



Peafield Lane Academy has used the following process to assist them in identifying some of the barriers to their pupils in accessing **education provision**.

Stage 1: Understanding Our School Community – Pupils

What is the school profile?

- How many children are on roll at the school? **350 Pupils in total**
- What information on pupils is collected by protected characteristics?
- Using Scholar Pack data the following information was available:

Ethnic Categories							
White British	315	White & Black Caribbean	3	Indian	3	Any Other Black Background	0
Irish	0	White & Asian	1	Pakistani	2	Refugee	0
Any other white background	4	White & Black African	0	Bangladeshi	0	Asylum Seeker	0
Traveller of Irish Heritage	0	Any Other Mixed Background	5	Any other Asian background	1	Any Other Ethnic Group	0
Gypsy/Roma	2	Chinese	3	Black Caribbean	0	Information Refused	0
White European	5	Any other Chinese background	0	Black African	6	Information Not Obtained	0

Disability Categories					
Not Collected	0	Needs Medication	0	Other Disability / Health Problem	0
No disability	315	Problems with Incontinence	0		
Physical disability	2	Problems with Communication	26		
Problems with Hand Function	0	Problems with Hearing	0		
Problems with Personal Care	0	Problems with Vision	1		
Problems with Eating and Drinking	0	Problems with ASD / Aspergers	6		

Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Special Educational Need	90%	315
SEN Provision- SEN Support	10%	35
Statemented	0%	0
Total number of pupils with SEN	10%	35

Gender		
Girls	179	10
Boys	171	25

Religion & Belief					
Anglican	0	Church of England	25	Sikh	2
Baptist	0	Hindu	2	No Religion	284
Buddhist	0	Jewish	0	Other Religion	1
Catholic	5	Methodist	2	Unknown	0
Christian	25	Muslim	4	Jehovah's Witness	2

No Information was available on the following protected characteristics:

Gender Reassignment - The school did not have any information on whether any of the children on roll had reassigned their gender. The school agreed to seek further support and guidance on how and when to monitor.

Sexual Identity - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked. The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitivity when collected.

Equality objective one: Through curriculum opportunities and intervention, the school will raise the attainment in children with SEN

in KS1

Protected characteristic: SEND

Why?

	<u>2019 data</u>			<u>2020 data</u>		
	<u>SEN children</u>	<u>Non-SEN Children</u>	<u>National/Local</u>	<u>SEN Children</u>	<u>Non-SEN Children</u>	<u>National /Local</u>
<u>Maths</u>	0%	80.9%	28.8%	14.3%	77.3%	30.5%
<u>Writing</u>	0%	82.9%	17.6%	0%	84.2%	17.3%
<u>Reading</u>	0%	79.7%	25%	14.3%	72.1%	24.1%

- To close the gap in SEND attainment in Reading and GPS.

How?

- Set clear, measurable targets for children.
- To complete provision mapping for all children across school.
- Children of all abilities to be targeted through year group action plans.
- Complete a sensory audit which allows provision to be matched to need for individual children.
- All SEN children to have regular IEP reviews where targets are set and agreed with parents, Phase Leaders and SENCo
- To ensure children with SEN have regular progress checks within performance management meetings
- To engage all parents/carers and inform/involve them in their child's learning
- Organise parent workshops to help them support their child's learning

Outcomes:

- The gap between the SEN and Non-SEN children (and the local data) will close
- The provision provided for SEN children will reflect the children's needs and provide opportunities for accelerated progress

Equality Objective Two: Through curriculum opportunities and wider school life, the school will identify and meet the social, emotional and mental health needs of pupils.

Protected characteristic: SEMH

Why?

- To support children to be ready to learn and achieve their full potential.
- To address the impact of Covid 19 on children's social, emotional and mental health.

How?

- Implement the recovery curriculum throughout school to build resilience.
- Focus on improving emotional literacy of students.
- Offer targeted support through 'Drawing and Talking', 'Well-being checks', 'Lego Therapy', 'Meet and Greets' and 'SocialSkills'.
- Clear communication between home and school to ensure support is in place.
- Implement updated PSHCE/RSE objectives with a focus on positive relationships and mental health.
- Find curriculum opportunities which raise awareness of social, emotional and mental health strategies.
- Pupil interviews carried out to gather views on PSHCE curriculum and wider school support.
- Streamline and implement new assessment process to identify and monitor SEMH needs.

Outcomes:

- All children are ready to learn and display positive learning behaviours.
- Pupil voice reflects a good understanding of what is meant by SEMH, children know how to seek support if needed and know strategies to use.

Equality Objective three: Understanding and appreciation of others' religious beliefs

Protected Characteristic: Religion and belief

Why?

- The overwhelming majority of pupils at Peafield Lane are of the same (CofE) religion or of no religion.
- Ensure that pupils recognise and understand the varying religious beliefs in the local area and beyond.

How?

We are going to:

- Weekly Picture News Whole school Assembly – discuss current news issues, challenging appropriate language and meaning and answer any questions.
- Assemblies linked to specific British Values.
- Link to School/British Values - a thread through subjects across the curriculum.
- Whole school British Value display.
- Continue to have a zero-tolerance approach to incidents related to the use of inappropriate language related to race and ethnic equality.
- Continue to develop the RE curriculum focussing on a deeper understanding and acceptance of varying faiths

Outcome

- The children will display positive attitudes towards people of different religions and faiths.

The children will display, through their curriculum work, a sound understanding of other religions and faiths.