

## Tollerton Equality Action Plan 2024-25



Tollerton School

| Objective  | Action Steps   | Success criteria   | Resources  | Timescale                         | Monitoring   | Review 06/25 |
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| To ensure that pupils with SEND, Looked After Children and those in receipt of Pupil Premium funding are given support to reach outcomes similar to National Statistics. | <p>SEN pupils have full equality of access to the curriculum and this is adapted to meet each child's needs.</p> <p>Additional funding – Pupil Premium and SEN funding – is strategically allocated so as to support eligible pupils to make strong academic progress.</p> <p>Through individual support plans, pupils with SEN and disabilities are provided with targeted support bespoke to their individual needs. This support reduces any disadvantage they may experience as a result of their needs.</p> | <p>Pupils meet individual, end of year targets.</p> <p>Monitoring demonstrates that effective adaptations are in place for all pupils.</p> <p>PP pupils achieve in line with PP nationally, and close the attainment gap with non-PP pupils.</p> <p>SEN pupils achieve their individual targets.</p> | <p>External funding – PP grant, HLN/AFN funding</p> <p>Resources (including human resources) as identified in PP Plan and SEN Support plans.</p> | Ongoing – half termly basis       | <p>Termly monitoring of progress data.</p> <p>Ongoing cycle of review of SEN Support Plan targets.</p> <p>Governor monitoring of PP funding plan.</p> <p>Class Teachers<br/>Head Teacher<br/>SENCo</p> |              |
| To ensure equality of opportunities for children within enrichment activities, including sports, and representation within leadership/ambassadorial roles.               | <p>Provide a broad range of extracurricular and other enrichment activities for all year groups.</p> <p>All enrichment activities to promote equality of opportunities, with no discrimination based on gender, ethnicity, disability or socio-economic factors (eg</p>  | <p>All children are offered and take part in enrichment activities.</p> <p>There is a broad range of enrichment opportunities, and these are inclusive of all children.</p> <p>The % of</p>  | <p>External funding – PP, Sports Premium.</p> <p>Resources (including human resources) as identified in PP Plan and Sports Premium plan.</p>     | Ongoing throughout academic year. | <p>Termly monitoring – tracking % of pupils in receipt of enrichment opportunities.</p> <p>Annual monitoring of impact of PP and Sports Premium spending plans.</p> <p>Monitoring of</p>               |              |

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|   | <p>where there is a boys' team or club, there should also be a girls' team/club.)</p> <p>Use PP and Sports Premium funding to support broad range of pupils to access additional enrichment.</p> <p>Offer leadership / ambassadorial roles to a broad range of children, and actively monitor to ensure there is representation from different groups as appropriate, including EAL, SEN, PP and different ethnicities.</p> | <p>disadvantaged/SEN pupils who take part in enrichment activities is in line with the % of non-disadvantaged/non-SEN.</p> <p>Leadership/ambassadorial roles demonstrate broad representation of different pupil groups.</p>                 |  |   | opportunities provided to ensure a broad representation of pupil groups.  |  |
| To ensure that EAL pupils have full access to the curriculum.                                       | Provide training and leadership through EAL Lead to support teachers to adapt the curriculum so that this is accessible to EAL pupils.  | <p>Monitoring demonstrates that lessons are adapted effectively.</p> <p>EAL pupils make good progress from their starting point.</p> <p>EAL pupils make good progress in English acquisition when assessed via Bell Foundation criteria.</p> | <p>Widget resource</p> <p>Human resources – EAL Lead (release time for leadership – coaching and monitoring); TA time for small group or 1:1 intervention</p> <p>Bell Foundation materials</p> | <p>Ongoing monitoring and coaching throughout academic year.</p> <p>Additional assessment for EAL pupils newly-arrived to school.</p> | <p>Termly monitoring of progress data.</p> <p>Ongoing monitoring of classroom adaptations by EAL Lead.</p> <p>Termly assessment using Bell Foundation criteria.</p> |  |
| To ensure that the school site is accessible for, and meets the needs of, pupils with disabilities. | Ensure Y2 classroom is accessible and designed to meet the needs of pupil with HLN and physical disability.   | Y2 classroom has bespoke area to meet needs of HLN pupil.  |  | Y1 classroom – September 2024   | .   |  |

