



The Governing Body of Crockham Hill CE Primary School is fully committed to fulfilling its duties under the Equality Act 2010:

- i) to publish information to demonstrate how it is complying with the Public Sector Equality Duty.
- ii) to prepare and publish equality objectives.

The school works to eliminate discrimination, harassment and victimisation of a pupil or potential pupil in relation to: admissions; the way it provides education for pupils; the way it provides pupils access to any benefit, facility or service; or by excluding a pupil or subjecting them to any other detriment. When making decisions relating to policy the Governing Body considers the impact it may have on the pupils.

The school works to advance equality of opportunity for all and foster good relationships between all individuals. We are committed to tackling prejudice and promoting understanding.

### **Our Equality Objectives July 2014- July 18**

1. Increase achievement for all pupils but in particular to ensure at least expected progress and increase levels of accelerated progress, for pupils identified as having social and emotional needs (as identified by SEND and other means).
2. Widen opportunities for parents and pupils in identifying any barriers to learning and participation in school life.

### **Review of progress against our Equality Objectives – September 2017**

*1. Increase achievement for all pupils but in particular to ensure at least expected progress and increase levels of accelerated progress, for pupils identified as having social and emotional needs (as identified by SEND and other means).*

- All children reached the Expected standard at the End of Key Stage 2 in Summer 2017 including those with SEMH needs.
- Introduced Forest School which is known to help children develop greater self-confidence and resilience. We will measure impact on learning in the classroom using the Leuven Well-being and Involvement Scale.
- Children's progress is monitored each term and teachers plan interventions and support to help specific make the additional progress they need in order to make expected or accelerated progress.

*2. Widen opportunities for parents and pupils in identifying any barriers to learning and participation in school life.*

- Introduction of a 'play-based' After School Club provides opportunities to learn through play and creative arts. Our care provider has a strength in caring for children with SEMH needs.
- Home access to online Learning provision 'Education City' provided to all children.

### **Useful links**

SEND policy

Accessibility Plan

Reviewed by Full Governing Body - September 2017