

**Scott Wilkie Primary School  
Equality Action Plan:  
January 2024**

Equality Objectives: 1. Advance Equality of Opportunity Between People who share a Protected Characteristic and People who do not														
					<b>Equality Strand</b> D = Disability G = Gender E = Ethnicity R = Religious belief P = Pregnancy / maternity S = Sexual orientation GR = Gender reassignment									
Objective	Current situation	Success criteria		Actions	D	G	E	R	P	S	GR	Lead	Links to school policy or SDP	Evaluation
To improve overall attendance	2022-2023 Overall attendance =92.45 FFT = 93.8%.	Overall attendance improves so that it is more in line with national.		Continue to celebrate good attendance e.g. assembly, certificates, newsletter, class attendance shared in school assembly Attendosarus visit at the end of term, visits home.	√	√	√	√				HT SENCO AO	Attendance policy	

<p>To continue to tackle persistent absence particularly within the White British group.</p>	<p>Persistent absence for all in 2022-2023 FFT was 30% (National 19%). For the White British group it was 29.6%</p>	<p>Persistent absence figure is reduced.</p>	<p>Call/visit on first day of absence, target for walking bus, home visits, make effective use of AMO SLA, letters, court, identify families that need support – e.g., walking bus, Early Help. Staff to ensure strong relationships are formed with pupils with issues with persistent absence with the chn and families. Focus on Y1 and Y3 - 2022-23</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>				<p>HT SEN CO AO</p>	<p>SIP - Key Issue 4 To embed responsive teaching so that misconceptions are planned in and addressed to close gaps and accelerate learning. Attendance policy</p>	
<p>To ensure we focus on boys' language and communication in year groups with high levels of SEND communication needs and EYFS - especially WB boys.</p>	<p>2022-23 - 7chn in Y3 and 6 chn in Y5 with SEND communication needs  2022-2023 FFT 60.7% boys reached GLD compared to 88.2% girls. Gap = 27.5%</p>	<p>Close the gap and track progress of lang and com for boys in EYFS and target year groups.</p>	<p>Raise expectations of staff, targeted ACI intervention, implement SHreK, implement interactive reading, Neli, workshops for parents.</p>		<p>√</p>	<p>√</p>					<p>HT SLT</p>	<p>SIP Key issue 2: To further develop SLT and staff on improving the design of the curriculum ensuring high quality lessons are planned and taught in all subjects paying attention to vocabulary, oracy, writing to learn, active reading, field work, cultural capital, concrete resourcing and outcomes</p>	

<p>To ensure Summer born children are tracked, monitored and supported so that all children become fluent readers by the end of year 1. To provide 1:1 reading support to chn not heard reading at home.</p>	<p>2022-23 FFT Summer born Y1 Phonics expected standard = 62.5% compared to Autumn - 93.3% and Spring 85.2%</p>	<p>To close the y1 phonics gap for Summer born children.</p>	<p>Half termly assessments/1:1 intervention. Use reading volunteers.</p>							<p>HT RWI Lead</p>	<p>SIP Key issue 2.</p>	
<p>To develop practice of staff so that they plan and cater for the needs of their SEND and EAL children more effectively.</p>	<p>Provision for SEN and EAL not always well matched to their needs which prevents access and hampers development of independence. In some lessons they are unable to demonstrate their understanding</p>	<p>Teachers are aware of the needs of their SEN children and plan for them effectively. Teachers and staff to assess high needs chn around independence and life skills using Bexley Quality first teaching.</p>	<p>CPD including planning support, monitoring – pupil voice, Peer review</p>	<p>√</p>		<p>√</p>				<p>SENCO SLT</p>	<p>SEND policy Key Issue 3: To upskill and develop staff confidence in planning for and breaking down barriers to ensure quality first teaching of SEND pupils including understanding &amp; addressing behaviours associated with mental health. To become an ASD friendly school</p>	

## Equality Objectives: 2. Foster Good Relations Between People Who Share a Protected Characteristic and Those Who do Not

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To establish an SEN forum to provide support and training so that we work more closely with our families to develop consistency at home and school.	Currently there is not enough consistency between the strategies used for high needs send pupils at home and at school.	Forum Established and regular termly training and support booked in. SEND pupils' voices are gathered and listened to.	To work more closely with parents identifying what works well at home. Recognising parents have experience, expertise and offer a lot to the learning community.	√							SENCO/ SEND teacher	SIP Key Issue 3 SEND policy & information report		
To ensure all our pupils access the wide curriculum offer-especially the residential visit to Fair Play House.	Currently a number of chn from certain ethnic groups are not given permission to attend the residential.	All chn have a chance to experience the wide rich curriculum. Agree at point of admission.	To plan early to target families. To ask parents from similar ethnic groups to share positive experiences. SLT to challenge and reassure reluctant parents. To find a means to enable the chn to go for a day visit.								Y6 lead HT	SIP Key issue 2		
To increase the voice of all children in making improvements to the school community and wider through	Although we currently have both a school council and Pupil Senior leaders, their voice is limited and they are not driving change.	School Council well established and valued as a forum for children's voice to be	Further training and support for both the member of staff running the School Council and for the children involved. Support for Eco	√	√	√	√	√	√	√	HT SLT Teacher leaders.	SIP Key issue 2		

School Council; Pupil Senior Leaders; Eco Warriors and a sustainability group	School council attend conferences.	heard by all members of the school community. Children feel they are heard and involved in improving school life.	warriors and sustainability group.										
To improve the relationship between school and home by listening and responding to stakeholders' feedback around communication.	At times parents are not given enough notice to plan to attend events. At times consistency over informing and communicating all incidents is not clear enough.	Parents are informed well in advance of events. Parents are always informed if their child has been involved in an incident.	Parents are informed too late regarding school events. Ensure calls are made when a child has been hurt or there has been an incident at school. To also inform parents of good news stories.	√	√	√	√	√	√	√	All staff		

**Equality Objectives: 3. Eliminate Unlawful Discrimination, Harassment and Victimisation – as defined by the Equalities Act**

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To support SEND pupils to build positive relationships with other children around the school.	Some social partner high need ASD children are not well known by their class.	Children develop positive relationships with SEND pupils and see them as positive people in the school community.	To ensure teachers notify SEND team when sensory learning is taking place. To use SEND leaders to support and play with SEND pupils. To wherever possible have SEND pupils working alongside their peers.	√								Key issue 3 SEND policy		