



Turnfurlong Infant School
Equality Information and Objectives - Information for school website
Public Sector Equality Duty (Updated Summer 2021)

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

Equality objectives

At Turnfurlong Infant School we actively promote equality, celebrate diversity and challenge discrimination for all pupils, parents and carers, staff, governors and visitors. We are committed to ensuring equality of education and supporting access to learning opportunities for all pupils irrespective of race, gender, disability, belief or non-belief, religion or socio-economic background.

The equality objectives are set every four years and new objectives will be set in the Autumn Term 2022.

The Equality Objectives for Autumn 2019-Autumn 2022 have been taken from the school strategy. The school strategy is the long-term direction of travel for the school and was developed by governors and staff in Spring 2019. It underpins our annual School Improvement Plan.

Objective 1

- *Specific groups of children to make good or better progress in order to close the learning gap: disadvantaged pupils, talented and more able, pupils with Special Education Needs & Disability (SEND), pupils for whom English is not their first language. (School Improvement Priority One: Quality of Education)*

Objective 2

- *Achievement, progress, attitude and resilience of vulnerable learners strengthened. (School Improvement Priority Four: Leadership & Management)*

How do we support different identified groups in school?

Group	How do we support these children at Turnfurlong Infant School?	Relevant Policies and Strategies
<p><i>Pupil Premium Pupils</i></p>	<p><u>Pupil Premium funding</u></p> <ul style="list-style-type: none"> • The annual Pupil Premium Strategy outlines how the school will spend this money in order to diminish differences for these pupils and the impact of spend • Teaching staff are aware of which pupils in their class are receiving Pupil Premium or Early Years Pupil Premium funding. This information is compiled on the class overview. This also provides an overview of where a child may belong to multiple groups/categories. <p><u>Tracking progress and attainment</u></p> <ul style="list-style-type: none"> • Children who are receiving Pupil Premium or Early Years Pupil Premium are flagged on our online tracking tool 'Pupil Asset' and their attainment and progress is tracked as a discrete group. Progress and attainment in core subjects in Key Stage 1 (Yrs 1 and 2) and all areas of Early Years Foundation Stage (Nursery and Reception) is reviewed by senior leaders on a termly basis in order to ensure that no group is disadvantaged and so that teaching strategies can be adapted. • Progress and attainment in core subjects in Key Stage 1 (Yrs 1 and 2) and all areas of Early Years Foundation Stage (Nursery and Reception) is reported to Governors on a termly basis so that all school leaders are informed and able to challenge • School performance information benchmarking the school performance with schools that share similar characteristics locally and nationally is made available to Senior Leaders and Governors. • Assessments within school are moderated with other local schools on a termly basis. 	<p>See Pupil Premium Strategy (school website)</p> <p>See Remote Learning Policy and Remote Education Provision Statutory Information for Parents (school website)</p>

Supporting remote learning

- During COVID related national lockdown in January 2021 the school prioritised access to school iPads for these pupils to support home learning during lockdown. The school purchased further iPads in 2020/21 in anticipation of this need. Children in EYFS and KS1 were not entitled to access the Government laptop scheme.
- During COVID related national lockdown in January 2021 the school provided IT support to families who had been given a school iPad. Where families were unable to engage successfully with online learning, these children were prioritised for places at school during lockdown. Hard copy packs of learning resources were also made available for families to collect from school.
- All families were contacted on a weekly basis by a member of staff during the January 2021 lockdown. Staff with skills in other languages spoken in the home contacted parents where necessary to support communication between home and school.
- In 2021 the school used COVID Catch up Funding to provide additional 1:1 support for children who needed additional support to catch up from the 2020 lockdown. Where children were learning remotely during 2021 and were at risk of falling further behind, these children received 1:1 live teaching inputs from our COVID catch up TA.

