



OUGHTON PRIMARY & NURSERY SCHOOL

Equalities Scheme and Accessibility Policy

Policy Approval Date: September 2021

Approved by the Full Governing Body please see minutes dated September 2021

Review Date: September 2022

This policy was reviewed in December 2016 in consultation with the staff and governors. This policy is updated each year and reviewed.

Our Vision

Everyone working together and learning to become an outstanding school that gives support and guidance to all, working in partnership with both parents and the community.

OUGHTONLIFE:

Learning, Inclusion, Friendship, Enjoyment..... for everyone.

Everyone – children, staff and families.

Our Curriculum Intent

At Oughton, we provide a broad and balanced curriculum which focuses on equipping our pupils with the knowledge, skills, vocabulary and life experiences required for the next stage of their education. We feel passionately that all pupils have the right to succeed and should be developed to become enthusiastic and lifelong learners. We aim for them to make links between areas of learning, retaining and recalling information. We strive to achieve this through a curriculum which is fun and enjoyable, engaging children and providing them with long term memories. We believe that at our school it is essential to provide pupils with systematic teaching of key skills, enriching their lives with powerful, cultural, life experiences and a key focus on understanding and applying vocabulary.

We strive to ensure our children will:

- Be safe
- Be healthy and happy
- Enjoy learning and achieve success
- Be able to contribute to their school and society
- Be prepared for a life in the 21st Century

Mission Statement

We aim to support not only children and staff within the school with their aspirations, but those in the wider community too.

Our guiding principles:

- ***All learners are of equal value***
- ***We recognise and respect difference***

- ***We foster positive attitudes and relationships, and a shared sense of cohesion and belonging***
- ***We observe good equalities practice in staff recruitment, retention and development***
- ***We aim to reduce and remove inequalities and barriers that already exist***
- ***We consult and involve widely***
- ***Society as a whole should benefit***
- ***We base our practices on sound evidence***
- ***Objectives set based on evidence***

1. All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

2. We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same.

Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

- We intend that our policies, procedures and activities should promote:
- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

4. We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

5. We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

6. We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- gay people as well as straight.

7. Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight.

8. We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

9. Objectives are set based on evidence

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published and the engagement in which we have been involved. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

School Context

Facts:

- There are between approximately 230-235 pupils on roll (230 pupils on roll 9th September 2021), including Nursery, one intake a year. We have high mobility.
- There are 9 classes, Nursery, Reception, Year 1, Year 2, Year 3, Year 4, Year 5 (x2) and Year 6
- Family Centre on site – Barnados (Oct 2018) and the school and Centre work well together.
- We have strong links with community organisations i.e. St Marks Church, Hitchin Town Football Club and The Priory. We have links with Beavers, Cubs, Scouts, Premier Education and the Music Service.
- The school is part of the Hitchin Partnership, a group of Hitchin schools who work together to provide CPD opportunities and support for the schools, with Family Support Workers and a Behaviour Service.

Social-Economic factors (PPG, SEND, EAL, KSS, CLA)

At Oughton we have:

- High number of pupils in receipt of Free School Meals and a high proportion of PPG children.
- High proportion of pupils come from families who face significant challenges in their daily lives, some of whom have poor literacy skills themselves and find it difficult to support their children.
- High level of deprivation compared to National statistics.
- Low level of stability compared to National statistics.
- High number of pupils with SEN support compared to National statistics, although below average of pupils with EHC Plan
- The ethnic mix of families is becoming more diverse. The number of English as an additional language is low compared to National statistics.
- There is a high percentage of children known to Social Service, including children subject to Child Protection Plans, children subject to Child in Need meetings and children subject to EHMs.
- Attendance and punctuality remains consistent. There are a number of persistent absentees although the forecast for these is improving. The school is working with the Attendance Improvement Officer.
- Many of our Pupil Premium Group children are also identified with SEN.

Legal Background

The duties that underpin our scheme

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

Our General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)

The specific duties require schools to:

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for the schools provisions are:

- age
- disability
- ethnicity and race
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation
- marriage and civil partnership

Disability

At Oughton School we implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils.

Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Community Cohesion

Community Cohesion supports good practice in educating pupils/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

Roles and Responsibilities

Chain of accountability

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively. Key staff will report regularly to the Headteacher on actions and progress. All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for Key person

| Key Aspect | Person responsible |
|--|------------------------------------|
| Single equality scheme | Headteacher |
| Disability equality (including bullying incidents) | Headteacher & AH for Inclusion |
| SEN/LDD (including bullying incidents) | AH for Inclusion & Headteacher |
| Accessibility | Headteacher & AH for Inclusion |
| Gender equality (including bullying incidents) | Senior Leadership Team |
| Race equality (including racist incidents) | Senior Leadership Team |
| Equality and diversity in curriculum content | Senior Leadership Team |
| Equality and diversity in pupil achievement | Senior Leadership Team |
| Equality and diversity – behaviour and exclusions | Headteacher and AH for Inclusion |
| Participation in all aspects of school life | Senior Leadership Team |
| Impact assessment | Headteacher |
| Stakeholder consultation | Headteacher and Chair of Governors |
| Policy review | Headteacher and Governing Body |
| Communication and publishing | Headteacher and Governing Body |

Commitment to review

The school equality scheme will be aligned with the School Improvement Plan. Its implementation will be monitored within the school's self-evaluation and other review processes.

Commitment to publish

We are committed to sharing information about our equality scheme. We will publish information annually. The scheme will be published on our school website.

Commitment to action

| Governors will: | |
|--------------------------------------|---|
| Policy Development | <ul style="list-style-type: none"> Provide leadership and drive for the development and regular review of the school's equality and other policies |
| Policy Implementation | <ul style="list-style-type: none"> Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies. Highlight good practice and promote it throughout the school and wider community Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies. Highlight good practice and promote it throughout the school and wider community. |
| Behaviour | <ul style="list-style-type: none"> Provide appropriate role models for all managers, staff and pupils. Congratulate examples of good practice from the school and among individual managers, staff and pupils Ensure a consistent response to incidents, e.g. bullying cases and racist incidents |
| Public Sector Duties | <ul style="list-style-type: none"> Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority) |
| Headteacher and Senior Leaders will: | |
| Policy Development | <ul style="list-style-type: none"> Initiate and oversee the development and regular review of equality policies and procedures Consult pupils, staff and stakeholders in the development and review of the policies |
| Policy Implementation | <ul style="list-style-type: none"> Ensure the effective communication of the policies to all pupils, staff and Stakeholders Ensure that managers and staff are trained as necessary to carry out the policies Oversee the effective implementation of the policies Hold line managers accountable for effective policy implementation |
| Behaviour | <ul style="list-style-type: none"> Provide appropriate role models for all managers, staff and pupils Highlight good practice from departments, individual managers, staff and pupils Provide mechanisms for the sharing of good practice Ensure a consistent response to incidents, e.g. bullying cases and racist incidents |
| Public Sector Duties | <ul style="list-style-type: none"> Ensure that the school carries out its statutory duties effectively |

| Senior leaders will: | |
|---|--|
| Policy Development | <ul style="list-style-type: none"> • Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard • Implement the school's equality scheme, holding staff accountable for their implementation and behaviour, providing support and guidance as necessary • Be accountable for the behaviour of the staff team, individual members of staff and pupils • Use informal and formal procedures as necessary to deal with 'difficult' situations • Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary |
| Implementation | <ul style="list-style-type: none"> • Be accountable for the behaviour of the staff team, individual members of staff and pupils • Use informal and formal procedures as necessary to deal with 'difficult' situations |
| Behaviour | <ul style="list-style-type: none"> • Behave in accordance with the school's policies, leading by example • Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary) |
| Public Sector Duties | <ul style="list-style-type: none"> • Contribute to managing the implementation of the school's equality scheme |
| All staff: teaching and non-teaching will: | |
| Policy Development | <ul style="list-style-type: none"> • Contribute to consultations and reviews • Raise issues with line managers which could contribute to policy review and development |
| Policy Implementation | <ul style="list-style-type: none"> • Maintain awareness of the school's current equality policy and procedures • Implement the policy as it applies to staff and pupils |
| Behaviour | <ul style="list-style-type: none"> • Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme • Provide a consistent response to incidents, e.g. bullying cases and racist incidents |
| Public Sector Duties | <ul style="list-style-type: none"> • Contribute to the implementation of the school's equality scheme |

We comply fully with legislation which protects all staff from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.
- We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.
- We will provide regular training for staff to enable them to deal effectively with prejudice related incidents
- Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, negative views of disabled people or sexism.

