

## Highbury Primary Equality Plan 2018-19

Actions undertaken over the past year to promote tolerance and understanding of different religions	
We will continue to deliver a robust RE scheme of work and visit different places of worship as part of our curriculum	
Celebration of the Nativity by Foundation and KS1 Use of experts from other religions especially the children Easter play KS2 Other religious festivals celebrated through collective worship Visitors from local churches	Visits to places of worship - Lent walk Promotion of anti-bullying policy

No information was available on the following protected characteristics:

- Gender reassignment
- Sexual identity

Special Educational Needs	Percentage	Numbers		
No SEND	76%	276	SEND types	
School Support	21%	84	Specific learning difficulties	17
Health and Care Plan	3%	11	Moderate learning difficulties	9
			Behaviour / Emotional and Social Difficulties	15
			Speech and Language Difficulties	15
			Autistic Spectrum Disorder	2
			Physical Disability	1
			Hearing impairment	1

### Attendance 2015-16

All	95.7 %	English Speakers	95.7 %	EAL	95.07 %	FSM	94.19 %	SEND	94.48 %	SEND Health & Care	94.22 %
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Actions undertaken over the past year to promote a greater understanding of living with a disability	
Support for young carers Full access to school for disabled visitors FFT training to support lowest achievers in reading and writing Inference training to support lowest achievers in reading and writing	Development of Local Offer Speech and Language Therapist employed one day a week Termly provision map delivered by TA's 1 family support workers employed

Admission
The school population reflects the diversity of the local area

### Review of Equality Objectives

To further engage with parents of EAL / FSM / Vulnerable pupils so they feel welcome and can support their children's learning at home	Parents are confidence to attend family learning sessions and a greater range of parents attend. Parents regularly attend TACs / CAFs and induction meetings. If parents cannot attend parents' evenings teacher offer alternative sessions. Family support worked engages families with great success.
To further engage with SEND parents and support attendance	Workshops were run of different SEND issues. The local offer was co-constructed.
To narrow the gap between girls and boys in writing	This gap is variable across different year groups at different times but is not consistently high

Prejudice Related Incidents
No exclusions were race related

Equality Objective 1	To support parents of vulnerable pupils to attend 95% of the time
Why	Currently many pupils on TAC's have attendance below 90%
How	Always have attendance as a target if it is below 90%. Offer a range of support
Outcome	Attendance above national average

Equality Objective 2	Further narrow the gap between disadvantaged pupils and SEND pupils attainment and all pupils
Why	Currently disadvantaged children who are also SEND and or vulnerable do not attain in line with all children
How	Apply Challenge the Gap model researched the previous year to whole school Provide sparkle groups to encourage pupils to have positive attitudes to learning Teachers to target these pupils with quality first teaching Further develop resource base to support pupils through training and purchase of resources
Outcome	Decrease the attainment gap between all and groups

Equality Objective 3	Ensure that pupil leadership is fully inclusive
Why	So all types of pupils have a voice
How	Encourage a full range of pupils to be involved in School Council / Eco Council / Running Tuck / Pets / Librarians / Prefects
Outcome	Pupil voice is enriched by minority groups