

Iver Village Junior School

Annual Report of Equality Objectives (November 2020)

The following objectives were set in 2015 for the period 2015 - 2020. Each year progress towards these objectives should be reported on.

- **Objective 1:** To improve the attendance of all groups of children, especially our GRT children

Attendance continues to be closely monitored for all children. We continue to use a member of staff to focus on attendance in the mornings and to follow up on any children who are not in school. This has worked really well and she has built up some good relationships with our parents. Our website shows our weekly and yearly attendance and our weekly attendance board outside reception also highlights our drive for improved attendance.

As a school we have continued our attendance rewards for the best class, receiving chocolate biscuits on a gold plate during celebration assembly. Our children strive for this each week. All our children know what the magic number is for attendance (96%) and aim to achieve at least this in their classes.

Attendance continues to be part of our school development plan which focuses on persistent absenteeism, having colour coded attendance sheets to make parents more aware of their child's attendance, using the Inclusion manager to monitor Pupil Premium children's attendance and a Family Link Worker/Play therapist to work with both children and parents.

Our Attendance Officer monitors attendance closely sending letters home where needed in accordance with our policy. She also liaises with parents and staff to ensure everyone is kept informed. In some cases, the local authority has imposed fines for persistent absences.

Our GRT attendance is continuing to improve. For 2018 -2019 the attendance was 87% (18 children) and for 2019-2020 (up until spring term - 22 children) it was 81%. Currently the GRT attendance (18 children) is 72%. We are working closely with families to get the children into school as well as using our Education Welfare Officer and Traveller support worker when needed.

During lockdown we continued to support all groups of children and parents by weekly telephone calls by class teachers and Inclusion Manager, delivering work to those who

struggled to access the internet and inviting more key children back once the lockdown restrictions were eased in June.

- **Objective 2:** To narrow gaps in academic attainment and progress between pupils with and without Special Educational Needs

We focus on individual progress as the main indicator of success. We strive to make a clear distinction between "underachievement" and special educational needs. Some pupils in our school may be working below age-related expectations but will not necessarily have a special educational need. It is our responsibility to identify this quickly and ensure that appropriate interventions are put in place immediately to help these pupils catch up. Other pupils will have special educational needs and this may lead to lower attainment. It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils.

In each year there are many intervention groups, focusing on different areas of the curriculum including reading, comprehension, maths and writing. These intervention groups are led by our Learning Support Assistants and organised by our Inclusion Manager.

We have also continued to use a Play therapist and a Family Link Worker to support our vulnerable children helping them to be ready for learning.

Monitoring and evaluation of these groups happen weekly during our LSA meetings. Each half term the children and intervention groups are assessed and evaluated.

Last year our SEN figures were:

Number of SEN Pupils	
Number of pupils on the SEN register	36
Number of pupils needing Additional School Intervention (ASI)	41
Total number of children receiving support	77

Last year we provided:

- Learning Support Assistants to support children on the SEN register
- Learning Support Assistants to support children with ASI
- Learning mentor
- Resources to support children
- Various interventions including reading, writing, maths, SPAG, handwriting
- Social skills group
- Rainbow Road group
- 1:1 support in the classroom
- Support on the playground to initiate playground games
- Family link worker
- Play Therapist
- ELSA (Emotional Literacy Support Assistant)
- Support from outside agencies

The current progress data from 2019 - 2020 (up to spring term 1) shows that the attainment gap despite there still being a difference is slowing diminishing. The table below shows how the children in reading, writing and maths are making above average progress.

	SEN children	Non SEN children	Difference
Reading	2.8	3.6	-0.8
Writing	2.4	3.6	-1.2
Maths	3.3	3.6	-0.3

	Below average progress	Expected progress	Above average progress
Reading	52%	24%	24%
Writing	54%	30%	16%
Maths	38%	27%	35%

EHCs (Education Health care plans)

	Number of EHCs	Requests made for EHCs
Year 3	0	2 requests made
Year 4	3	3 requests made
Year 5	2	0 requests
Year 6	3	1 request made

- **Objective 3:** To increase levels of participation for groups of pupils and parents who are underrepresented in particular aspects of school life.