Engagement

Engagement- Participation and Involvement

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, pupils, parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies – parents, pupils, staff, members of the community and people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

Disability

We will continue to consult any advisors where necessary, Parents and pupils with disabilities.

Gender

We will continue to consult a balance of each gender from staff, pupils and Parents

Race

We will continue to work in partnership with advisors.

Community cohesion

We will continue to work with our Hitchin Local Partnership

Other

We will continue to build close links with Children's Centre, pre-schools and link Universities.

Using Information- Equality Impact Assessments, data and other information

Using Information

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in *Roles and responsibilities* of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis.

Equality Impact Assessment (EQIAs)

We consider whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively) and ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

- We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.
- We value more qualitative information which may be given to us through a variety of mechanisms.

Our School's Equality Objectives

An analysis of needs within the school identified the following areas for further development.

Equality Objectives for September 2019- July 2022 Action Plan

| Target: Physical Environment: | Strategy/success criteria | Outcome | Timescale | Achievement |
|--|---|---|-------------------------------|--|
| To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all. | Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows. Modifications will be made to the school building to improve access. | Ramp access to block to be improved Risk assessments in place for children and staff with disabilities. School will be fully accessible to all Update the school's accessibility plan on an annual basis. Liaise regularly with the site manager regarding the physical environment. Seek the advice of other professionals as appropriate to ensure all aspects are up to date Designation of classrooms are carefully planned based on the needs of staff and pupils. Care plans and risk assessments reflect this. | Ongoing September 2022 | Academic Year 2019/20 Update: Yellow visibility lines re painted on a steps and slopes. All downstairs classrooms are fully accessible with ramps. Classrooms for new academic year based on needs of the pupils and staff. Academic Year 2012/21 Update 3 out of the 4 classrooms in KS2 are accessible (one by going through another classroom) |

| Target: Information: | Strategy/success criteria | Outcome | Timescale | Achievement |
|---|--|---|-----------|---|
| Have up to date information and views of staff, families and children regarding disability equality. To continue to involve parents and wider community in education. | September 2021 questionnaires sent out to all parents and carers. Annually: Questionnaires Sent out to all new parents and carers of Reception and Nursery children. | Questionnaires are completed and returned. Information up to date. Stakeholders positive about equality. | Ongoing | Academic Year 2019/20 Update: All new starters for September have been sent questionnaires. 2020/21: All new starters for September have been sent questionnaires. |
| Consider further actions following questionnaire feedback-staff and family. | Questionnaires sent out to new parents and staff | Questionnaires are completed and returned. Staff understand the implications re disability and equality and follow procedures. | Ongoing | Academic Year 2019/20 Update: Survey/questionnaire created and will be sent at the start of the academic year 20/21 to gain more in-depth feedback around disabilities and equality. 2020/21: The survey/questionnaire was not sent out at the start of the year so will be sent to all parents and carer at the start of the 2021/22 academic year. |
| Ensure parents and staff with disabilities or learning difficulties have equal opportunity to access information from the school. | Ensure all communication is clearly given to parents and staff who have learning difficulties or are unable to read. Staff available for support- 1:1 reading/ audio | Greater communication, increased parental knowledge of the school. Procedures in place where required to enable greater communication and increased parental knowledge of the school. | Ongoing | Academic Year 2019/20 Update: This will be addressed by Survey/questionnaire that has been created and will be sent at the start of each academic year 2020/21 Update: Continues to be in place |
| Newsletters to communicate/request additional information from Parents. | Stakeholders to discuss the development of a newsletter. Meeting to plan and develop the newsletter and look at focus topics | Newsletter format agreed with planned focus Parents and carers will have access to a regular newsletter signposting to external agencies | Ongoing | Academic Year 2019/20 Update: Wellbeing/Mental Health and attendance newsletters sent out. 2020/21 Update: As above |
| Review documentation on website to check accessibility for parents with English as an Additional Language | Collate the range of languages spoken | Welcome booklets produced in different languages Discuss with Website manager the possibility of a translator tool on the school website Families with EAL are successfully integrated in to the school community The website will be accessible to all parents with English as an additional language. Interpreters booked for key parent meetings Written information will be provided in alternative formats as necessary. | Ongoing | Academic Year 2019/20 Update: Google Translate available on school website. 2020/21 Update: As above |

