

Locks Heath Infant School Equalities Objectives – 2022 to 2026 (To be reviewed in Spring 2027)

Intent (Objective)	Implementation	Who	Success Criteria
<p>1. To promote ethnic and cultural developments, and understanding, through a rich range of experiences, both in and beyond school.</p>	<p>Provide a broad range of educational visits. Ensure artists from a range of ethnic/cultural backgrounds are in focus during art events eg EY art gallery. Review curriculum for increased / additional opportunities to further cultural awareness and understanding. Introduce music and composer of the week. Extend visiting speakers in collective worship. Capitalise upon the cultural diversity of the school's parent and carer body.</p>	<p>SMSC Lead RE Lead Year Leaders PSHE / Jigsaw Lead Assembly Lead</p>	<p>Children understand that they are part of a wider community. Children will have an increased understanding of different religious groups.</p>
<p>2. To ensure that all pupils are given similar opportunities with regards to after school clubs and activities.</p>	<p>Analysis of register of attendance. Parent and pupil surveys. Home School Link Worker to support access to wider opportunities in the community, for identified. Pupil Premium funding to provide access to clubs. School to explore allocation of free places from club providers. Review and extend participation in wider opportunities for disadvantaged pupils.</p>	<p>HSLW SAO Pupil Premium Leader Pupil Premium Governor</p>	<p>Proportion of children attending clubs reflects the pupil population. Wider opportunities are secured by referrals and signposting by the HSLW for identified pupils. Governor monitoring demonstrates progress.</p>
<p>3. To raise awareness and understanding of children with diverse needs.</p>	<p>Teacher and support staff training in areas of neurodiversity linked to the needs of the children in their class / year group. Action planning following regular inclusion meetings. Planning to indicate adaptations made in light of increased understanding. Both subtle and physical changes in classes / year groups evident to meet the needs of the children. Assemblies organised to utilise experts in raising the profile of relevant and specific needs for the children and staff. Parental awareness raised through increased community and personal communication.</p>	<p>SEND SENDCO Governor All Staff Year Leaders HSLW ELSA</p>	<p>Teachers and support staff able to explain personalised needs and why adaptations have been made. Key adaptations have been made and positively support access to learning. Children show an increased understanding of and celebrate the diverse needs of their peers.</p>
<p>4. Increase engagement of hard to reach parents & carers of vulnerable children.</p>	<p>Year Leaders to work with HSLW to identify hard to reach parents and carers in each teaching team. Personalised and targeted teacher / school / parent communication strategy and relationship building for each parent/carer. Teachers to lead additional parent meetings with hard to reach parents / carers, discussing the needs of the children and agreeing actions to support children.</p>	<p>Assistant Headteacher HSLW Class teachers</p>	<p>Identified strategies are most effective for engaging more parental involvement. Chosen strategies impact positively upon the outcomes for children. Parents of vulnerable children are able to access school events and support</p>

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	Coffee mornings / support groups promoted to identified parents. HSLW signposting / support where deeper challenges are evident.		networks.
5. Support children's gaps in <u>social and emotional development</u> .	Embed the use of Six Strands as an identification and provision tool. Training of staff to use Six Strands. Use Creative Education to explore training opportunities matched with children's needs. Evaluate the effectiveness of the strategies over a longer period of time. Use the Six Strands walls as a means to indicate and measure progress against areas of need. Secure a clear vision for where this approach sits amongst wider ELSA provision and the journey to becoming a neuro diverse school. Use of the PAT dog to support vulnerable children.	SENDCO HSLW ELSA All staff	Subtle and explicit interventions meet the diverse needs of the children.
6. To prevent <u>prejudice</u> and increase understanding of <u>equality</u> through direct teaching across the curriculum.	Embedding PSHE teaching and learning through the Jigsaw curriculum. Regularly reviewing assembly planning. Take part in Anti-bullying week. NSPCC Speak Out Stay Safe programme to be followed.	All staff Assembly Lead	Positive progress in emotional and social development for identified pupils can be demonstrated.
7. To actively <u>close gaps in attainment</u> and achievement between pupils and all groups of pupils, especially those eligible for free school meals, looked after children and pupils with SEND.	Modify provision in order to meet all children's needs and interests. Introduce more specific interventions for English and Maths. Improve parental engagement of hard to reach parents linked to children in target groups. Provide alternative approaches to teaching and learning where it would be in the best interests of the child. Ensure commitment to cultural capital for all pupils.	Pupil Premium Leader All staff SENDCo HSLW Service Children Leader	Interventions match the needs of the children. Children in target groups make good progress as evidenced on their SEND Profile and Pupil Premium records. Parents of vulnerable children are actively engaged in the children's learning. Governor monitoring confirms developed practice and progress for identified groups.

Evaluation Autumn 2023:

The internal Jigsaw and RE curriculum approaches have been maintained to protect an increased understanding of ethnic and cultural differences but more is to be done to forge stronger links within the community moving into 2024. The adults are beginning the journey of increasing the children's understanding of equality and what this means linked to our School Learning Values and curriculum approaches.

Work undertaken has strengthened the school's offer to increase understanding of neurodiverse needs amongst staff, children and within the wider school community. Legacy curriculum approaches that promote and celebrate difference are now embedded as business as usual, with the school having a clear whole school culture that supports these children and breaks down barriers to enable them to access the curriculum and achieve.

