

Coteford Infant School  
Equality Objectives  
2016-2020



The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on areas where we are taking action to improve equality and tackle disadvantages. We will regularly monitor and review the progress we are making to meet our equality objectives.

Objectives	Actions	Timescale	Responsibility	Success Criteria	Current Position
<p>To close the attainment gap for disadvantaged groups of children.</p>	<p>Use pupil progress meetings to identify children at risk of not achieving expected attainment levels and to identify appropriate support.</p> <p>Use intervention programmes to support the raising of attainment and personal well-being for disadvantaged children.</p>	<p>Annual targets will be set</p>	<p>Inclusion Manager</p> <p>All Staff</p>	<p>The attainment of disadvantaged children will be in line with non-disadvantaged groups of children</p>	<p><b>July 2016</b> Current school data shows that we are narrowing the attainment gap for disadvantaged children. We want the gap to continue to narrow.</p> <p><b>July 2017</b> The school data showed an increase in the percentage of disadvantaged children achieving a Good Level of Development in the Foundation Stage. There was a decrease in the percentage of disadvantaged children achieving the expected levels of attainment at KS1. We are continuing to direct intervention support to ensure children keep up with their peers rather than providing 'catch up' support.</p> <p><b>March 2018</b> Monitoring cycle being used effectively to identify key children for additional support.</p> <p><b>October 2019</b> We have introduced baseline assessments for all interventions to allow us to accurately monitor and record progress for all children receiving additional</p>

					input. In line with our Pupil Premium policy, we are now offering 'inspirational experiences' for children who have missed certain life experiences. This will help close the vocabulary gap.
To maintain the specialist resource provision at full capacity	Extend the services offered to support children with changing needs.  Publish a specialist resource provision brochure.  Publish Local Offer	Ongoing  December 2016  September 2017	Inclusion Manager	The specialist resource provision will be full / meeting needs of LA community	<p><b>July 2016</b> At the moment we are at full capacity. All children in the school benefit from learning in a diverse community, we want this to continue.</p> <p><b>March 2018</b> We currently have 8 children in our SRP which means there are 2 spaces. It has been agreed that we will raise awareness of the provision through a brochure (not yet completed) and publicity in the local area (new initiative). Governing Body Inclusion and Safeguarding Committee are monitoring this.</p> <p>The Local offer was updated in September 2017 and will be reviewed annually. Pupil voice will be enhanced in Local Offer and on website during next year.</p> <p><b>October 2019</b> We currently have 7 children in our SRP, with 2 hopefully joining once their EHCP's are finalised. Our school's SEN Information report (previously known as Local Offer) has been updated and published on school website. Information report was updated in collaboration with parents/Governors and staff. SRP brochure has been updated - March 2019</p>
To provide staff with training in how	To participate in Hillingdon Borough's 'The Learning	September 2016- July 2018	Inclusion Manager	All staff will feel confident about	<p><b>July 2016</b> There are an increasing number of children being diagnosed with ASD in Hillingdon and attending</p>

<p>to meet the learning and development needs of pupils with Autism Spectrum Disorder and Speech, Language and Communication Difficulties</p>	<p>Commitment': (An Inclusion Enhancement programme)</p>			<p>teaching children with ASD and SLC</p>	<p>Coteford. We wish to meet their needs as effectively as possible.</p> <p><b>July 2017</b> The Borough did not have the capacity to support our school with 'The Learning Commitment' this year. We are now due to participate in the programme from September 2017.</p> <p><b>March 2018</b> We are now participating in 'The Learning Commitment'. The school has identified members of staff to be Autism Champions. Autism training sessions have been delivered through the year and continue to do so.</p> <p><b>October 2019</b> Ensuring our learning environment is autism friendly is now a whole school priority and is on the school's improvement plan and SEN action plan. This has been identified as a priority reflecting the current context of the children in our school 23 chdn with ASD diagnosis - 11% in total Rec: 2 chdn - 3% Y1: 6 chdn - 7.5% Y2: 13 chdn - 19% Social story training will be planned for later in school year. Sensory room to be developed over the academic year to meet specific needs.</p>
<p>To promote cultural development and understanding</p>	<p>Include links to different cultures through the curriculum topics taught.</p>	<p>Ongoing</p>	<p>All Staff</p>	<p>Children will be able to talk positively about a range of cultures</p>	<p>This is already a strength which we want to continue to develop further and to reflect the changing ethnic groups of children attending Coteford</p> <p><b>March 2018</b></p>

<p>through a rich range of experiences</p>	<p>Promote cultural understanding through themed focus weeks.</p> <p>Use assemblies as an opportunity to celebrate festivals of a range of cultures and countries</p>				<p>Links to different cultures have been made through class topics, assemblies and displays around school.</p> <p><b>October 2019</b></p> <p>Continues to be a strength at Coteford Infants. Themed weeks are planned throughout the year, celebration assemblies to mark festivals and range of topics covered in class.</p>
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Updated: October 2019