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|  | Further develop sensory room to meet needs of HLN pupils.  | Sensory room has been further developed with resources/equipment that meets needs of HLN pupils.  | Grant applied for |   | SENCO/HT to monitor provision and use of sensory room. |  |
| <p>To ensure that the incidence of prejudice-related incidents remains low.</p> <p>To celebrate cultural diversity and increase pupil awareness and understanding.</p> | <p>Through assemblies and curriculum, promote school values of Respect and Kindness and teach children the term and meaning of 'Protected Characteristics' and British Values (specifically tolerance)</p> <p>Expose children to and celebrate a breadth of cultural events to embrace difference (religious events, Black History, Pride etc)</p> | <p>The incidence of prejudice-related incidents remains at or near 0.</p> <p>Children in KS2 know the term 'Protected Characteristics' and can name some of them.</p> <p>Children from Y1 know the term 'tolerance' and the meaning of this.</p> <p>Pupils from a range of groups belonging to protected characteristics report 0 or near 0 incidents of prejudice.</p> <p>Monitoring demonstrates positive pupil attitudes towards difference.</p> |                   | <p>Termly monitoring of behaviour / incidents of prejudice-related bullying.</p> <p>Termly monitoring of pupil attitudes.</p> | Reported back to FGB via HT report                     |  |
| To ensure adequate staff members are trained in CPI handling and de escalation strategies  | HT to ensure there has been a whole-staff training   | All staff are trained and feel confident to work with/support pupils with handling needs.   | CPI training      | CPI training 10/2/25  | Headteacher/ SENco                                     |  |

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|   | Update/implement behaviour plans for identified children, focusing on de-escalation.  | Individual behaviour plans are in place for relevant pupils and are being applied consistently.   |                                 |  | Link Governor for Behaviour.   |  |
| To ensure that pupils with SEMH needs have their needs met and that they are able to make good academic progress. | <p>SENCO to continue developing resources and use of sensory room.</p> <p>Thrive used to provide 1:1 and small group intervention.</p> <p>Sensory breaks used to support self-regulation.</p> <p>Training for all staff on SEMH needs and impact on brain/learning.</p> | <p>SEMH pupils make academic progress in line with peers.</p> <p>All pupils on SEN register or concerns list with SEMH needs have intervention.</p> <p>Sensory room has been further developed and resourced in line with research.</p> <p>Staff questionnaire demonstrates understanding of SEMH needs.</p> <p>Monitoring demonstrates positive impact of SEMH interventions / sensory breaks.</p> | Sensory room and Nest provision | <p>Sensory room/Nest Autumn 2024</p> <p>SEMH staff training Continual CPD on Thrive approach for SEMH</p> <p>Thrive / intervention – in place for all SEMH pupils by end Spring 2025</p> | <p>HT/SENCO monitor impact of intervention on individual pupils through pupil / parent / teacher voice.</p> <p>Termly monitoring of progress data.</p> |  |
| Religious days are agreed for pupils  | <p>Continue ongoing policy of authorisation of absences for religious observance.</p> <p>Liaise with parents as to setting work during absences as is appropriate.</p>  | <p>Parents know that pupils are eligible for authorized absences based on religious observance.</p> <p>All requests for absences relating to religious observance are authorized.</p>   |                                 | Throughout academic year   | Governors through Pupil Groups monitoring  |  |
| Accessibility of school reviewed throughout 24/25 for any further   | Head to monitor on a needs basis as pupil travels through school.   |   |                                 | Ongoing  | Ongoing  |  |

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| requirements for<br>academic year 25/26 |  |  |  |  |  |  |
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