

Equality Objectives 2023-2026

Our Equality Objectives	
The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages	
Objective 1:	The equality objectives will be monitored using the following steps to success
<p>To improve the quality of children’s spoken and written vocabulary – with a particular focus on Tier 2 and Tier 3 language (Year 2 of this objective)</p> <ul style="list-style-type: none"> • Focus on non-core curriculums for all children • Focus group is language use of those children accessing the intervention provision and the language progression of pupils in YR 	<p>Children articulate their learning effectively using topic specific technical vocabulary within lessons and to the wider school community (senior leaders, visitors, governors).</p> <ul style="list-style-type: none"> • Evidence of progress and increased attainment in speaking, reading and writing through termly summative assessment data. • Lesson observations demonstrate progress within pupils speaking abilities • Lesson observations and learning walks show teachers and support staff modelling and explaining ambitious – tier 2 and 3 vocabulary - planning and resources show use of word banks and explicit teaching of tier one and 2 vocabulary • The number of children receiving Speech and Language intervention in Key stage 2 will decrease. • Increased use of communication in print (and Widgit) for all children to support access to new vocabulary
<p>December 2024 Review -</p> <ul style="list-style-type: none"> • Full time lead LSAs appointed (1 at SIS and 2 at SJS) Impact; Lead LSAs able to lead the provision speech and language alongside SENDCo. They are supported by commissioned speech and language therapist outreach services who evaluate, plan and support. • Outreach services from local SEND schools have also supported teams of LSAs to deliver specific programmes and activities such as; bucket time, and resource provision. 	

Impact; Language needs are identified in relation all children in reception and then children are provided with interventions according to need.

The speech therapist assesses, and reviews plans for the children.

Impact; Outcomes seen so far: Fewer children needing support at SJS. EYFS outcomes for speaking, listening and attention 2024 demonstrated an improvement;

EYFS outcomes 2024;

	All Pupils	Male	Female
Total cohort	90	38	52
Total eligible ¹	90	38	52

Early Learning Goals		% Expected	Average Points	% Expected	Average Points	% Expected	Average Points
School	Good Level of Development ²	73.3	1.84	52.6	1.71	88.5	1.94
Portsmouth	Good Level of Development	65.1	1.82	58.6	1.77	71.8	1.87
Communication and language							
	Listening, Attention and Understanding	76.7	1.77	57.9	1.58	90.4	1.90
	Speaking	87.8	1.88	73.7	1.74	98.1	1.98

Impact; Across TSS Oracy identified as an area of excellence at the 2024 SIS Challenge Partners review visit (November 2024)

- Use of vocabulary identified as a strength in the SJS 2024 Challenge Partners review visit (December 2024)

Next Steps;

- To use the CP accreditation to share good practice beyond Portsmouth.

Objective 2	The equality objectives will be monitored using the following steps to success
To sustain the development in becoming an autism friendly school	<p>Staff are highly trained to support children with autism which will include the use of now and next boards, differentiated planning, visuals etc. As deemed appropriate to suit the needs of specific learners / groups of learners</p> <ul style="list-style-type: none"> • Learning environments are supportive of children with autism – low stimulation, low distraction, low cognitive load, cross class consistency and predictability

	<ul style="list-style-type: none"> • To have staff beyond the SENDCo with expertise within the school who can train others • Project (SPARC) work with and learn from special schools specialising in autism. • Further development of our afternoon SEND provision based upon the needs of the children – sensory garden provision, and sensory circuits • Evidence of children making accelerated progress against the targets set in their learning plans • Coffee morning (using outreach services) to help parents of children with autism develop networks • To publicise the local offer to parents and what support there is beyond the Solent Schools in the newsletter
<p>December 2024 review</p> <ul style="list-style-type: none"> • SPARC revisited Impact; Development Day focus including learning environment – these show that environments are not over stimulating • Autumn term refresh of shared document ‘our effective learning environment’ - time given on inset day to review and renew all learning environments Impact; Identified as a strength within Autumn term 2024 Challenge Partners review • Widgit online purchased – all line managers hold accounts Impact; Staff able to use a quick, easy and consistent tool to support those with S&L and communication needs better. Use of symbols consistent across the Solent Schools. • Lead LSAs recruited to post – identifying pocket of need and facilitating specialist training Impact; Structure in place to support new shared inclusion role, roles enable schools to seek specialist support and lead LSAs able to facilitate training when and where required according to pupil need. • Outreach from SEND schools to support with pupils following ND pathway Impact Staff fully trained on use of ND pathway tool • Solent Signpost in newsletter to support parents with range of provision outside school 	

<ul style="list-style-type: none"> Funding for sensory garden at SJS established and development plans in progress <p>Next Steps</p> <ul style="list-style-type: none"> The consistent use of now, next/visual timetables/predictability and Widgit symbols to be evident in all learning walks. TSS to share identified good practice beyond TSS. Learning Streams are further reinforced to share expertise in relation to autism friendly teaching and learning pedagogy 	
Objective 3	The equality objectives will be monitored using the following steps to success
To ensure staff policies seek to reduce the impact of structural inequalities.	<ul style="list-style-type: none"> Ensuring twice monthly ‘Headspace’ informal listening events to ensure greater awareness of structural inequalities. Provide a Digital Dropbox for staff – both anonymous and named contributions (staff choice) where staff can share feedback and concerns at any time Ensure the school is using the new trust safer recruitment policies and online recruitment tool ‘My New Term’. To ensure all internal roles, regardless of size or informality, are advertised in line with trust policy and are available to all qualified candidates.
<p>December 2024 review</p> <ul style="list-style-type: none"> Headspace sessions up and running twice monthly at a time which is available to both teaching and support staff. Impact; staff tell us that they find these sessions useful as the EHT is not always able to be accessible to staff. By having this time available, staff are able to approach EHT with a range of matters and feel listened to / their voice valued. Digital dropbox up and running and available at all times to all staff – link shared on staff update emails; Impact; staff able to share a worry at any time (school & out of school due to cloud based system); staff report that this enables them to have a better work life balance & to share at the point of worry. They appreciate the way in which these are shared (where appropriate) in the HT updates with a ‘you said, we listened approach’. They feel their voice is heard. My New Term is up and running; Impact; Feedback from recruitment team shows that this eases workload and aides stronger communication within school and also across trust. It also aids consistency across all trust schools. Staff tell us the process is quicker and also ensures that no gaps are left. 	