



Coton Green Equality and Accessibility Plan 2017-2020

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Achievement</u>
<p>To ensure that all learners, including those with Special Education Needs, and disabilities, make expected or greater than expected progress.</p>	<p>Analysis of data . Pupil Progress meetings with SLT/SENS</p> <p>Use of Assessments NFER, Raise on Line to identify and map intervention e.g. one to one tuition.</p> <p>Purchase additional hours from SENS to maximize assessment of pupil learning difficulties.</p> <p>Purchase expertise from (SENS HG) to work with Interim Inclusion Manager/ class teachers/ Support staff.</p> <p>Impact logs reviewed termly with leaders and parents</p>	<p>All children's needs are correctly identified and met.</p> <p>All children make expected or greater than expected progress.</p> <p>Children's needs are assessed and provision is put in place to address this.</p> <p>All children make expected or greater than expected progress.</p>	<p>September 2017-18</p> <p>Annually.</p> <p>September 2017-18</p> <p>annually</p>	
<p>KS1</p> <p>To ensure that girls attainment in Numeracy is in line with boys attainment and all learners make expected or better than expected progress.</p> <p>To ensure that higher attainers in Reading is in line with the National Average at KS2</p> <p>Children make expected progress or better than expected progress in Reading for HA group across KS2.</p>	<p>Performance data and Numeracy targets are reviewed to ensure pupils are receiving appropriate additional support.</p> <p>Analyse data on girls' progress and ensure intervention strategies/programmes implemented and impact assessed.</p> <p>Performance data and reading targets are reviewed to ensure pupils are receiving appropriate additional support.</p> <p>Analyse data on HA progress and ensure intervention strategies/programmes implemented and impact assessed.</p>	<p>Girls' attainment in Numeracy is in line with boys attainment in EYFS.</p> <p>HA attainment is in line with National.</p>	<p>September 2017-2018</p>	
<p>To raise the attainment of disadvantaged children so that they at least meet the attainment of the National 'other' group and also close the in-school gap on their peers.</p>	<p>Pupil Premium to provide additional support for dis-advantaged children on needs driven basis.</p> <p>Performance data and targets are reviewed termly to ensure pupils are receiving appropriate additional support.</p> <p>Analyse data on pupil premium progress and ensure intervention</p>	<p>Disadvantaged children (those for whom the pupil premium provides support) close the in-school attainment gap to their peers.</p> <p>All Disadvantaged children make expected or better than expected progress from their starting points</p>	<p>September 2017- July 2018 and annually.</p>	

	<p>strategies/programmes implemented are impact assessed to ensure value for money.</p>			
<p>To improve the behaviour of learners by developing strategies so that children are aware of their responsibilities to each other and school moves forward from Level 1 to Level 2 Rights and Respecting Schools.</p>	<p>Continue to develop children's awareness of Rights Respecting Schools initiative.</p> <p>School to work together to move forward to gain Right and Respecting Schools Level 2</p> <p>Embed in rights and responsibilities through classroom charters ,assemblies and look for opportunities to develop and discuss across the curriculum.</p> <p>Children are rewarded for their good behaviour. E.G.Weekly Head Teacher Award</p> <p>Behaviour monitored through SIMS</p>	<p>Children have increased awareness of their Rights and Responsibilities to each other and society.</p> <p>Children have knowledge of the UN Children's charter and an understanding of the global dimension.</p>	<p>September 2017- July 2019</p>	
<p>To ensure that the indoor and outdoor learning environment is accessible to all learners including those with disabilities.</p>	<p>Review all out-of-school provision to ensure compliance with legislation.</p> <p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. (E.G. Wheel chair access and those who are visually impaired.)</p> <p>Ensure the new garden enables access for all learners including those with a disability.</p>	<p>All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements</p> <p>Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils</p> <p>All the school community to be able to access the school garden.</p>	<p>2017 annually.</p>	
<p>To ensure that all children and adults have health and wellbeing and mental health support. Children to achieve their potential, and participate fully in educational activities. To ensure that adults and children are healthy, attentive and emotionally secure.</p>	<p>To promote positive mental health in pupils.</p> <p>To identify and address those with less severe problems at an early stage and build their resilience.</p> <p>To identify and support pupils with more, severe needs and make appropriate referrals to specialist agencies.</p> <p>Further develop school policies and procedures to promote health.</p> <p>Ensure all members of staff are aware of their professional roles in health related issues and are involved in</p>	<p>That children receive a coherent curriculum which covers a Health and Wellbeing Education programme.</p> <p>There is a supportive and encouraging atmosphere for children, staff and parents/carers.</p> <p>School is working closely with outside agencies to encourage a wide range of health related activities.</p> <p>All staff know their responsibilities in ensuring the health and wellbeing of others.</p>	<p>September 2017- July 2018 and annually.</p>	

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