

West Oaks SEN Specialist School and College Equality Objectives

In compliance with the public Sector Equality Duty (PSED), we have generated a set of SMART equality objectives. These are detailed below and should be read in conjunction with our Equality Policy and Accessibility Plan. These objectives were identified by the Governing Body and Senior Leadership Team. They also take into account pupil voice via the School Council and parental views from Parent/Carer Questionnaires.

| Equality Objective and actions | How will the impact of the action be monitored? | Who is responsible for monitoring? | What is the time frame? | Success measures |
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| <p>1. To improve attendance for all pupils – particularly those who may be susceptible to ill health linked to their disability (Protected characteristic – Disability)</p> <p>Appoint a family liaison worker. Establish new working practice with school nursing team . Newsletters to refresh parent/carers info. All classes to be online with Class Dojo. Widen the number of staff who are trained in Early Help</p> | <p>Analysis of attendance data</p> <p>Responses to letters home to parents/carers logged, analysed and followed up with calls home to ensure all aspects are being supported appropriately</p> <p>SLT to monitor home /school contact sheets to ensure all support has been signposted or developed</p> <p>Medical notes will be requested as evidence of illness –and added to the pupil’s profile of attendance, assuring that the correct information and support has been accessed and recorded</p> | <p>SLT/Governors</p> <p>TLCOs</p> <p>Family Liaison Worker (KH)</p> <p>Class Leaders</p> | <p>July 2016 – July 2018</p> | <p>Attendance figures will show targeted individuals attendance will be improved year on year.</p> <p>Pupils’ individual profiles will show that school staff have liaised closely with all agencies, including home setting to ensure all appropriate support has been accessed in a timely way.</p> <p>Parents and carers indicate a high level of satisfaction for the communication received from school and for the support and guidance offered</p> <p>All staff are fully aware of the Early Help systems and can sign -post effectively</p> |
| <p>2. To increase pupils understanding of different cultures and lifestyles. (Protected characteristics- Religion and Belief)</p> | <p>Range of celebrations linked to religious festivals within school will be evidenced in the curriculum plans, monitored by subject leaders, TLCos and Senior leaders to ensure that there is a broad and balanced approach for all.</p> | <p>SLT/ Governors</p> <p>TLCOs</p> <p>Class teachers</p> | <p>On going</p> | <p>Pupils exposed to a wide range of cultures and the school setting reflects these experiences.</p> <p>The school will be seen to be providing an environment where pupils feel valued and</p> |

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| <p>Utilise the Newham School website on central area screens to promote cultural, religious and language awareness.</p> <p>Appoint new RE co-ordinator.</p> <p>New Big Questions to be generated with an enhanced process for tracking coverage of Cultural and Religious themes.</p> <p>Off-site educational visits</p> | <p>Displays reflect religious diversity ; subject to learning walks will be conducted with senior leaders, subject leaders and governors on a termly basis to ensure that diversity is reflected</p> <p>Work scrutiny will monitor the breadth and balance of the curriculum through the range of work /photographs recorded by staff.</p> <p>Resources purchased will be monitored to ensure appropriate and effective cultural representation is present</p> | <p>School Council</p> <p>VP and HoS to lead this</p> | | <p>consequently have positive experiences of school.</p> <p>Parents and carers feel that their cultural heritage is recognised and valued., therefore have a positive view of school and feel comfortable discussing issues and visiting school</p> <p>Pupils are able to recognise features of their own culture and that of others where relevant to their level of awareness</p> <p>Pupils to have participated in a wide range of different religious celebrations involving food, clothing, stories, languages.</p> <p>Pupils are able to recognise features of their own religion and that of others where relevant to their level of awareness.</p> <p>‘Connecting steps’ will indicate pupils have met the 33% level increase over one year in RE.</p> <p>Pupils will make good or better progress in their social development – as evidenced through Education Plans (IEPs) and EHCPs</p> |
| <p>3. To ensure pupils have an increased experience of different physical and leisure activities regardless of gender, physical, behaviour and learning needs.</p> <p>(Protected characteristics – Gender and Disability)</p> <p>New play spaces developed and enhanced –WHL in particular:</p> <p>New equipment purchased to further develop the outdoor play-based provision with physical skills being prioritised.</p> | <p>Wider range of PE opportunities within school and beyond - PE and PD curriculum developed to extend all pupils access to high quality physical development: developed by the PE coordinator and monitored by TLCos and Head of School</p> <p>New outdoor playground installed and in use for higher level play and to support mixed group play (cross phase and non -gender bias) – observation carried out by SLT and TLCos ensuring all pupils have appropriate access</p> | <p>SLT/Governors</p> <p>PE Co-ordinator</p> <p>Class teachers</p> <p>PE coordinator</p> | <p>Sept 2016– July 2017</p> | <p>Pupils will show high levels of enthusiasm for physical activity</p> <p>Pupils will demonstrate increasing levels of confidence and skill in their physical skills – relative to their individual starting point.</p> <p>PE lesson will be highly differentiated and all pupils will be successfully included in high quality PE/PD sessions/ lessons</p> |

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| <p>PE curriculum reviewed and re-drafted to ensure all levels of need are catered for</p> <p>To make improvements to the environment to ensure staff/pupils have access to all aspects of physical activity: outdoor learning areas , Eco pod, science garden, field areas, CARlshead Farm workshop, The WeCanDoCo workshop</p> <p>Continue to offer extra curricular activities via after school club, Saturday stay and play, coffee mornings etc</p> | <p>See PE and Physical development action plans</p> <p>SLT to monitor effective use of resources and ensure no bias is detected</p> <p>SLT to monitor effective use of resources and ensure no bias is detected</p> | <p>SLT</p> | <p>2016 – July 2017</p> | <p>Curriculum plans will reflect the diversity of resources being used effectively Pupils will demonstrate increasing confidence and enthusiasm when using a range of areas across school – no bias will be evidenced</p> <p>Pupils will show increases in their awareness and confidence in moving around the newer and existing areas of school provision including those beyond the immediate school grounds</p> |
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