>
<p>Provide support for children and families who have limited English</p>	<p>Targeted interventions for children with little or no English. Punjabi/Polish/Czech/Italian/Greek/Spanish/French speakers support parents and children in school. Key documents dual coded. Family and Community Support Worker to support parents through administrative tasks such as school application and benefits entitlements.</p>
<p>Increase parental engagement in school</p>	<p>Hold workshop to reintroduce role of Inclusion Lead to parents. Hold half termly drop in 'surgeries' for parents to raise concerns or queries with SENDCo.</p>

	<p>More explicit availability of SENDco at parents' consultations. Consult with parents to seek their views. Family and Community Support worker to review current provision for parent groups and consider new groups according to need. Work with 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>
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Examples of our work planned to promote equality in 2021-22:

Adopt a rigorous admissions process

Develop rigorous communication model

Use of technology to provide alternative means of access for all children

Attendance at LA and Trust Network meetings and CPD opportunities to keep abreast of developments within SEND/Inclusion forums.

Engagement with and contribution to Black Lives Matter initiatives.

Sharing of good practice across networks and Trust schools.

Positive working relationships with external professionals e.g. educational psychology, Learning Support Team, Behaviour Support Team, Autism Team, physiotherapy, specialist SALT professionals, Occupational Therapy, to ensure individual, specialist provision is targeted and progressive.

Intervention groups for children at risk of under-attaining (English & Maths targeted interventions, Talk Boost, Nuffield Early Language Intervention (NELI), Active Literacy, Memory group).

Interventions aimed at children who are New to English or have English as an Additional Language.

Scaffolding 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).

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 and awareness celebrations, involving children and families.

A focus on a range of enrichment opportunities.

Continuation of Parent and Community Support worker's roles and responsibilities, to work with families in and beyond school.

Programme of After School Clubs.