



The Federation of Spixworth Schools Equality Objectives – Action Plans

2023-24

Identified Concern	A large majority of our children do not regularly experience the cultures or traditions of those outside of their own race or religion or of different communities within their own race or religion
Objective	To promote cultural development and respect for all people through a rich range of experiences
Strategy	<ul style="list-style-type: none"> • Every opportunity taken to enrich every child’s language and vocabulary development • An enhanced curriculum offer including a full range of visits and visitors instated to enable children to access unfamiliar cultures, traditions and wider experiences first hand • All classrooms to actively promote diversity through visual images and resources • Every opportunity to be taken across the curriculum to demonstrate the positive contribution made by people from all backgrounds • Assemblies to further develop knowledge of the experiences of children from around the world • Federation House groups to be fully exploited, through termly events, increasing peer awareness • Both schools to submit evidence toward UN Rights Gold Award • Federation pupils to continue to collect and share child voice through School Council and support charitable fund raising • Buddy system to be embedded for children joining the school from the motel (emergency housing) • Children within vulnerable groups, including those within more than one group, to be uniquely supported (SENDCo to lead)
Lead Person/ Responsibility	KH/HoS
Success Criteria	Gold RRSA will be achieved

	<p>A full complement from the enhanced curriculum will be experienced</p> <p>House events will be regular</p> <p>The federation culture, including what is seen and heard, implementation of our policies and agreed practices, will be inclusive and uphold all federation values</p>
Time Scale	Summer 2024
Evaluation	

Identified Concern	Due to the wide range of pupil abilities and life experiences, not all staff have the tools required to respond rapidly to each pupil's needs and not all children are making as much progress as possible
Objective	For every staff member to have high expectations for every child, regardless of their protected characteristics or needs, to best support them in meeting at least age-expected outcomes
Strategy	<ul style="list-style-type: none"> • Every opportunity taken to enrich every child's language and vocabulary development • Staff CPD to further develop understanding of Rosenshine Principles, securing success in writing at KS2 and internal alternative provision • Staff to have access to Trauma Informed Schools training, dyslexia training and access to both school-led SEND and specialist training as required • Pupil Progress meetings will continue to monitor, challenge and signpost provision and parent/teacher meetings will continue to ensure home and school work together to support children to meet their targets • All staff will make excellent use of information available to them including Pupil Asset, Learning Support Plans including One-page profiles, CPOMS and their daily formative assessments • Pastoral support for the children will be timely. Additional hours with trained staff will be accessed fully including an increased family offer provided by the Family Support Advisor through the Community Hub facility

Lead Person/ Responsibility	HP/NO to lead in collaboration with JK
Success Criteria	All classroom staff to be aware of children's needs and their next steps and act upon these. Staff champion every child, having the highest expectations for all children's progress Outcomes for children will be at least in line with national Pupil, parent and staff surveys all demonstrate positive feedback on the curriculum and progress
Time Scale	Summer 2024
Evaluation	

Identified Concern	Some physical access arrangements around the school are low quality
Objective	To establish a physical environment where all current and future members of the community can equally access our school
Strategy	<ul style="list-style-type: none"> • Improve directional signage • Install slopes to further exits to support physical access • Install hearing loop hardware • Develop the learning environment to ensure the positive impact of disabled persons on the wider world is represented and text and images used are accessible to all
Lead Person/ Responsibility	HJ/DB to lead on premises HP/NO to lead on environment Financial implications to be planned All staff to be aware of their responsibilities with regard to equality and accessibility
Success Criteria	Physical barriers to access will be removed The physical environment will reflect all members of the school community and beyond
Time Scale	Summer 24
Evaluation	

