



Lancaster Christ Church C of E Primary School

Have Faith...

Equalities Plan 2024 - 2028

This document should be read alongside the school Equalities Policy (which is based on the Blackburn Diocesan Model Policy).

There are 2 sections:

1. Specific equality objectives which are being addressed over the next 4 years
2. Ongoing objectives which form part of the school's commitment to equality each year.

This section should be read alongside the following documents:

- Pupil Premium Statement
- Accessibility Plan

Section 1:

Key Objective	Actions	Success Criteria	Cost	Responsibility
Increase staff awareness and confidence in promoting EDJ	Specific training for staff in relation to EDJ	Increased awareness of EDJ and how this can be positively promoted in school	£250	HT All staff
To ensure the school actively promotes and prioritises raising awareness, appreciation and celebration of diversity including gender, sexuality, race and religion.	Purchase a wide range of high quality fiction and non fiction texts for range of age groups and interests which promote all aspects of diversity	Children have wider access to resources which promote celebration of difference	£500	All teachers HT

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Develop inclusion for all during whole class teaching through development of metacognitive approaches	Introduce no hands up-visual selection during whole class teaching. Extend approach to include times such as Worship so that all children can contribute to discussion	No-hands up approach is in place in all classrooms as well as the hall and children are familiar with it.	N/A	Teaching staff TAs
Developing a consistent approach to classroom labels and signage	Use Widgit Online to develop labels, timetables and signage so that these are consistent across all classrooms	Transition between classes is supported by a consistent approach to labels and signage which is accessible to all children	Widgit Online subscription: £140 Stationary costs	HT SENCo All staff
Increasing and improving toilet facilities	Provide en-suite facilities off the Reception classroom Re-develop toilet facilities in KS1 and KS2	Toilet facilities are more accessible to all children	c£150,000	HT DBE Project Manager
Improve accessibility of Disabled WC	To relocated the disabled WC to the main corridor, making it more accessible to visitors, as well as staff and pupils.	Disabled WC is relocated to main corridor		

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Section 2:

Key Objective	Actions in place	Success Criteria
<p>Improve outcomes for PPG eligible pupils in reading, writing and maths.</p>	<p>Develop Quality First Teaching approaches across school through:</p> <ul style="list-style-type: none"> • Access to high quality, relevant CPD • Additional release time for Subject Leaders to support and monitor the implementation of QFT strategies <p>Improve teaching in English by developing unit plans which clearly identify the key learning, sequence of teaching and progression of skills across each unit.</p> <p>Develop provision for high quality teaching and learning in Phonics through purchase of Phonics programme to ensure a consistency of approach across the Foundation Stage and Key stage 1.</p> <p>Fund staff to enable continue implementation of targeted phonics intervention using 'Fast Track Phonics' and 'Bounce Back Phonics'</p>	<ul style="list-style-type: none"> • Outcomes for children who are eligible for PPG funding are in line with outcomes of children who are not eligible for PPG funding in reading, writing and mathematics • increase in number of PPG eligible pupils achieving greater depth / higher standard • Outcomes for children eligible for PPG are in line with outcomes nationally at the end of Key stages 1 & 2

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	<p>Renew subscription to enable continued implementation of targeted spelling intervention using 'IDL Literacy'</p> <p>Fund staff to enable continue implementation of targeted mathematics intervention using '1stClass@Number1' and '1stClass@Number2'</p>	
<p>Ensure effective support for children's mental health and wellbeing using both whole school and targeted approaches</p>	<p>Develop whole school approach to improving children's Social and Emotional Learning (SEL) through:</p> <ul style="list-style-type: none"> • Staff training • Use of specific resources: SCARF, Anna Freud Foundation <p>Collaboration with external agencies e.g. YMCA (Body, Mind, Spirit programme). Lancashire Emotional Health in Schools and Colleges (SMHL programme)</p> <p>Fund specialist mental health and wellbeing support via New Start where required:</p> <ul style="list-style-type: none"> ○ play-based therapy ○ counselling ○ therapeutic support <p>Active engagement in Primary Mental Health Champions Network</p>	<ul style="list-style-type: none"> • All staff have undertaken ACEs training as well as other key training in relation to children's mental health and wellbeing • Implementation of a range of whole school strategies to support children's emotional health and wellbeing • Rapid support is provided for children who are experiencing challenges with mental health and wellbeing through targeted intervention • Mental health and wellbeing does not become a barrier to academic attainment • Children that they feel well supported if faced with difficulties (pupil surveys)

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<p>Consistent, effective approaches to support management of behaviour</p>	<p>Engagement with Inclusion Hub</p> <p>CPD opportunities for all staff to develop relational approach to managing behaviour</p> <p>Support, as required, from Behaviour Support Team (LCC)</p>	<ul style="list-style-type: none"> • There is a clear and consistent approach to the management of behaviour by all staff. • Staff are confident to employ agreed strategies to support positive behaviour. • Where behaviour becomes a barrier to learning, additional support is accessed in a timely manner.
<p>Rapid identification, support and intervention for children and families in need of Early Help</p>	<p>Fund Children and Families Support Worker to support identification and implementation of Early Help strategies, including the delivery of Targeted support for children’s social and emotional development, behaviour and mental health and wellbeing using a range of existing interventions:</p> <ul style="list-style-type: none"> ○ Bounce Forward Resilience ○ Seasons for Growth ○ Lego Therapy ○ Young Minds Resilience Programmes ○ Zippy’s Friends ○ Apples Friends ○ Passport <p>Provide financial support to families in need by subsidising activities that carry an additional cost to enable all children the opportunity to participate.</p>	<ul style="list-style-type: none"> • Early Help Assessments are completed with families in need of additional support • Action plans clearly identify where support is most needed • Targeted intervention from school or external services supports children and families in need of Early Help • Regular TAF meetings enable review and update of action plans until support is no longer required • Early Help needs do not become a barrier to academic attainment • Families say that they feel well supported if faced with difficulties (parent / pupil surveys)

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<p>Early identification, intervention and support for children with SEND</p>	<p>Fund dedicated SENCo time to enable timely intervention and support for children with SEND</p> <p>Supplement SEND funding to enable specialist assessments or interventions from bought in services if required, e.g. sensory assessment.</p> <p>Purchase additional resources to support children with SEND to be able to access the curriculum.</p> <p>Ensure that staff have access to training which will enable them to best support children with a range of SEND.</p> <p>Regularly review SEN needs within school and the intervention and TA deployment required to meet these needs.</p> <p>Regular half termly SEN meetings between class teachers and SENCo review current needs within each class and what is being done to meet these needs, review where additional support is needed and how this can be facilitated.</p> <p>Maintain a structured timetable of Supervision across the school so that staff have an opportunity to spend focused amounts of time discussing the needs of individuals within their class and how these can best be addressed.</p>	<ul style="list-style-type: none"> • Specialist assessment and support to sought in a timely manner so that individual children's needs are quickly identified and supported • All children with SEND have an IPM in place, if required, which identifies the support / intervention that is needed to enable them to access the same curriculum entitlement as all other children • Regular discussion between SENCo, class teachers, parents and other specialists ensures that provision for children with SEND remains appropriate and effective
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