

ACTIVITY AREA		INCLUSION				
<b>Aim/Priority/Issue:</b> Resources will be targeted and utilised effectively and efficiently to ensure that pupils from protected groups according to Equality Act 2012 make appropriate progress. <b>Lead responsibility:</b> O. Flitcroft <b>Monitored by:</b> O. Flitcroft and named Governor. Date for review - Spring 2020 (questionnaire to users each Spring term )						
Action	Meets duties				How	Time-scale
	Race	Disability	Gender	Community Cohesion		
Track progress of children on SEN register at school action, school action plus and with statements to narrow the gap and make progress in line with national averages for similar children.	✓	✓	✓		SLT to target vulnerable groups of learners and deploy classroom support for targeted intervention and resources (ICT etc)  Analysis carried out each ½ term and diverted to groups of learners in most need. See SDP  Develop 'hub' model of providing and receiving support from other schools and professionals: developing school -centred training to partnership schools  Following staff skills and confidence audit, Provide CPD for teaching and support staff to remove barriers to learning - training: <ul style="list-style-type: none"><li>- Speech and Language: Speech difficulties and implications in the classroom &amp; Phonological awareness and development of early literacy skills</li><li>- Behaviour: - understanding behaviour</li><li>- Social &amp; Emotional: - the impact of early relationships, supporting emotionally vulnerable children at school.</li></ul> <b>Success Criteria:</b> Gap of achievement for children with a statement continue to make better than expected progress and children' attainment at school support 'narrows' in line with national averages taking account of the numbers of children in the group.	½ termly  ½ termly  Review and tweak 2020-2021
ACTIVITY AREA		INCLUSION				

**Aim/Priority/Issue:**

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Lead responsibility: O. Flitcroft

Monitored by: O. Flitcroft and named Governor. Date for review - Spring 2020 (questionnaire to users each Spring term )

Action	Meets duties				How	Time-scale
	Race	Disability	Gender	Community Cohesion		
Data analysis to include vulnerable groups of learners (free school meals/gender/ CLA/ SEN/ Traveller/ disability/ BME). Analysis will drive provision leading to gap closing between these groups and all pupils nationally.	✓	✓	✓	✓	SLT to target vulnerable groups of learners and deploy classroom support for targeted intervention and resources (ICT etc)	$\frac{1}{2}$ termly
					Analysis carried out each $\frac{1}{2}$ term and diverted to groups of learners in most need. See School Development Plan	$\frac{1}{2}$ termly
					Pupils in receipt of Pupil Premium will receive additional provision (see Pupil Premium Policy and $\frac{1}{2}$ termly provision map)	$\frac{1}{2}$ termly
					LAC pupils in receipt of pupil premium offered intervention, subsidised extra-curricular clubs, etc. (see pupil premium policy and $\frac{1}{2}$ termly provision map)	$\frac{1}{2}$ termly
					Lunchtimes supervisors training to make playtimes more positive	as required
					Sport Premium funds to provide training for pupils in leadership of playground games (Hula Hooping) and Playground Squad	autumn and summer terms
					<b>Success Criteria:</b> Data analysis shows narrowed 'gap' in achievement of children who attract pupil premium funding and that the good progress of other groups is maintained	Review and tweak 2020-2021

ACTIVITY AREA		COMMUNITY				
<b>Aim/Priority/Issue:</b> The school will provide opportunities and curriculum activities that help children and young people in a predominately white mono-cultural community: to learn to understand others; to value diversity whilst also promoting shared values; to promote awareness of human rights and to apply and defend them; to develop the skills of participation and responsible action.						
<b>Lead responsibility:</b> O. Flitcroft						
<b>Monitored by:</b> O. Flitcroft and named Governor. Date for review - Spring/ Summer 2020						
Action	Meets duties				How	Time-scale
	Race	Disability	Gender	Community Cohesion		
Develop the curriculum to match the needs of all groups of learners and the wider community Creative curriculum foci to include another culture, the local community and a contrasting community on a two year cycle	✓		✓	✓	Analysis of profile of school and wider community (SIMS ethnicity code data, school profile, Index of Multiple Deprivation, Super Output Area data)	yearly
					Celebrate cultural background of pupils of Turkish, Bangladeshi and Polish descent (through RE syllabus when studying World Religions)	see RE map
					Cross-curricular learning through the following topics	
					Year groups to visits a Christian place of worship and a place of worship from one of the other major religions	see RE map
					<b>Success Criteria: Analysis of pre and post topic knowledge skills and attitudes shows increased awareness of similarities and differences between local, national and global schools and Holywell.</b>	Review and tweak 2020-2021

