

Equality objective 1: Ensure that leadership, teaching, intervention and wider provision for pupils with SEND leads to children with SEN making excellent academic progress and securing strong emotional and social foundations.

Why we have chosen this objective:

We are committed to ensuring that pupils with SEND have a rewarding school experience which responds to their learning needs and enables them to progress and attain as highly as possible. We recognise that it is more challenging for teachers to respond to pupils' needs when they are not typically those of their year group. We are committed to ensuring that school systems and structures support all staff when providing high quality provision for pupils with SEND and ensure that provision is good or better

Research shows us that parents who engage in their children's education have a positive effect. The EEF Guidance Report *Special Educational Needs in Mainstream Schools reinforces our view that supporting pupils with special educational needs should be part of a proactive approach to supporting all pupils—it is not an 'add on'.* It means understanding the specific barriers pupils face to learning and what they need in order to thrive so that they can be included in all that the school has to offer.

To achieve this objective we plan to:

- Focus on provision for pupils with SEND in all monitoring and respond to any identified areas for development swiftly.
- Provide detailed and thorough handovers to discuss key needs of pupils, sharing one page profiles to support effective transition between year groups.
- Ensure that children with SEND are a focus of termly Pupil Progress Meetings to ensure that teachers are aware of pupils' current achievement and learning needs and to ensure that accurate and precise planning supports pupils' progress.
- Provide responsive CPD for teachers and support staff.
- Ensure effective communication with external agencies, referring pupils promptly where we have concerns about learning or other needs.
- Embed WAMHS provision to support pupils and families.
- Make effective use of pupil and parent voice to inform our actions.

Progress we are making towards achieving this objective:

- High quality CPD for support staff delivered at September INSET (Numbers Count, Handwriting, Story Planner and Colourful Semantics).
- Monitoring of lessons, planning and books show that **all** children with SEN are making good progress from their starting points.
- Action planning includes robust evaluation of how children with SEND are progressing from their starting points
- Recent communication with external agencies to assess a child who is new to us in Upper Key Stage 2 to explore undiagnosed SEN

Equality objective 2: To monitor and analyse pupil achievement by race, gender and disability on a half-termly basis, acting on trends or patterns to raise attainment and accelerate progress.

Why we have chosen this objective:

We recognise that it is the school's duty to identify and respond to trends or patterns in the progress and achievement of groups of pupils across the school. We will continuously monitor, analyse and evaluate data to identify what is working and where action needs to be taken to ensure that specific groups of pupils do not fall behind their peers.

To achieve this objective we plan to:

- Carry out regular Fundamental Checks to ensure that teachers are aware of pupils' current achievement and learning needs and to ensure that accurate and precise planning supports pupils to catch up on / consolidate learning.
- Hold Action Planning meetings with teachers and the SENCo to ensure interventions and support is targeted effectively to have an impact on identified individuals and key groups
- Produce gap analysis of those pupils who are WTS in reading, writing and maths and identify any emerging trends in pupil groups
- Analyse data and respond to findings about the achievement of particular pupil groups.
- Carefully map and monitor intervention which will include precision teaching for identified children with significant gaps and focussing on their next small step in learning.
- Ensure that our intervention plan responds to these gaps and is monitored and evaluated.
- Provide responsive CPD for teachers and support staff.
- Communicate effectively with parents of children who are receiving additional support to accelerate progress in order to engage home support

Progress we are making towards achieving this objective:

- Recent analysis of data on the Fundamentals included forensic analysis by pupil group
- Our homework club targets children from key pupil groups. In our letter, we stated:

To ensure that our club offer is accessible to all families in our community, we will consider all applications for a place received by the Tuesday 5th October. We are committed to making sure that our extra-curricular enrichment is enjoyed equally by children regardless of their age, sex, disability, ethnicity and financial situation. Places for each club are limited and will be allocated fairly considering these criteria.

- Action planning this half term will ensure specific actions are identified to close gaps

Equality objective 3: Ensure that our staff, community and children do not experience discrimination on the basis of any protected characteristics and actively promote equality of opportunity amongst under-represented groups.

Why we have chosen this objective:

We recognise that school can change pupils' lives which is why it is essential that we have an inclusive and supportive approach. As a school, we aim to empower our pupils to understand and claim their rights to contribute towards building a future that is inclusive, equal and fair.

At Springfield, we have written our curriculum to equip, excite and empower our children for their future. Our school serves a diverse community and we are proud of both our culture and curriculum through which we celebrate our differences and value the things that unite us. Our aim is that every child feels represented, included and celebrated and leave us with the knowledge, skills and understanding to thrive.

To achieve this objective we plan to:

- Relaunch Rights respecting and achieve a Gold Award.
- Continue to invest in a more diverse range of fiction and continue to adjust our reading spine to include an increasingly diverse range of authors.
- Complete an audit on our current provision and write an action plan to address gaps and review progress against objectives regularly
- CPD: Provide training for all staff on diversity and representation
- Promote a culture of self-reflection on staff's personal journey of anti-racism and allyship by drawing on high-quality resources to improve racial literacy
- Establish a 'Diversity and Representation' working group which fosters collaboration amongst members of the school community to explore more ways to be a truly inclusive and representative school
- Conduct regular parent/staff/pupil surveys to gather the views of stakeholders across our school community
- Ensure that we attract and retain the best possible staff that reflect our broader community
- Regularly analyse recruitment data and trends with regard to race, gender and disability and report on this to the LAB.
- Deploy best practice in recruitment and retention of teaching staff and eliminate any possible unconscious bias when recruiting staff

Progress we are making towards achieving this objective:

- Anti-Bullying week 2021: launched with assembly linking anti-bullying commitment to children's rights, including Article 2: the right to non-discrimination
- Our ongoing commitment to anti-racism through our curriculum was reiterated through our Black History month parent and carer assembly
- Recent data analysis by pupil group in the Autumn term included an exploration into attainment by ethnic group