COVID lockdown

- Prior to the national Edenred voucher scheme, in the 2020 national lockdown, the school delivered food packages to children in receipt of Free School Meals.
- In 2020/21 the school has provided vouchers for children entitled to Free School Meals through the Buckinghamshire Council 'Helping Hands' scheme during holidays

<p><i>Pupils with Disabilities</i></p>	<p><u>Leadership and Management</u></p> <ul style="list-style-type: none"> • Ensuring that children receive the most appropriate support in order to meet their needs is a priority for the SENDCo and the Senior Leadership Team. Needs are identified and addressed as early as possible. The number of children with Education, Health and Care Plans rose from 2 in 2019 to 8 in 2021. The SENDCo is part of the Senior Leadership Team • The SENDCo liaises closely with other settings and schools at times of transition into Yr R and Yr 3 to ensure smooth transitions for children with Special Educational Needs and Disabilities • The SEN Governor meets with the SENDCo on a termly basis to discuss progress and report back to the Full Governing Body <p><u>Teaching and learning</u></p> <ul style="list-style-type: none"> • The SENDCo, Teachers and 1:1 Teaching Assistants work closely with specialist teachers from the Local Authority in order to ensure specific needs of pupils with disability are met e.g. design of learning environment, training on use of specific resources (teacher of hearing impaired, teacher of visually impaired) • Staff are encouraged to access training to meet their individual professional development needs e.g. BC specialist teaching service. Training is also included within strategic school improvement planning and performance management. <p><u>Adaptations to the building</u></p> <ul style="list-style-type: none"> • Where adaptations have been made to the building in recent years, the needs of disabled pupils, staff and visitors have been planned for; ramps with handrails alongside steps, nosings to improve visibility of steps in the outside area <p><u>Inclusion</u></p> <ul style="list-style-type: none"> • All children are introduced to British Sign Language through the weekly 'Sing and Sign' assemblies • High quality picture books that promote diversity are at the heart of our storytelling school curriculum, assemblies and RHE. 	<p>See 'SEND' policy (school website) See School Accessibility Plan (school website) See 'Intimate Care' policy (school website)</p>
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<p><i>Pupils with English as an additional language</i></p>	<p><u>Tracking progress and attainment</u></p> <ul style="list-style-type: none"> • Teaching staff are aware of which pupils speak English as an additional language. This information is compiled on the class overview. This also provides an overview of where a child may belong to multiple groups/categories. • Children who speak English as an additional language are flagged on our online tracking tool 'Pupil Asset' and their progress and attainment is tracked as a discrete group. • Progress and attainment in core subjects in Key Stage 1 (Yrs 1 and 2) and all areas of Early Years Foundation Stage (Nursery and Reception) is reviewed by senior leaders on a termly basis in order to ensure that no group is disadvantaged and so that teaching strategies can be adapted. • Progress and attainment in core subjects in Key Stage 1 (Yrs 1 and 2) and all areas of Early Years Foundation Stage (Nursery and Reception) is reported to Governors on a termly basis so that all school leaders are informed and able to challenge. • School performance information that benchmarks the school performance with schools that share similar characteristics locally and nationally is made available to Senior Leaders and Governors. <p><u>Teaching and learning</u></p> <ul style="list-style-type: none"> • Pupils who speak English as an additional language may be targeted for specific, planned interventions to support their confidence, fluency and vocabulary in English e.g. Language Link. • The strong focus on oracy and writing in school improvement has supported progress and attainment for pupils with English as an additional language (Storytelling schools, Helicopter Stories) 	<p>See Remote Learning Policy and Remote Education Provision Statutory Information for Parents (school website)</p>
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	<ul style="list-style-type: none"> • There are members of staff working in school who speak Urdu and Panjabi. These are the two languages most likely to be spoken at home other than English <p><u>Supporting remote learning</u></p> <ul style="list-style-type: none"> • During COVID related national lockdown in January 2021 the school provided IT support to families who had been given a school Ipad. Where families were unable to engage successfully with online learning, these children were prioritised for places at school during lockdown. • All families were contacted on a weekly basis by a member of staff during the January 2021 lockdown. Staff with skills in other languages spoken in the home contacted parents where necessary to support communication between home and school. 	
<p><i>Pupils with Special Educational Needs</i></p>	<p><u>Leadership and Management</u></p> <ul style="list-style-type: none"> • Ensuring that children receive the most appropriate support in order to meet their needs is a priority for the SENDCo and the Senior Leadership Team. Needs are identified and addressed as early as possible. The number of children with Education, Health and Care Plans rose from 2 in 2019 to 8 in 2021. The SENDCo is part of the Senior Leadership Team. • SEN has a regular slot within staff meeting sessions for training and support using expertise from within and outside the school (SENDCo, Specialist Teaching Service) • The SEN Governor meets with the SENDCo on a termly basis to discuss progress and report back to the Full Governing Body • The SENDCo liaises closely with other settings and schools at times of transition into Yr R and Yr 3 to ensure smooth transitions for children with Special Educational Needs • The SENDCo works closely with professionals from other agencies to coordinate actions with class teachers; Occupational Therapy, Speech and Language Therapy, Physiotherapy, School Nurse Service, Educational Psychologist 	<p>See 'SEND' policy (school website)</p>