Develop and promote British values and togetherness, understand diverse ethnic and religious groups in UK	✓	✓	✓	✓	<p>Ensure all staff are 'Prevent' trained to ensure signs of radicalisation and extremism can be identified and referred as necessary</p> <p>Monitor LA agreed syllabus ensure 6 major religions are promoted through the curriculum (monitor creative curriculum each term) see RE map</p> <p>Promote democracy and its impact through voting for and the work of the School Council</p> <p><b>Success Criteria:</b>  <b>Analysis of pre and post topic knowledge, understanding, skills and attitudes shows increased awareness of similarities and differences between local, national and global and Seaton Delaval [communities, cultures, traditions, religious practice, etc.]</b></p>	<p>Review and tweak 2020-2021</p> <p>termly</p> <p>yearly</p>
Develop and promote participation				✓	<p>Strengthen the influence of the school council - advertise issues and resolutions decided upon by the school council.</p> <p>Develop the element of pupil responsibility through various monitoring roles for children in Key Stage 2:  Hula hoop leaders  Librarians  'Big Assembly Buddies' for EY Reception  Play Leaders  Job monitors</p> <p>Develop pupils' social responsibility skills through an curriculum and topic work</p> <p><b>Success Criteria:</b>  Annual pupil survey indicates high % of children who feel 'listened to'</p>	<p>Review and tweak 2020-2021</p>

Develop economic awareness				✓	<p>Ensure the creative curriculum includes one economic activity per year e.g. mini-enterprise [events with P&amp;G money, economic well-being, world of work, etc.]</p> <p>School Council decide what to purchase with funds raised</p> <p><b>Success Criteria:</b></p> <p>Pupils continue to achieve well compared to national averages in reading, writing and maths.</p> <p>Improved economic understanding demonstrated in maths: money)/PSHE/ IT</p> <p>Charity fundraising [internal and external groups] plus topic work -each academic year.</p>	Ongoing
Promote positive imagery	✓	✓	✓	✓	When new resources are purchased they will be selected for the range of groups of society they portray as well as the quality of the content.	Ongoing
Challenge gender stereotypes			✓	✓	<p>No activity is gender restricted (other than targeted work with School Sport (targeted club to improve Girls' competitive spirit and Competition Coordinator)</p> <p>Literature purchased to support gender image</p>	Ongoing Registers audited as part of School Games Award (each term)
Indicators Of Impact / evaluation					<p><b>Indicators - Develop the curriculum</b></p> <p>Pupils knowledge, skills and attitudes show an understanding of the similarities and differences on a local, national and inter-national scale through mind maps</p> <p><b>Evaluation</b></p> <p><b>Develop and promote shared values</b></p> <p>Children at middle and high school continue to make good progress.</p> <p>Pupils' knowledge, skills and attitudes show an understanding of the similarities and differences on a local, national and inter-national scale through mind maps.</p> <p><b>Evaluation</b></p> <p><b>Develop and promote participation</b></p> <p>Pupil survey shows increase in % of children who feel 'listened to'.</p> <p>School Council report increased impact upon school wide decisions.</p> <p><b>Evaluation</b></p>	

					<b>Develop economic awareness</b> Pupils continue to achieve well compared to national averages in Reading, writing and maths. Improved economic understanding demonstrated in maths / PSHE/ IT <b>Evaluation</b>	
<b>ACTIVITY AREA      Working with employees and School Users</b>						
<b>Aim/Priority/Issue:</b> Accessible school environment  <b>Lead responsibility:</b> O. Flitcroft <b>Monitored by:</b> O. Flitcroft and named Governor <b>Date for review</b> Spring/ Summer 2020 (questionnaire to users each Spring term)						
Action	Meets duties				How	Time-scale
	Race	Disability	Gender	Community Cohesion		
Ensure site and information is accessible to all employees and users	✓	✓	✓	✓	Provide parking in school grounds for parents/carers with children with physical disabilities	ONGOING
					Provide parking in school grounds for parents/carers with physical disabilities	ONGOING
					Survey users' needs (communications, website, language needs, Braille etc) annually and consider viability of actions resulting from survey. e.g. hearing loop, British Sign Language signs Insert hyperlink on website for translation	Annually
					Documents, policies etc to be available in varied formats e.g. large print, Braille, different languages etc.	On request.
					Provide allocated seating for parents/carers with hearing impairments for assemblies etc	From February 2018 Review and tweak 2020-2021
					<b>Success Criteria:</b> Annual survey of users' needs indicates users are able to easily access the school and required information	From June 2018 Review and

						tweak 2020-2021
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Please refer to Equality Targets and other policies.