| Target: Information: | Strategy/success criteria | Outcome | Timescale | Achievement |
|--|--|--|-----------|---|
| To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings. | Where necessary staff to hold parents' evenings by phone or send home written information. | Gather information that will identify parents that need support. Signpost parents to key contacts in school that can offer support. Questionnaires are completed and returned. Class teacher providing telephone consultations with parents where needed. Written information sent home where necessary. | Ongoing | Academic Year 2019/20 Update: Parents who were unable to attend accessed phone consultations. 2020/21 Update: As above |

| Target: governor training: | Strategy/success criteria | Outcome | Timescale | Achievement |
|---|---|---|---|--|
| Governors have access to training and understand their responsibilities and the actions required. | Governors are signposted to relevant training and complete annual self-review | Governors access the training and feedback information from the sessions Governors have the opportunity to attend relevant training courses and have a forum to feedback the information. The annual self-review will include equality awareness. | Sept 2022 | Academic Year 2019/20 Update: Ongoing 2020/21: Governor Hub training courses available and governors signposted to relevant training. |
| Audit of governor training to continue. | Governors to continue to complete a training audit | An audit of the governor training up to date. Any training needs that are highlighted can be addressed Up to date training audit completed | Ongoing | Academic Year 2019/20 Update: Ongoing 2020/21: Training audit completed annually which highlights gaps in training. |
| Target: Staff training: | Strategy/success criteria | Outcome | Timescale | Achievement |
| Close the vocabulary gap for vulnerable groups by developing staff training (Word Aware, Talk of the Town and WELLCOMM) | Speech and language therapist employed for 1 day a week to support the introduction of Word Aware alongside AHT for Inclusion. Continue to develop TOTT and WELLCOMM and provide revised therapy plans for key children. | All staff will be trained in relation to the Word Aware principles and interventions. Key staff will have training in interventions and delivering interventions. Staff to continue to develop the use of TOTT and WELLCOMM intervention with support from SALT. Key children will have up to date advice in place. Parental workshops and coffee mornings to be set up re Word Awareness. Training in place With clear evidence of progression through: <ul style="list-style-type: none"> ➤ Assessment data ➤ Parental voice ➤ Pupil Voice ➤ Staff voice ➤ Training feedback Children with speech and language difficulties make accelerated progress, through the delivery of targeted intervention programmes. Parents feel empowered to support their children with their language development. | Sept 2020-2022 Ongoing Spring Term 2021 | Academic Year 2019/20 Update: All staff have been trained in the Word Aware principles. The learning environment immerses children in vocabulary Talking Points have been set up at lunchtimes to encourage discussions. Key children have updated SALT therapy plans in place. Clear progress has been seen for this group of children. Parental coffee morning was delivered with a focus on closing the vocabulary gap- positive parental feedback. Academic Year 2020/21 Update: Ongoing due to second Lockdown. Discussion Points within the classroom now. |

