

SEP Review March 2018

Griffithstown Primary Action Plan Strategic Equality Plan 2016 - 2020				
Equality Objective 1				
Monitor and develop the Accessibility Plan				
<p>Our Research:</p> <p>The Accessibility Plan outlines school's commitment to ensuring that school is accessible to all pupils. This includes:</p> <ul style="list-style-type: none"> • Disabled access, re: parental parking, curbs etc • Toilet facilities for disabled pupils • Autism training • Measures to reduce noise/sound pollution in the open plan classrooms (re: hearing impaired pupils) 				
<p>Information from Engagement:</p> <p>Appropriate issues are discussed, monitored and developed via child centred reviews, IEP reviews, social service reviews/updates. These meetings enable school and parents to secure a shared plan of action to secure equality of access and provision for all pupils.</p> <p>Attendance is a key issue for many of the pupils associated with the Accessibility Plan. Reasons for absence can be justifiable and reasonable but all absences need to be monitored.</p>				
<p>Data Development:</p> <p>All pupils are aiming for 95% attendance</p> <p>The school employs a Home School Liaison Officer (40% contract) to visit and work with these families and secure good or improved attendance.</p>				
<p>This objective will be judged to be successful if:</p> <ul style="list-style-type: none"> ▪ Child Centred Reviews, IEP Reviews and social service reviews reflect positive attitudes to how school is supporting the needs of pupils 'linked' to the Accessibility Plan. ▪ Improved attendance 'year on year' – it is unrealistic to expect all pupils with disabilities to achieve 95% attendance – but is appropriate to see a 5%+ increase on previous attendance data. 				
ACTIONS:				
	Description	Responsibility	Start date	End date
1.	Discuss the Accessibility Plan with all stakeholders	Head Teacher	Spring 2016	Annually to Spring 2020
2.	Review and evaluate - Ongoing process with improvement targets set and reported to governors annually	SLT	Summer 2016	Annually to Spring 2020

3.	Leader for Inclusion to attend meetings and file all documents linked to CCRs and IEP reviews	Leader for Inclusion	Ongoing	
4.	Head Teacher to file all documents linked to social service meetings – specifically those linked to pupils affected by the Accessibility Plan.	HT	Ongoing	
<p>Review March 2018 Disabled parking discussed with appropriate families and outcomes have benefitted all stakeholders, e.g. improved punctuality and attendance for specific pupils. Disabled toilets are monitored by staff and caretaker. The 'changing bed' was removed from KS2 toilet as the pupil had moved to comprehensive. All staff have Autism Awareness accreditation and all pupils sign the class charter. We marked Autism Day in March 2017. Noise levels in all areas are monitored and the plazas are calm and purposeful – we have no recorded concerns from pupils with hearing issues.</p>				
<p>Equality Objective 2 To organise an annual Autumn Term multi-cultural week</p>				
<p>Our Research: An 'Multi-cultural Week,' was held for the whole school during October. Parents are invited to see the work that children have undertaken during the week by visiting the classrooms. Children develop their understanding of the diversity of cultures in Wales.</p>				
<p>Information from Engagement: Parental / Pupil surveys will be used to evaluate and plan for future events.</p>				
<p>Data Development: ○ Linked to RE incerts data</p>				
<p>This objective will be judged to be successful if:</p> <ul style="list-style-type: none"> ▪ A multi-cultural week is held annually during the autumn term ▪ All learners gain a greater understanding of other cultures and their contribution to Wales ▪ Various, motivating learning experiences are differentiated to meet the needs of individual learners and cater for a range of learning styles. ▪ Assessment is undertaken to evaluate the outcomes of the week, reviewed and acted upon to inform future events 				
<p>ACTIONS:</p>				
	Description	Responsibility	Start date	End date
1.	Agree a date for the <i>Multi-Cultural Week</i>	Head teacher Deputy HT SLT	Spring 2016 for discussion	Annually to Spring 2020

2.	Learners design individual parental invitations for stakeholders to celebrate Multi-Cultural Week in school or parents to be informed of events via Twitter, depending on workload/timings with other events.	All staff and learners	and planning	
3.	Survey analysis	Deputy HT		

Review March 2018

This was incorporated into the Pyong Chang Winter Olympics celebrations in February 2018. All classes chose a nation from the Olympics and learnt about culture, food, religion. Countries were as diverse as China, Mexico and South Africa. We discussed aspects of racial and religious inclusion in assembly. The pupils dressed in national costume and paraded the school. Images and comments were uploaded to Twitter.

