

EQUALITY OBJECTIVES 2016-2019

The governing body of JHNA has agreed the following Equality Objectives:

Equality Objective	Success Criteria	Actions required to achieve objective	Aims of the Equality Duty	Protected Characteristics
To further develop 'quality first' teaching to meet the learning needs of all children through schemes of work and lesson planning.	Improved quality of teaching in all classes and increased progress of children at risk of under-achievement.	Termly monitoring of quality of teaching and learning, including available teaching resources and deployment of Teaching Assistants.	Advance equality of opportunity	<ul style="list-style-type: none"> ✓ Race ✓ Disability ✓ Gender ✓ Religion or Belief ✓ Sexual Orientation ✓ Age
<p>Review April 2018</p> <ul style="list-style-type: none"> • Teaching framework of 4 Key questions has been embedded and used in planning and delivery of learning. • All teachers have a TEACH folder containing a class profile identifying strategies to support progress and an individual child level. • New assessment, monitoring and tracking systems in place with a clear focus on improving the quality of teaching across the whole school. • Rigorous internal and external monitoring is in place. • Best practice from KS1 is being shared across KS2. • Teachers are involved in termly pupil progress meetings to swiftly identify children at risk of underachievement and strategies to support progress implemented promptly. • TAs now have clear line management and support through weekly meetings with the SENCO and other senior leaders. • Quality of teaching and learning is at the centre of our quality assurance processes. <p>Impact</p> <ul style="list-style-type: none"> • Quality of teaching has significantly improved as indicated by learning walks, lesson observations and book scrutiny. • Tracking of pupils' progress and attainment shows better progress in KS2 since September 2017. • External moderation of pupils' work has shown that assessment judgements are accurate. • Assessment data is accurate and transparent at all levels. • Middle leaders have a sound understanding of the quality of teaching, progress and attainment across their areas. 				
Equality Objective	Success Criteria	Actions required to achieve objective	Aims of the Equality Duty	Protected Characteristics
Continue to provide equal opportunities for all staff in terms of professional development and training.	That aspirations and training needs identified through the appraisal process are met.	Ensure all members of staff have participated in an appraisal process.	<p>Advance equality of opportunity</p> <p>Foster good relations</p>	<ul style="list-style-type: none"> ✓ Race ✓ Disability ✓ Gender ✓ Religion or Belief ✓ Sexual Orientation

		Staff members have been given the opportunity to identify personal development points The needs that have been identified are addressed.		✓ Age
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Review April 2018

- New performance management system in place for all staff with clear targets linked to the Academy Improvement Plan.
- Teaching and learning coaching in place from The Oxford Academy.
- An effective CPD programme is in place.
- Teaching assistants attend regular CPD and team meetings led by the SENCO.

Impact

- Teachers, TAs and HLTAs have specific agreed teaching and learning targets for the personal development.
- Accountability at all levels has significantly improved. Rigorous self-evaluation and performance management systems ensures that weaknesses are promptly identified and acted upon.

Equality Objective	Success Criteria	Actions required to achieve objective	Aims of the Equality Duty	Protected Characteristics
To provide physical aids to access education through SEND framework as required.	For SEND objectives to be fully met in order that all children have access to education	To work together with external agencies to identify and meet the needs of individual children, as required.	Advance equality of opportunity	<ul style="list-style-type: none"> ✓ Race ✓ Disability ✓ Gender ✓ Religion or Belief ✓ Sexual Orientation ✓ Age

Review April 2018

- Rigorous referral and tracking systems embedded for outside agency support
- EP priorities clear and linked to long term EHCP application plan
- SEND phase meetings involving HSLW/Phase leader/Teachers/ SENCO/Behaviour
- SEND learning walks and book scrutiny quality assurance
- Links with the TOA to screen for Dyslexia
- Visual Stress screening, books and overlays used across school
- Outreach from Unicorn delivered staff meeting and parent workshops
- Jack Peers Behaviour programme and Literacy programme
- Intervention and provision mapping termly with baseline and review systems

- Individual provision tracking
- Pupil Progress meetings with clear focus on disadvantaged groups
- Pupil Profiles embedded and reviewed with parents and staff through SEND reviews running alongside Pupil Consultation evenings
- Behaviour Passports (pupil centre, risk assessment, positive handling plan and stages of crisis) for high impact children across the school
- SEND review from ODST
- Governor scrutiny and presentation
- SENCO has a clear CPD plan including safeguarding, NASENCO qualification, ODST SEND review training
- Support from Home School Link Workers (including EHA, PCAMHS, school health nurse, housing support, parental support and Social Care)
- Supporting families through TAF process with clear links to SEND provision

Impact

- Systems for monitoring and reviewing the impact of wave 1, 2 and 3 provision across the school ensures the correct provision for each child is in place and improves outcomes.
- Relevant staff are aware of provision, ensuring consistency is maintained for each child.
- Health and wellbeing is reviewed, ensuring a more holistic approach and a child focussed education.
- Learning is targeted to meet the needs of individual children.