	<p><u>Teaching and learning</u></p> <ul style="list-style-type: none"> • Teaching staff are aware of which pupils in their class have SEN. This information is compiled on the class overview. This also provides an overview of where a child may belong to multiple groups/categories. • The ‘Assess, Plan, Do, Review’ cycle is in place where children require additional support with aspects of learning or development. Assess Plan Do Review plans (where children are on the school’s Special Needs Register) are reviewed by class teachers and the Special Educational Needs Coordinator (SENDCo) on a termly basis. These are shared with parents on a termly basis. • Where children require further support, they will have an individual support plan. These are shared with parents on a termly basis. • Staff are encouraged to access training to meet their professional development needs e.g. BC specialist teaching service • Some strategies designed for children with SEN have been included within universal provision for teaching and learning e.g. Zones of Regulation <p><u>Tracking progress and attainment</u></p> <ul style="list-style-type: none"> • Progress and attainment in core subjects in Key Stage 1 (Yrs 1 and 2) and all areas of Early Years Foundation Stage (Nursery and Reception) reported to Governors on a termly basis. Children with SEN are flagged on our online tracking tool ‘Pupil Asset’ and their progress and attainment is tracked as a discrete group. 	
<p><i>Pupils with specific medical conditions</i></p>	<p><u>Leadership and Management</u></p> <ul style="list-style-type: none"> • Some pupils at Turnfurlong Infant School will require specific support to manage a medical condition and we work closely with parents and health professionals to do this effectively. • Training is provided to teachers and support staff where a child has complex needs. 	<p>See ‘Supporting Children with Specific Medical Conditions’ policy (school website) See ‘Intimate Care’ policy (school website)</p>

	<p><u>Health and Safety</u></p> <ul style="list-style-type: none"> • Information about children with specific health care plans for allergens and intolerances is displayed in the staff room and on a pinboard that is displayed in the lunch hall. The pinboard is removed after lunch to comply with data protection and privacy. • Our school meal provider is able to supply specific meals to meet complex dietary requests. Children wear coloured bands at lunchtime to indicate dietary choices, and, where necessary, specific dietary needs as a safety measure. <p><u>Teaching and learning</u></p> <ul style="list-style-type: none"> • Teachers are sensitive to allergens and intolerances when planning cooking activities, making resources such as playdough or organising visits/visitors in order to find ways to include everyone. 	
<p><i>Racism, Personal, Social, Cultural and Moral education</i></p>	<p><u>Leadership and Management</u></p> <ul style="list-style-type: none"> • Incidents of racism are rare but are taken very seriously. They are reported to Governors in the Headteacher’s termly report. <p><u>Personal Development</u></p> <ul style="list-style-type: none"> • Democracy and pupil voice are fostered through the pupil council. Each class in Year 1 and 2 identifies two children to represent their views. In recent years the pupil council have been involved in SLT interviews, planning for playground markings and the redevelopment of the internal quad (Year 1 outdoor learning space). <p><u>Behaviour and attitudes</u></p> <ul style="list-style-type: none"> • Moral values are reflected in school assemblies and on the ‘values trees’ that is displayed in the quad. Children can earn a leaf on the values tree when they demonstrate a whole school value and this is displayed on the tree. • The Jenny Mosely ‘Golden Rules’ are displayed in each classroom and these form the basis of our whole school behaviour policy. These are also referenced in school assemblies in relation to our six school values. 	<p>See ‘Behaviour Policy’, ‘RHE policy’ and ‘RHE Curriculum Map’ (school website) Headteacher’s termly report to Governors (available from school office)</p>

Teaching and learning

- Diversity is celebrated through the children's experiences of art, music, literature, story and cultural celebrations at home and school. High quality picture books that promote diversity are at the heart of our storytelling school curriculum, assemblies and RHE.
- Children at Turnfurlong Infant School experience a variety of cultural opportunities that enhance the curriculum including visiting theatre groups and dance workshops
- Major cultural and religious celebrations within our community such as Christmas, Diwali and Eid are celebrated through visitors to school, special assemblies and classroom activities.