



# Roebuck Academy Equalities Plan

<b>Approved by Governors:</b>	<b>September 2022</b>
<b>Review due:</b>	<b>September 2023</b>

<b>Equality Objectives</b>	<b>Protected Characteristic</b>	<b>Target Group</b>	<b>Action</b>	<b>Measurable success indicator</b>	<b>Timescale</b>	<b>Review</b>
To improve the punctuality of disadvantaged pupils (aiming to bring attendance closer to 96% or above)	Disadvantaged pupils	Disadvantaged pupils in each class with more than 10 lates recorded during academic year 2022-2023	<ul style="list-style-type: none"> <li>➤ Minutes late is recorded in SIMS</li> <li>➤ Attendance Officer and Family Worker work together to contact families with persistent latecomers to identify strategies</li> <li>➤ Attendance Officer to hold support meetings with families</li> <li>➤ Sports Coach to hold club targeting these pupils</li> <li>➤ ☑ School rewards: weekly class awards, non-uniform days, individual attendance events</li> </ul>	Punctuality to improve for each of the target pupils - measured every half term. Attendance is closer to 96% than the previous half-term.	2022-2023	July 2023
To ensure pupils with Speech, Language and Communication Needs are making progress in line with	Pupils with SEND; those with an identified SLCN	Pupils with SLCN for whom progress and curriculum access is at risk	Pupils highlighted in termly SENCO chats <ul style="list-style-type: none"> <li>➤ Use of Class SEND Box resources and strategies</li> </ul>	Data shows progress for pupils with SLCN is in line (or closely	2022-2023	July 2023

their non-SLCN peers			<ul style="list-style-type: none"> <li>➤ Use of central SLCN resources held by SENCO / Head of Inclusion</li> <li>➤ Support from Communication Assistant sought with referrals to Speech and Language Therapy Service made as needed</li> <li>➤ Use of Speech and Language assessments to identify specific areas of need; teachers to plan and deliver interventions to address gaps identified</li> <li>➤ Monitoring by SLT and Inclusion Team (half-termly)</li> <li>➤ Pupil Progress Meetings</li> </ul>	matches) the progress of non-SLCN pupils		
To improve provision and curriculum access for pupils with Social, Emotional and Mental Health needs	Pupils with SEMH	Pupils with SEMH	<p>All school staff trained and monitored in the use of Herts Steps and therapeutic approaches to behaviour support, including the use of Individual Risk Management Plans and scripts</p> <ul style="list-style-type: none"> <li>➤ Baseline Strengths and Difficulties Questionnaire completed before and after strategies use</li> <li>➤ Pupils highlighted in termly SENCO chats</li> <li>➤ Use of centrally-held resources</li> <li>➤ Advice and coaching from school's INCO, pastoral support worker including the delivery of the Drawing and Talking intervention</li> <li>➤ Wider family support from Family Worker, including the delivery of the Protective Behaviours intervention</li> </ul>	Pupils with SEMH needs access an increasing amount of whole-class work, report reduced anxiety and more positive peer and adult relationships	2022-2023	July 2023

			<ul style="list-style-type: none"> <li>➤ Strategies from external agencies including Communication and Autism Advisory Teachers, Educational Psychologists, Tier 2 and Tier 3 behaviour support services (e.g. Greenside Outreach)</li> <li>➤ Teachers plan and deliver lessons and activities that are closely matched to pupils' interests; this can include project-based learning for pupils that struggle to remain in class when heightened or at certain times of day.</li> </ul>			
To ensure progress and attainment for disadvantaged pupils is in line as their non-disadvantaged peers	Disadvantaged pupils	Disadvantaged pupils in each class for whom progress and/or attainment is at risk	<p>Pupils highlighted in termly SENCO chats</p> <ul style="list-style-type: none"> <li>➤ Use sensory circuits and fidget toys.</li> <li>➤ Specific assessments completed, e.g. SpLD pack, phonological awareness, DAN (Diagnostic Assessment of Number),</li> <li>➤ Teachers to plan and deliver interventions to address gaps identified; to liaise with intervention TAs to support</li> <li>➤ Monitoring by SLT and Inclusion Team (half-termly)</li> <li>➤ Pupil Progress Meetings</li> <li>➤ Baseline language assessment completed on entry for each pupil</li> <li>➤ Timetabled support for each child evidenced on class provision maps</li> <li>➤ EAL resources (INCO)</li> </ul>	Clear progress from baseline language assessment – measured every half-term. Greater participation with peers observed.	2022-2023	July 2023

			<ul style="list-style-type: none"> <li>➤ Visual resources and strategies from Speech, Language and Communication training</li> <li>➤ Support from school's Dyslexic Champions</li> <li>➤ Support from Family Worker to engage parents where this is appropriate</li> </ul>			
To ensure pupils with SEND have full access to an appropriately-differentiated English curriculum	Pupils with SEND	Pupils with SEND with identified difficulties in English	<p>Pupils highlighted in termly SENCO chats (Know your child meetings)</p> <ul style="list-style-type: none"> <li>➤ Use of English TLA resources, materials and plans</li> <li>➤ Visual support for pupils, e.g. through the use of Integrated Visual Coding, table-top resources like alphabet arcs, task trackers, in/out trays, writing frames, word mats.</li> <li>➤ Drop-ins by SLT and Inclusion Team (half-termly)</li> <li>➤ Pupil Progress Meetings</li> </ul>	Increased percentage of pupils with SEND working at ARE and ARE+ in writing.	2022-2023	July 2023 Reviewed termly