To increase levels of participation for pupils and parents we achieved:

- The world's biggest Coffee Morning' and other coffee mornings to discuss school progress
- Parents evening
- Class assemblies
- Productions
- FISA disco's and Christmas Fayres
- Soup Share
- Young voices
- Painting in the park
- PGL
- Various clubs from school and from outside agencies (Mad Science)

To invite parents more into school we have continued parent drop-in sessions on Mondays after school where parents can come and look at their children's work and talk to the class teacher. Our parent's evenings have continued to be successful. This also includes meetings which happen after the given parents evening slots.

We have continued to grow our range of clubs on offer including our breakfast club (Early Birds) and our after school club (Bluebells) as well as various activities. These clubs are extremely popular and our after school club (bluebells) has continued to grow and grow. 60% attended our after school clubs in Spring term 1 (including bluebells). This is broken down into 3% GRT, 9% SEN and 16% other background.

During lockdown and school closure we continued to make sure that we involved all groups of the school community. We were able to:

- Provide regular phone calls to all parents
- Provide food parcels to key children
- Undertake home visits to drop school work off
- Provide online learning and alternative methods to those with no internet
- Use key members of staff to visit homes of our GRTs
- Invite many key children back after the restrictions were eased from all groups
- Support parents via informal conversations when they needed help

New Equality Objectives for 2020 - 2024

- 1) Ensuring that the curriculum includes a rich range of cultural experiences, and challenges stereotypes through real-life role models and case studies
- 2) To narrow gaps in academic attainment and progress in reading between pupils who are GRT and non-GRT.
- 3) To further increase levels of participation for groups of pupils and parents who are underrepresented in particular aspects of school life.

Annual update on the Public Sector Equality Duty – November 2020

The school takes various steps to comply with each of the three limbs of the Public Sector Equality Duty, including:

- We have published an Accessibility Plan (https://www.iverivillage-jun.bucks.sch.uk/uploads/1/8/4/7/18477760/acesibility_policy_v2.pdf) showing how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable;
- Our Inclusion Manager, Mrs Chapman-Allen, continues to foster an atmosphere of inclusion (https://www.iverivillage-jun.bucks.sch.uk/uploads/1/8/4/7/18477760/special_needs_policy_sept_20.pdf) for all by making sure all children are in receipt of the right support and monitoring this closely. In the governing body, Andrew Nurse has specific responsibility for equalities;
- Under the school's Behaviour Policy (www.iverivillage-jun.bucks.sch.uk/uploads/1/8/4/7/18477760/behaviour_policy_2020-21_simply_behave_ver6.pdf), the school keeps records in respect of any "prejudice-related incident" for the attention of the Head/ Deputy Head/ or a member of SLT. A prejudice-related incident is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual due to one or more of the protected characteristics of disability, religion/belief, gender identity, race, sex or sexual orientation. The school also has an Anti-Bullying Policy (https://www.iverivillage-jun.bucks.sch.uk/uploads/1/8/4/7/18477760/anti-bullying_policy_2021.pdf)
- On Staff induction, new members of staff receive an equal opportunities policy alongside the School Statement.
- Bullying and the importance of respecting all our differences are covered in assembly, circle time, PHSE and Religious Education. This will also be addressed in Anti-Bullying Week.
- We are continuing to foster good relations between the school and our parents. We invite them in for teacher meetings and topic evenings. We also have parent drop-ins on a Monday after school where parents can speak to the class teacher and look through their children's books. A member of SLT runs a coffee morning for parents to come in and discuss elements of the school and have their input. There are also opportunities through our themed evening events such as Soup Share.

If you have any questions on these please e-mail the school via the office.