

EQUALITY OBJECTIVES 2021-2025

Our Equality Objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

Objective 1:

To improve the quality of children’s spoken and written vocabulary – with a particular focus on Tier 2 and Tier 3 language (Year 2 of this objective)

- Particular focus on geography and history curriculums for all children
- Focus group is language use of those children accessing the satellite provision and the language progression of pupils in YN

The equality objectives will be monitored:

- Children articulate their learning effectively using topic specific technical vocabulary within lessons and to the wider school community (senior leaders, visitors, governors).
- Evidence of progress and increased attainment in speaking, reading and writing through termly summative assessment data.
- Lesson observations demonstrate progress within pupils speaking abilities
- Lesson observations and Learning Walks show teachers and support staff modelling and explaining ambitious – tier 2 and 3 vocabulary - planning and resources show use of word banks and explicit teaching of tier one and 2 vocabulary
- The number of children receiving Speech and Language care plans in Key stage 2 will decrease.
- Increased use of communication in print in EYFS and KS1 for all children to support access to new vocabulary

July 2022 Evaluation

We have a full time language support assistant who leads the SEND Hub on speech and language. She is supported by a speech and language therapist who evaluates, plans and supports. Bucket time, nursery narratives, training and referrals have been made in Nursery. Language link screening is conducted for all children in reception and then children gain interventions. The speech therapist assesses and reviews plans for the children.

Outcomes seen so far:

Fewer children needing support in KS2.

EYFS outcomes for speaking, listening and attention were strong. (July 2022-93% got this target)

Objective 2:

The equality objectives will be monitored:

<p>To become an autism friendly school.</p>	<ul style="list-style-type: none"> • Staff are highly trained to support children with autism which will include the use of now and next boards, differentiated planning, visuals etc. • Learning environments are supportive of children with autism – low stimulation, low distraction, low cognitive load, cross class consistency and predictability • To have staff beyond the SENCo with expertise within the school who can train others • Project (research school) work with and learn from special schools specialising in autism. • Further development of our afternoon SEND satellite provision based upon the needs of the children – forest school provision, additional classes and sensory circuits • Evidence of children making accelerated progress against the targets set in their learning plans • Coffee morning to help parents of children with autism develop networks as requested in parent feedback • To publicise the local offer to parents and what support there is beyond Charles Dickens School
<p>Objective 3:</p>	<p>The equality objectives will be monitored:</p>
<p>To ensure staff policies seek to reduce the impact of structural inequalities.</p>	<p>Ensuring monthly informal listening events to ensure greater awareness of structural inequalities. Ensure the school is using the new trust recruitment policies. To ensure all internal roles, regardless of size or informality are properly advertised and are open towards all qualified candidates.</p>

July 2022

Staff have all received autism training. The consistent use of now, next/visual timetables/predictability is evident in all weekly learning walks and was seen as a strength in our recent SEND review.

Coffee morning sare used to engage families and build a network.

Jenny Wren is used as a quiet space of specific interventions but not as a satellite provision in favour of children accessing the full curriculum.

Learning environment walks show that the classrooms are not over stimulating

The school conducts regular stay interviews with staff where all staff can talk openly about career progression and any structural inequalities that might exists. This is coupled with an anonymous survey.

Parents are able to attend the monthly coffee mornings where staff continue to conduct listening activities.

New trust recruitment policy has been embedded.

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