| Target: Staff training: | Strategy/success criteria | Outcome | Timescale | Achievement |
|--|--|---|---|--|
| <p>Training staff to support children from vulnerable groups manage their behaviour</p> <p>Empower parents to manage their child's challenging behaviour</p> | <p>AH for Inclusion and Behaviour Support TA to provide Hertfordshire STEPS to all key staff and have regular updates and training throughout the year.</p> <p>AH for Inclusion to deliver a STEPS information session for parents</p> | <p>Pupil, parental and staff voice will show an increase in confidence in managing difficult behaviours.</p> <p>Behaviour logs over time will show a decrease in catch-up time and reflection time for children in vulnerable groups.</p> <p>Rigorous planning will be in place using the Anxiety Mapping, Roots and Fruits and Individual Management plans</p> <p>Parental workshops and coffee mornings to be set up to support Behaviour Management.</p> <p>Develop role of Pastoral Lead and Team to work with Parents.</p> <p>Clear evidence of progression through:</p> <ul style="list-style-type: none"> ➤ Pupil voice ➤ Parental voice ➤ Staff voice ➤ Behaviour logs ➤ Intervention logs ➤ Clearly reviewed management plans in place <p>Regular training will be in staff meeting minutes</p> <p>Parental feedback on information sessions</p> | <p>INSET refresher 2/9/21</p> <p>Ongoing</p> <p>Parental information session delivered Spring Term 2022</p> | <p>Academic Year 2019/20 Update:</p> <p>Parental workshops and coffee mornings with a behaviour focus were unable to take place in the Spring Term as planned due to Covid-19.</p> <p>All staff have received Trauma and Attachment Training and Mental Health Level 1 training to support with the return to school in September.</p> <p>School will be introducing CPOMS and this will be used to closely track and monitor behaviour patterns for key groups.</p> <p>Academic Year 2020/21 Update:</p> <p>Ongoing due to second Lockdown.</p> |

| Target: Curriculum : | Strategy/success criteria | Outcome | Timescale | Achievement |
|--|---|---|-------------------------------------|--|
| <p>Raise attainment for all groups of children: SEN, EAL children, genders, more able and Free-School Meals children, EMAS, disadvantaged and high attaining disadvantaged by increasing in year progress.</p> <p>Recovery Curriculum 2020 / 2021 and 2021 / 2022 in place to drive progress for these groups of children.</p> | <p>Refine tracking systems.</p> <p>Pupil progress meetings, drop ins, learning walks, observations, planning and book scrutiny</p> <p>Develop Pastoral Team and Teaching and Learning Team to provide effective interventions.</p> <p>Analyse data on each group by AH for Inclusion and H.</p> | <p>Ensure all pupils, including the more able, PPG/most able, PPG and SEND make exceptional progress in each phase, focusing on Reading and combined in particular.</p> | <p>Sept 2022 ongoing each term.</p> | <p>Academic Year 2019/20 Update: Lockdown 2020 impacted on this due to school closure March to July 2020. Data Sept 2019 to March 2020 showed significant progress for SEND and PPG children in reading, writing and maths in KS 1. In KS2, overall improving progress in all areas for SEND and PPG, some children making significant progress, some less than expected.</p> <p>Academic Year 2020/21 Update: Baselines on return to school Sept 2020 showed less than expected progress overall due to first Lockdown. Spring 2021 2nd Lockdown impacted again on progress and attainment for key groups of children. Some children made good progress, whilst others were limited.</p> |

