



Public Sector Equality Scheme Monitoring

Targets	Action required	Progress towards targets (Summer 2018 Update)
To raise the pupil voice by giving the School Council a higher profile.	<ul style="list-style-type: none"> • Ensure the School Council meet regularly and are directed towards involvement in school issues upon which they can provide valuable input • Appoint a member of staff to lead the School Council • Carry out an annual Pupil Perception Survey analysing and sharing results • Governors to meet with school council at least once a year. 	<ul style="list-style-type: none"> • Changes in staffing have prevented the School Council from meeting as often as we would have liked but they have been involved in some work on road safety and the organisation of a charity event. • Member of staff appointed to oversee the School Council has had a change in role but from September 2018 her time will be protected to ensure she can meet regularly with spend with the School Council. • Pupil perception survey carried out with pupils from Y1 – Y6. Results have been shared with Governors who will discuss them with the School Council later in the Summer Term. It is hoped that the School Council will develop an action plan with Governors to address some of the issues raised in the survey.
To ensure that attendance is at least equal to the National level.	<ul style="list-style-type: none"> • Appoint an Attendance Officer within the Admin Team to provide close monitoring of attendance and support the consistent implementation of the Attendance Policy in conjunction with the Headteacher • Publish Attendance information weekly on the Newsletter • Work alongside the families of children whose attendance is poor as part of our 'Early Help Process' to secure swift improvement 	<ul style="list-style-type: none"> • Attendance Officer appointed in Autumn Term 2017. • Attendance Policy is now being implemented consistently and parental awareness of attendance issues has risen through the publication of attendance data. • Attendance currently stands at 95.3% close to the 2016-17 national figure of 96%. It is hoped that this figure will rise by the end of the Summer Term • Regular visits from our Education Welfare Officer focused on attendance have been resulted in positive reports
To raise the achievement and progress of children in our 'vulnerable groups' to be at least in line with that of their peers.	<ul style="list-style-type: none"> • Establish close monitoring of SEND pupils • Ensure all staff are clear about their responsibilities for securing high quality teaching for all pupils within the classroom • Improve identification and diagnostic processes for pupils making less than expected progress • All staff to be assigned two named pupils to whom they will be asked to offer informal pastoral support by taking a special interest 	<ul style="list-style-type: none"> • Close monitoring of SEND pupils is being carried out by SENCO and SEN HLTA – actions are implemented to address issues identified through this monitoring • Staff are becoming clearer about their responsibilities for securing high quality teaching for all pupils within the classroom (through a staff meeting highlighting this and discussions with our SENCo) • SENCO is monitoring the provision for SEND pupils in each class to ensure that it is effective and tallies with One Plans and One Page profiles which have now been written for all pupils as necessary. • The SEND Policy and Offer Statement have been reviewed and developed. The SEND Policy has been consulted on with parents and was agreed by Governors on



	<p>in them and their progress both in and outside school.</p> <ul style="list-style-type: none"> • Review and develop SEND Policy and Offer Statement and ensure consistent implementation. • Improve communication with parents of SEND pupils to ensure they feel engaged and involved in the support process • Provide opportunities for staff to work together to explore effective strategies to support pupils with a range of different needs • Improve attendance levels for disadvantaged pupils • County Inclusion Support Service time and expertise is used effectively to support pupils 	<p>06.12.17. Both are available on the school website</p> <ul style="list-style-type: none"> • All staff have been assigned two named pupils to whom they have been asked to offer informal pastoral support by taking a special interest in them and their progress both in and outside school. It is difficult to measure the impact of this formally but staff have said that most children have responded well to this increased interest in them. • Attendance levels for disadvantaged pupils have improved but are still not in line with those for non-disadvantaged. We have at last been assigned an EWS. (See review of target above) • CISS time and expertise is being used effectively to support pupils. Impact of the work of CISS is monitored on a termly basis. • Provision mapping for our SEND pupils is now becoming embedded, allowing us to measure small steps in progress for our SEND pupils with greater accuracy. The majority of these pupils are making progress. Pupils who are not progressing are quickly identified and alternative interventions are explored to get them back on track. The SENCO and SEN HLTA are carefully monitoring the progress all SEN are making. They are also monitoring classroom provision to ensure that teachers are accepting responsibility for securing high quality teaching for these pupils. • Reviews of the work carried by CISS demonstrate good outcomes as a result of the work done both directly by Mrs Christmas with children and their parents but also through work with staff on problem-solving for children with particular social and emotional needs. • Though we have not yet provided specific drop-ins or workshops for parents of children with SEN opportunities to secure closer working partnerships with parents have been maximised through the open access parents have had to the SENCO and through her speedy communication with individual parents as required. Contact has been made with a LA parenting support organisation who are planning to run some 'Triple P Parenting' seminars at our school in the autumn term.
<p>To improve the delivery of information to pupils, staff, parents and visitors with disabilities.</p>	<ul style="list-style-type: none"> • Ensure parents are made aware of how they can access support from our SENCO and are swiftly contacted if concerns arise • Improve signage and communication on information sent to parents to ensure they are able to gain support to access all activities where necessary 	<ul style="list-style-type: none"> • The SENCO is meeting regularly with parents of pupils with special needs and disabilities – these meetings are initiated by both parties depending on need.