



**Turnfurlong Infant School**  
**Equality Information and Objectives - Information for school website**  
**Public Sector Equality Duty (Updated Autumn 2019)**

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?**

<b>Group</b>	<b>How do we support these children at Turnfurlong Infant School?</b>	<b>Relevant Policies and Strategies</b>
Pupil Premium Pupils	<ul style="list-style-type: none"> <li>• Teaching staff are aware of which pupils are receiving Pupil Premium or Early Years Pupil Premium funding</li> <li>• Children who are receiving Pupil Premium or Early Years Pupil Premium are flagged on our online tracking tool 'Pupil Asset'</li> <li>• The Pupil Premium Strategy outlines how the school will spend this money in order to diminish differences for these pupils</li> <li>• 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.</li> <li>• 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.</li> </ul>	See Pupil Premium Strategy (school website)

	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	
Pupils with Disabilities	<ul style="list-style-type: none"> <li>• SENDCo and Teachers work closely with specialist teachers 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)</li> <li>• 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</li> </ul>	<p>See 'SEND' policy (school website) See School Accessibility Plan</p>
Pupils with English as an additional language	<ul style="list-style-type: none"> <li>• Teaching staff are aware of which pupils speak English as an additional language</li> <li>• Children who speak English as an additional language are flagged on our online tracking tool 'Pupil Asset'</li> <li>• 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. Spirals</li> </ul>	

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	
Pupils with Special Educational Needs	<ul style="list-style-type: none"> <li>• The 'Review, plan, do' cycle is in place where children require additional support with aspects of learning or behaviour</li> <li>• Initial Action plans are in place where there are emerging concerns that a child may need additional support with aspects of learning or behaviour</li> <li>• Initial Action plans and SEN plans (where children are on the school's</li> </ul>	See 'SEND' policy (school website)

	<p>Special Needs Register) are reviewed by class teachers and the Special Educational Needs Coordinator (SENDCo) on a termly basis</p> <ul style="list-style-type: none"><li>• 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</li><li>• 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</li><li>• 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</li><li>• Staff encouraged to access training to meet their professional development needs e.g. BCC specialist teaching service</li><li>• In January 2019 the staff INSET training session is on 'Team teach' which will further develop staff skills and expertise in managing behaviour</li></ul>	
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<p>Pupils with specific medical conditions</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Training is provided to teachers and support staff where a child has complex needs</li> <li>• 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.</li> <li>• Our school meal provider is able to supply specific meals to meet complex dietary requests</li> <li>• Teachers are sensitive to allergens and intolerances when planning cooking activities or making resources such as playdough</li> </ul>	<p>See 'Supporting Children with Specific Medical Conditions' policy (school website) See 'Intimate Care' policy (school website)</p>
<p>Racism, Personal, Social, Cultural and Moral education</p>	<ul style="list-style-type: none"> <li>• Moral values are embedded in the PSHE curriculum with a focus value for each half term. These are reflected in 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.</li> <li>• The Jenny Mosely 'Golden Rules' are displayed in each classroom and these form the basis of our whole school behaviour policy. These are</li> </ul>	<p>See 'Behaviour Policy' (school website) Headteachers' termly report to Governors (available from school office)</p>

	<p>also referenced in school assemblies.</p> <ul style="list-style-type: none"><li>• Diversity is celebrated through the children's experiences of art, music, literature, story and cultural celebrations at home and school</li><li>• 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 and planning for playground markings</li><li>• Incidents of racism are rare but are taken very seriously. They are reported to Governors in the Headteachers' termly report</li><li>• Children at Turnfurlong Infant School experience a variety of cultural opportunities that enhance the curriculum including visiting theatre groups and dance workshops</li></ul>	
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