

REVIEW OF EQUALITY OBJECTIVES 2018-2019 MARCH 2019

The governing body of St Peter's School, Alvescot has agreed the following Equality Objectives:

	Equality Objective	Success Criteria	Actions required to achieve objective	Aims of the Equality Objective	Protected Characteristics	Evaluation
1. Teaching and Learning	To support pupils with particular needs through 'quality first' teaching and intervention programmes in order to ensure that all groups of pupils are enabled to make appropriate and similar rates of progress.	<p>The school will have in place:</p> <ul style="list-style-type: none"> Individual Education Plans that focus on learning priorities Targeted support and intervention programmes to support, where appropriate Homework support provided during Learning Clubs, as appropriate Appropriate training to enable staff to meet particular learning needs - planned well in advance of a child's admission and transition. 	<ul style="list-style-type: none"> Teachers and support staff attend training relating to the needs of individuals or groups of pupils as appropriate. Teachers prepare Individual Education Plans where necessary and share termly with parents. Additional support is provided where appropriate. Transition arrangements for pupils with Special Educational Needs are carefully managed with support from outside agencies where appropriate. 	<p>Advance equality of opportunity</p> <p>Eliminate unlawful discrimination</p> <p>Foster good relations</p>	<p>Race ✓</p> <p>Disability ✓</p> <p>Gender ✓</p> <p>Religion or Belief ✓</p> <p>Sexual Orientation ✓</p> <p>Age ✓</p>	<p>All lessons observations and learning walks judge the quality of teaching to be never less than 'good'.</p> <p>An audit of SEN provision undertaken by ODST in March 2018, reported on the 'high quality provision in the school that ensures all children with SEND have their individual needs met.'</p> <p>In 2018, 81% of all pupils in the school met the relevant expected standard.</p> <p>Effective use of TAs to deliver intervention programmes and learning clubs enables almost all pupils to make good progress.</p> <p>In 2017-2018 pupils with SEN made, on average more progress than other pupils.</p> <p>In 2017-2018, disadvantaged pupils made expected progress, in line with that of other pupils.</p>

	<p>To promote cultural development and understanding through a rich range of experiences both in and beyond the school</p>	<p>The school will ensure that:</p> <ul style="list-style-type: none"> Resources reflect the diversity of the world in which we live The Curriculum provides opportunities for pupils to develop knowledge and understanding of different cultures 	<ul style="list-style-type: none"> To review the quality of resources currently held in school and purchase new resources that reflect the diversity of the world in which we live. Opportunities will be provided for pupils to develop their knowledge and understanding of cultural diversity both within our school community and within the wider community through the curriculum eg PSHE, RE 	<p>Advance equality of opportunity</p> <p>Eliminate unlawful discrimination</p> <p>Foster good relations</p>	<p>Race ✓</p> <p>Disability ✓</p> <p>Gender ✓</p> <p>Religion or Belief ✓</p> <p>Sexual Orientation ✓</p> <p>Age ✓</p>	<p>School families from Finland, China, Portugal, and Denmark involved in sharing traditions and celebrations in other countries.</p> <p>Books and other resources purchased and used effectively to develop pupils awareness of cultural diversity.</p> <p>Assembly themes planned to increase opportunities for pupils to develop knowledge and understanding of different cultures eg Chinese New Year, Martin Luther King Day</p> <p>RE and Arts day planned in May 2019 to develop pupil's understanding of Christianity as a worldwide religion</p>
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<p style="text-align: center;">2. Accessibility</p>	<p>To make the school accessible to all through the provision of physical aids to enable pupils with additional needs to access education through SEND framework as required.</p>	<p>The school will ensure that:</p> <ul style="list-style-type: none"> • It meets the needs of pupils, staff and others with physical disabilities • It meets the needs of pupils, staff and others with other disabilities • Curricular and extra-curricular opportunities are available for pupils with disability • It will identify further developments to address outstanding issues where these constitute reasonable adjustments 	<ul style="list-style-type: none"> • Good interagency links are maintained by the school. • Very supportive relationships with parents of pupils with additional needs • Pupils with additional physical, medical and emotional needs are supported appropriately in school • Pupils with additional physical, medical and emotional needs are supported appropriately out of school eg Autism Family Support Oxfordshire • Adaptations are made so as to include all pupils in all aspects of school life eg educational visits, extra-curricular opportunities, residential etc. 	<p>Advance equality of opportunity</p> <p>Eliminate unlawful discrimination</p> <p>Foster good relations</p>	<p>Race ✓</p> <p>Disability ✓</p> <p>Gender ✓</p> <p>Religion or Belief ✓</p> <p>Sexual Orientation ✓</p> <p>Age ✓</p>	<p>External monitoring shows that Health and Safety continues to have high priority and is managed well within the school.</p> <p>Support and advice received by SENSS advisory teachers and TAs has increased staff awareness of how to meet the needs of individual pupils eg the use of zones of regulation for feelings.</p> <p>Progress review meetings and data analysis inform deployment of TAs in order that appropriate support can be provided to ensure that all pupils have access to the curriculum.</p>
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	<p>To increase the membership of vulnerable pupils who attend after school clubs and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act</p>	<p>The school will ensure that:</p> <ul style="list-style-type: none"> • The range of after-school clubs provided reflects the interests of vulnerable pupils within the school. • Appropriate support is provided to enable vulnerable pupils to access after-school clubs and particularly sports clubs. • Parents are fully aware of the valuable contribution that attendance at after-school clubs makes particularly to their child's social, emotional and physical development, 	<ul style="list-style-type: none"> • Positive relationships with parents of pupils with additional needs and leaders of after-school clubs. • Pupils with additional physical, medical and emotional needs are offered appropriate support during after-school clubs • Vulnerable pupils consulted on range of after-school clubs provided and 'Pupil Voice' encouraged through the School Council 	<p>Advance equality of opportunity</p> <p>Eliminate unlawful discrimination</p> <p>Foster good relations</p>	<p>Race ✓</p> <p>Disability ✓</p> <p>Gender ✓</p> <p>Religion or Belief ✓</p> <p>Sexual Orientation ✓</p> <p>Age ✓</p>	
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