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Hard to reach parents and carers of vulnerable children report being well supported whether by school staff or by external professionals that school staff have signposted parents and carers to. More work will be required on the schools ability to signpost parents and carers to easily access support independently from one location on the school's website into 2024.

The school has reflected deeply upon successful provision that secures expected attainment for vulnerable groups of children. Leaders have introduced a new identification tool that now allows teachers to quickly identify neuro-divergent needs and plan timely intervention strategies to help support the children in meeting these needs more swiftly. More work however is required moving forward to assess the impact of this approach and monitor how best this meets the needs of those with significant SEN, supporting them to close the attainment gap in line with their peers nationally.

Evaluation Spring 2025:

Leaders and maintained a broad and balanced assembly plan across the school year focussing on key religious celebrations. The school has forged a link with the reverend from St Johns Church who visits the school every half term to lead assemblies linked to religious events. Leaders and staff have maintained high quality RE experiences where children have developed a deeper understanding of a comparative religion, in this case Hinduism.

The Pupil Premium lead has secured free places from each After School Club provider and these have been offered to vulnerable children across the school.

The school has continued to develop an increased awareness and understanding of children's individual neurodiverse needs in all year groups. Physical changes to the classrooms have continued with staff becoming more skilled at recognising the needs of individuals in their classes and adjusting provision to meet these needs.

The Sports Leader has secured annual visits from Paralympians, broadening the children's experiences and understanding of those with physical disabilities. The SENDCO has continued to educate parents and community members via their neurodiversity newsletter.

Work has begun on a shared resource for signposting resources and support networks for parents of vulnerable children. The school has actively organised the Family Links Nurture Programme to be hosted onsite, ensuring increased accessibility for our school's parents.

Staff have received significant training, from the Hampshire Transforming SEND online modules, and used this alongside other supporting material to increase their understanding of how to support children with gaps in their SEMH development. Significant progress has been seen in the children's development as a direct result of this work.

Staff and leaders have maintained the school's approaches to teaching children about equality. On the rare occasion where prejudicial language is used by our children, swift action is always taken involving a bespoke and tailored programme of education.

Work on supporting children with SEND has resulted in attainment for this group of children increasing year on year up to the 2023/24 academic year. Other vulnerable groups, such as the looked after children, make better than expected progress in closing the gap between them and their peers.

Evaluation Spring 2026:

1.Strategic assembly planning has utilised Susie the Spiritual Spider to support the children in 'Seeking to Find Out' about different cultures seen in both Britian and countries around the world (Spring term 2026). Leaders have also tapped into lived experiences of parents and carers, for Chinese New Year as an example, to help bring cultural differences to life. As a result of this work, coupled with the ongoing richness of the Jigsaw PSHE taught curriculum, children are more understanding and aware of differences between cultures of the world.

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2. The Pupil Premium lead has worked closely with the Senior Admin Officer to offer tailored After School Club provision, for no extra cost, to children of families who are registered for FSM. The majority of the families / children have taken up these offers to ensure that no FSM registered children are disadvantaged, through financial barriers, of attending clubs that support the children gaining cultural capital and developing their character and interests further.

3. The SENDCO has worked closely with other Senior Leaders and school staff to take every opportunity to promote an increased understanding of neurodiversity amongst the whole community. Regular newsletters and parent meetings / workshops have secured an increased understanding of our parents and carers within this subject area. Ongoing staff training (for the last three years) has vastly improved the staff's competence and confidence in planning for and creating experiences that support children with neurodiverse and complex needs. There is a real feeling from parents of children with complex needs that the school goes above and beyond that which is expected of a mainstream school, for their children and as a result, children with complex needs typically thrive during their journey with the school.

4. The HSLW and SENDCO have undertaken multiple needs assessments of parents and carers who have been traditionally hard to reach. They have worked together to create tailored workshops which have a) made parents and carers feel valued and supported and b) supported parents in understanding their children and which research informed strategies may support them at home. This has been very positive and hugely impactful on certain parents' ability and confidence in managing the emotions of their children at home. Traditionally hard to reach parents have reported feeling more confident in approaching school staff for support and help, they have also taken it upon themselves to organise their own coffee mornings to enable them to have a 'space' in our school where they can talk to like-minded parents without having school leaders or staff with them in the room.

5. Work around strategies such as Soft Starts, Special Time and Sensory Circuits has secured tailored and timely provision for children who struggle with transition and struggle to manage their own emotions. Due to school leaders and staff prioritising these strategies, the children experiencing these approaches are more ready to learn when they return to their classroom. In addition to this, the school is currently training its next ELSA who has already had significant impact upon social and emotional skills development of children from Year 1 in Autumn 2025 and Spring 2026.

6. Regular and high-quality teaching of; PSHE (through the Jigsaw Curriculum), key moral and learning value messages through strategically planned assembly coverage, and fully utilising theme days / weeks such as Anti-bullying week all come together to ensure children are aware of and tolerant of differences of any kind. The impact of this work is the school experiencing very low levels of issues connected with prejudice or inequality.

7. The focussed and research-informed Pupil Premium strategy, regular Pupil Progress meetings and Senior Leadership monitoring have all informed a clear whole school intent to go above and beyond in support of children from vulnerable groups and backgrounds. As a result of this ongoing and deep reflection, all vulnerable groups academic data was either in line with or above that of the national average for 2024/25 academic year data.

Evaluation Spring 2027:

To come in Spring 2027