| Target: Curriculum : | Strategy/success criteria | Outcome | Timescale | Achievement |
|--|---|---|------------------------------|--|
| Deliver Quality First Teaching that diminishes the gap for SEN, EAL children, genders, more able and Free-School Meals children, EMAS, disadvantaged and high attaining disadvantaged Recovery Curriculum to be in place 2020/2021. | Monitoring data by H and AH for Inclusion plus Governors of all groups. Pupil progress meetings, drop ins, learning walks, observations, planning and book scrutiny. Monitoring TA teams to improve interventions. | Ensure progress of PPG pupils is good or better and achievement is good, diminishing the gap with peers, reflecting an effective use of money – each term | Sept 2022 ongoing each term. | Academic Year 2019/20 Update: See data above Academic Year 2020/21 Update: Ongoing due to second Lockdown. |
| Deliver high quality interventions that diminish the gap for SEN, EAL children, genders, more able and Free-School Meals children, EMAS, disadvantaged and high attaining disadvantaged | Tracking interventions. Pupil progress meetings, drop ins, learning walks, observations, planning and book scrutiny. Training for TA teams where needed to improve interventions | Ensure high quality teaching and learning, leading to improved outcomes consistently across the school. High quality teaching and learning, leading to improved outcomes consistently across the school. Progress of PPG pupils is good or better and achievement is good, diminishing the gap with peers, reflecting an effective use of money – each term | Sept 2022 ongoing | Academic Year 2019/20 Update: Evidence of positive pupil and staff voice around the impact of interventions. Evidence through observations and feedback marking that the majority of pupils are becoming more independent in their learning. Academic Year 2020/21 Update: Ongoing due to second Lockdown. |
| At transition time review the facilities in place and any requirements for pupils and staff with physical disabilities | Review the access to all areas of the school when planning classrooms for September 2018, considering budget implications and environment. | All year groups-access from classrooms. Toilet facilities to be accessible for all children and adults. Children and staff with physical disabilities will have access from classrooms. Toilet facilities to be accessible for all children and adults. | March 2022 | Academic Year 2019/20 Update: Classrooms have been allocated on the basis of pupils and staff with disabilities. Academic Year 2020/21 Update: As above. Ongoing due to second Lockdown. |
| To ensure that progress and wellbeing are good for pupils who join our school from other countries. Families are successfully integrated in to the school community | Collate the range of languages spoken Staff training on supporting children and families with EAL Visit other schools to gather good practice ideas | Families who are moving into the school who are in the early stages of acquiring English. The reasons for the families moving to the UK are varied and we want to make sure they are successfully integrated in to the school community Welcome booklet for families new to the school in different languages | Sept 2022 ongoing | Academic Year 2019/20 Update: Interpreters have been used for key meetings. Letters have been translated and sent home to support with communication. Academic Year 2020/21 Update: Ongoing due to second Lockdown. |
| The school will provide alternative ways of giving access to experience or understanding the needs of disabled pupils to ensure | In house training from PE coordinator Advice sought from County and Sports partnership | If needed children will be given alternative PE activities Positive staff, pupil and parental voice Clear evidence of adaptations through planning, lesson observations and SLT monitoring | Sept 2022 ongoing | Academic Year 2019/20 Update: Positive pupil and parental voice around inclusion in PE Academic Year 2020/21 Update: Ongoing due to second Lockdown. |

| Target: SMSC promoting British Values: | Strategy/success criteria | Outcome | Timescale | Achievement |
|---|---|--|-----------------------------------|--|
| <p>Development of British Values throughout the curriculum to promote equality.</p> <p>Use STEPS approach (outlined in staff training above) to promote positive behaviour and teach the British Values.</p> | <p>PHSCE subject leader to work with SLT to update current Values within school. we teach the jigsaw units across the school and promote British values</p> <p>Training in STEPS for staff.</p> | <p>We teach the jigsaw units across the school and promote British values and promote equality. Staff promoting values across the curriculum.</p> <p>All pupils to work towards following the values at Oughton.</p> <p>Parents to have an understanding of the values within school.</p> <p>Clear evidence around the school and in planning. .</p> | <p>September 2022 Ongoing</p> | <p>Academic Year 2019/20 Update: All school staff are up to date with Hertfordshire STEPS training. Children are aware of the British Values and they are on display in both the hall and gym and referred to in assemblies. Jigsaw scheme is being followed and evidenced - drop ins, displays and work scrutiny.</p> <p>Academic Year 2020/21 Update: Ongoing due to second Lockdown. Assemblies, Discussion Points and new books purchased promoting quality. .</p> |
| <p>To promote cultural development through a rich range of experiences both in school and beyond</p> | <p>Curriculum intent</p> <p>Subject leaders to plan enrichment opportunities within their subjects</p> <p>Strengthening community links</p> | <p>To further develop wider cultural awareness in school and to continue to play an active role in a range of community events and actions. To always ensure that all pupils have equal access to community and in-school events with priority places available for vulnerable groups of children.</p> <p>Curriculum Display + Resources Visits/ Visitors will clearly demonstrate this</p> <p>To always ensure that all pupils have equal access to community and in-school events with priority places available for vulnerable groups of children</p> | <p>Ongoing 2020-2022</p> | <p>Academic Year 2019/20 Update: Introduction of RE wow assemblies. Whole school celebrations for Rosh Hashana, Diwali and Chinese new year. Each assembly aimed to give children a concrete experience to help secure memories e.g. tasting apples and honey, making clay Diva lamps. RE visitors came in - including local vicar, Hindu and Jewish visitors Positive pupil voice feedback (evidenced in the photobook at front foyer).</p> <p>Academic Year 2020/21 Update: Ongoing due to second Lockdown. Assemblies, Discussion Points and new books purchased promoting quality.</p> |

These targets will be reviewed within school and this will be updated following any outcomes of the review.