



'Working together to succeed'

Equalities Objectives 2024 -2027

1. To develop teaching strategies to ensure that effective teaching is inclusive to all.
2. To develop language skills for children with English as an Additional Language
3. To develop specialist provision for those with complex SEN needs.
4. To focus on the value of respect, particularly regarding respecting those who have different viewpoints.

Objective	Actions	Review + Next steps
To develop teaching strategies to ensure that effective teaching is inclusive to all.	Teaching and Learning (CPD) Sessions for Teachers and HLTAs to be focused on a Doug Lemov teaching strategies, which will be implemented int eh classroom and monitored. Teacher's appraisals to include an objective on mastering specific teaching strategies.	



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	Develop a group of instructional coaches to coach all teachers and HLTAs in the school on a fortnightly basis, focus on small and regular steps of improvement in teaching strategies. Teachers and HLTAs to carry out drop ins to other teachers on a weekly basis and record learning points. Training on effective use of LSAs to be done with teachers and LSAs, strategies implemented and impact monitored. School to devise bespoke training for trainee and Early Career Teachers enabling them to develop their quality of teaching.	
To develop language skills for children with English as an Additional Language	Key focus on reading throughout the school, including a robust systematic, synthetic phonics programme. EAL children will be assessed on entry to see if they need to partake in the school's phonics programme.	



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	The EAL leader in school to develop by undertaking annual courses and sharing good practice. Bespoke package of 'English Basics' sessions given to 'New to English' children led by the EAL leader. A specific focus in school on vocabulary development for all children. 'Star words' recap in every lesson. Strategies implemented from Alex Quigley's 'Mind the Vocabulary Gap' To ensure books relevant to the cultures and backgrounds of all children are accessible to all children. To ensure that 'Teaching of Reading' sessions and 'Reading for Pleasure' sessions are effective. To offer and make accessible opportunities for parents to attend English courses.	
To develop specialist provision for those with complex SEN needs.	To ensure The Glade is an effective alternative provision for those with complex special needs.	



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	To appoint a teacher to work with complex special needs children effectively. To design a bespoke curriculum for complex Special Needs Children, ensuring that they these children are taught well, progress and can have their progress measured. To get external experts to evaluate and support the development of provision for children with complex SEN.	
To focus on the value of respect, particularly regarding everyone, whether or not they hold the same beliefs or viewpoints.	Training for staff on how to teach relationships education, effectively increasing awareness of different relationships. Support given by PSHE leader to new staff who are teaching Relationships education. Effective communication with parents regarding what their children will be taught, with option to discuss any concerns.	



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	Specific events in the news which may cause conflict, or strong feelings in school are addressed in assemblies or through PSHE lessons Y3 – Y6 to watch Newsround daily to become aware, in an age appropriate way, of different viewpoints. To ensure that through books, PSHE lessons, RE lessons or assemblies that children are exposed to a range of beliefs and viewpoints.	
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