

# Hunmanby Primary Equality Action Plan Sep 2023-24



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Objective	Action/Steps	Success Criteria	Resources	Timescale	Monitoring	Review June 2024
<p>To ensure that pupils with SEND, Looked After Children and those in receipt of Pupil Premium funding are given support to reach outcomes similar to National Statistics</p>	<p>SEN pupils have full equality of access to the curriculum and this is adapted to meet each child's needs. Additional funding – Pupil Premium and SEN funding – is strategically allocated so as to support eligible pupils to make strong academic progress. Through individual support plans, pupils with SEN and disabilities are provided with targeted support bespoke to their individual needs. This support reduces any disadvantage they may experience as a result of their needs</p>	<p>Pupils meet individual, end of year targets. Monitoring demonstrates that effective adaptations are in place for all pupils. PP pupils achieve in line with PP nationally, and close the attainment gap with non-PP pupils. SEN pupils achieve their individual targets.</p>	<p>External funding – PP grant, HLN/AFN funding Resources (including human resources) as identified in PP Plan and SEN Support plans.</p>	<p>Ongoing – half termly basis</p>	<p>Termly monitoring of progress data. Ongoing cycle of review of SEN Support Plan targets. Governor monitoring of PP funding plan. Class Teachers Head Teacher SENDCo</p>	
<p>To ensure equality of opportunities for children within enrichment activities (Cultural Capital), including sports, and representation within leadership/ambassadorial roles.</p>	<p>Provide a broad range of extracurricular and other enrichment activities for all year groups. All enrichment activities to promote equality of opportunities, with no discrimination based on gender, ethnicity, disability or socio-economic factors (eg. where there is a boys' team or club, there should also be a girls' team/club.)</p>	<p>All children are offered and take part in enrichment activities. There is a broad range of enrichment opportunities, and these are inclusive of all children. The % of disadvantaged/SEN pupils who take part in enrichment activities is in</p>	<p>External funding – PP, Sports Premium. Resources (including human resources) as identified in PP Plan and Sports Premium plan.</p>	<p>Ongoing throughout academic year</p>	<p>Termly monitoring – tracking % of pupils in receipt of enrichment opportunities. Annual monitoring of impact of PP and Sports Premium spending plans. Monitoring of opportunities</p>	

	Use PP and Sports Premium funding to support broad range of pupils to access additional enrichment. Offer leadership / ambassadorial roles (School Council/Eco Team/ Prefects) to a broad range of children, and actively monitor to ensure there is representation from different groups as appropriate, including EAL, SEN, PP and different ethnicities.	line with the % of non-disadvantaged/non-SEN. Leadership/ambassadorial roles demonstrate broad representation of different pupil groups.			provided to ensure a broad representation of pupil groups within the extra-curricular opportunities offered.	
To ensure that EAL pupils have full access to the curriculum	Provide training to support teachers to adapt the curriculum so that this is accessible to EAL pupils.	Monitoring demonstrates that lessons are adapted effectively. EAL pupils make good progress from their starting point. EAL pupils make good progress in	TA time for small group or 1:1. Teachers released for EAL CPD	Ongoing monitoring and coaching throughout academic year. Additional assessment for EAL pupils newly arrived to school	Termly monitoring of progress data. Ongoing monitoring of classroom adaptations by EAL Lead.	
To ensure that the school site is accessible for, and meets the needs of, pupils with disabilities.	Maintenance of 'wet room' to meet needs of all pupils. Further develop sensory room to meet needs of HLN pupil.	Wet room maintained and accessible. Sensory room has been further developed with resources/equipment that meets needs of HLN pupil.	Wet room maintained & funded through capital funding. Sensory room funded by donations.	Wet Room – ongoing October 2023 Sensory room (tent) – Autumn 2023	Monitoring through support plans monitoring for High Need pupils. SENDCO/HT to monitor provision and use of rooms/spaces.	
To ensure that the incidence of prejudice-related incidents remains low.  To celebrate cultural diversity and increase pupil awareness and understanding.	Through assemblies and curriculum, promote school values of Respect and Kindness and teach children the term and meaning of 'Protected Characteristics' and British Values (specifically tolerance) Expose children to and celebrate a breadth of cultural events to embrace difference (religious events, Black History, Pride etc)	The incidence of prejudice-related incidents remains at or near 0. Children in KS2 know the term 'Protected Characteristics' and can name some of them. Children from Y1 know the term 'tolerance' and the meaning of this. Pupils from a range of groups belonging to protected characteristics report 0 or near 0 incidents of prejudice.		Termly monitoring of behaviour / incidents of prejudice-related bullying.  Termly monitoring of pupil attitudes	Reported back to FGB via HT report and general Gov minutes	

		Monitoring demonstrates positive pupil attitudes towards difference.				
To ensure adequate staff members are up to date in terms of Positive Handling training to enable us to meet the needs of all pupils most effectively.	HT to ensure there has been staff training for Positive Handling Update/implement behaviour plans for identified children, focusing on de-escalation strategies.	Staff are trained and feel confident to work with/support pupils with handling needs. Individual behaviour plans are in place for relevant pupils and are being applied consistently.	Positive Handling training	Positive Handling training Autumn 2023	Headteacher/ SENCO Link Governor for Safeguarding.	
To ensure that pupils with SEMH needs have their needs met and that they are able to make good academic progress.	SENDCO to continue developing resources and use of sensory tent. Drawing and Talking and Lego Therapy used to provide 1:1 and small group intervention. Sensory breaks used to support self-regulation. Training for all staff on SEMH needs and impact on brain/learning. Training on Happy Minds and rolled out as a weekly whole class assembly.	SEMH pupils make academic progress in line with peers. All pupils on SEN register or concerns list with SEMH needs have intervention. Sensory tent has been further developed and resourced in line with research. Staff questionnaire demonstrates understanding of SEMH needs. Monitoring demonstrates positive impact of SEMH interventions / sensory breaks.	Sensory tent funded by donations. ATA from Pupil Premium to offer SEMH Intervention.	Sensory tent – Autumn 2023 SEMH staff training for ATAs – Autumn 2023 Drawing & Talking / Lego Therapy interventions – in place for all SEMH pupils by end Autumn 2023	HT/SENDCO monitor impact of intervention on individual pupils through pupil / parent / teacher voice. Termly monitoring of progress data.	
Religious days are agreed for pupils	Continue ongoing policy of authorisation of absences for religious observance. Liaise with parents as to setting work during absences as is appropriate.	Parents know that pupils are eligible for authorized absences based on religious observance. All requests for absences relating to religious observance are authorized.		Throughout academic year	Governors through Pupil Groups monitoring.	
Accessibility of school reviewed throughout 23/24 for any further requirements for academic year 24/25.	Head to monitor on a needs basis of pupils as they occur.					