Equality Objective 3

Ethnicity issues including Gypsy & Traveller

To narrow the gap between attainment of children of different ethnicity.

Our Research:

Gypsy & Traveller are more likely to have lower attendance than other ethnic groups

Gypsy & Traveller are more likely to have lower achievement in the Core Subjects

Gypsy & Traveller are more likely to have limited parental engagement in school life

Information from Engagement:

Understanding of Culture and an appreciation of the improvements made.

Data Development:

Attendance data – meetings with EWO

Analysis of INCERTS using filter groups for comparison

Lack of parental engagement at meetings etc

This objective will be judged to be successful if...

- Attendance improves year on year. We aim for all pupils to achieve 95% but 'most' Gypsy & Traveller pupils 'go travelling' after the Easter holidays for undetermined durations.
- Attainment improves – all G/T pupils are targeted to achieve expected levels
- More parental involvement as monitored by teachers at Parent / Teacher Consultations in Autumn and Spring Term

ACTIONS:

	Description	Responsibility	Start	End date
1.	Improve attendance through first day response and subsequent procedures.	HT	Autumn 2015	Annually to Spring 2020

	Liaison with parents to raise awareness of the importance of regular attendance. Publish attendance figures regularly to parents issuing rewards for improved attendance to individuals and groups.			
2.	Targeted support / counselling from G / T liaison worker (Mrs Knight). Regular monitoring to ensure progress with targeted intervention if necessary - Incerts.	Class Teacher Support Staff G & T support workers SLT		
3.	Mrs Knight to liaise with parents. Support offered to parents whose basic skills are poor. Open Door 'welcoming' policy. Traveller culture reflected in displays, resources etc. See KS2 corridor	LK		

Review March 2018

Traveller attendance is a significant issue for school and impacts 0.5% – 0.7% on the whole school figure. Inclusive of traveller data, we are currently at 94.7%, which is 0.1% below our target. We make effective use of Mrs Knight, who works with identified pupils and liaises with families. We will target her at newer families to support their transition into Foundation Phase and also transition at Y2. The EWO is supportive and has worked well in securing much improved attendance for a traveller pupil in Reception and he has good links with families on the sites... but impact is variable. In Y2 out of 4 traveller pupils, 2 will achieve the FPI (O5 in all three core subjects) In Y6 out of 2 traveller pupils, both will achieve the CSI (L4 in all three core subjects) No traveller in Y2 or Y6 will achieve expected+1, i.e. O6 or L5

Equality Objective 4

Free School Meals

To narrow the gap between FSM and non FSM

Our Research:

FSM pupils are more likely to have lower attendance than other pupils

FSM pupils are more likely to have lower achievement in the Core Subjects

FSM pupils are more likely to have limited parental engagement in school life

Information from Engagement:

All FSM pupils are highlighted on tracking sheets and data analysis

Data Development:

DHT analysis of INCERTS data includes termly meetings with class teachers to discuss performance of all pupils inclusive of FSM pupils

Intervention activities provide data to support teacher planning for FSM pupils

All Wales Core Data is analysed to identify trends in performance of FSM pupils over time

This objective will be judged to be successful if...

- FSM achieve targets in line with non FSM

ACTIONS

	Description	Responsibility	Start date	End date
1.	Class teacher identify FSM on predicted targets: <ul style="list-style-type: none"> • monitor and intervene • Termly monitoring of achievement using filter groups on INCERTS 	Class Teacher SLT	Autumn 2015	Annually to Spring 2020
2.	School Development Plan and Grant Plan to identify and plan how PDG will be spent to target and improve the outcomes of all FSM pupils	HT	Autumn 2015	Annually to Spring 2020

Review March 2018
 Termly tracking RAG sheets completed for 2017 – 2018 and FSM pupils are performing in line with their targets. The AWCDS showed that FSM performance was aligned with school expectations in FP and KS2.

- FSM and non-FSM perform at similar levels at O5 and L4
- Non-FSM perform significantly better than FSM at O6 and L5. This is a reflection of the high number of FSM pupils with additional needs and the Traveler pupils in Y2 and Y6.
- A significant issue with a large number of FSM pupils and Traveler pupils is attendance. We use PDG to employ a Home School Liaison Officer to engage with families.