



EQUALITIES POLICY ACTION PLAN 2014-15

Equality Objective

- To ensure that **all** students are supported in meeting their academic potential
- To ensure that **all** students are supported in developing appropriate social and emotional skills to be part of the school community

OUTCOMES	MEASURED BY
<ul style="list-style-type: none"> • To meet FFTD estimates and Goal Grades/levels with students with SEN and physical/mental ill health • Students with SEN and physical/mental ill health are integrated as part of the school community • To raise the attainment of Upper Ability boys 	<ul style="list-style-type: none"> • Case Studies for vulnerable students i.e. those with SEND and physical/mental ill health • Analysis of data from Progress Trackers for Upper Ability boys

Activity	Lead	Progress Milestones	Targets Achieved
<p><i>English and Maths Faculty/SENCo focus on the progress of students with SEND with regards literacy and numeracy skills:</i></p> <ul style="list-style-type: none"> • To identify the students needing intervention to raise functional literacy and numeracy levels • To develop and execute effective literacy and numeracy intervention programmes and/or alternative curriculum arrangements for individuals and groups to raise functional skills • To develop strategies to transfer the functional skills learnt to those needed to achieve in assessments at KS3 and GCSE examinations, most 	LRa; SENCo; Heads of English and Maths; TAs and GIs	<ul style="list-style-type: none"> • Students are identified through transition work and assessment within DHS • Intervention programmes are developed and run for Literacy and Numeracy to raise functional skills • The outcomes of the intervention are measured at regular intervals • Intervention is adapted to suit new or changing needs through liaison with the SENCo and the Head of English for Literacy and Head of Maths for Numeracy • Faculties, most particularly English and Maths, develop examination skills for those with low literacy and numeracy levels to transfer their functional skills to examination assessment 	

<p>particularly in Maths and English Language, where appropriate</p> <p><i>Faculty/Pastoral/SLT focus on the progress of Upper Ability boys :</i></p> <ul style="list-style-type: none"> • To Monitor and track progress for the more Upper Ability boys, along with the whole school • To share good practice on strategies that work with motivating Upper Ability boys based on good practice identified through Faculty Review; to talk with Upper Ability boys and parents/carers about strategies that work • Targeted inclusion in extra-curricular provision for the most able through the Extended Project <p>Cross Reference with focus in SDP – i.e. appointment of AGT Co-Ordinator</p>	<p>SLT; Heads of Faculty; Heads of Year; AGT Co-Ordinator</p>	<ul style="list-style-type: none"> • Students with low levels of literacy are encouraged by the whole school to read both at home and school – SENCo and Literacy Co-Ordinator to liaise with SEND parents/carers as well as students through Information Evenings to make this expectation clear. • Continue to narrow the progress gap of Upper ability boys and girls (2012 -0.63 difference, 2013 – 0.3 difference; 2014 -0.13). • Upper Ability boys are meeting FFTD estimations and/or Goal Grades/levels <p>Targeted boys complete the Extended Project.</p>	
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<p><i>SLT/SENCO/Year Teams focus on the best ways to support students with physical and mental ill health to ensure they develop the social and emotional skills needed to be part of the school community :</i></p> <ul style="list-style-type: none"> • To identify students in school with physical and mental ill health • To develop strategies within school to support individual students and ensure they have access to the whole curriculum and all aspects of school life eg through mentoring; physical/practical support; support with social skills; alternative or flexible timetabling • Bespoke early intervention through Talk therapist; 1:1 tuition in home or school as appropriate • To track and monitor student attainment academically and socially through the Case Studies • To build on student's self-esteem universally through the use of PSHE and whole school assemblies that promote emotional resilience and self-esteem • To train staff to understand how best to support students with physical and mental health issues 	<p>SLT; SENCO; Year Teams; TAs and GIs; Student Support;</p>	<ul style="list-style-type: none"> • Students are identified • Support is provided within school as decided on a student's Educational Health Care Plan; Health Care Plan; plans made with other health professionals or other external agencies • Case Studies are reviewed termly along with the Academic Progress Tracker and liaison with the SENCO, Parent/carer; pastoral team as appropriate • Assemblies and PSHE lessons are delivered that focus on raising self-esteem, emotional resilience and being healthy • Opportunities are provided for staff training on how best to support students with physical and mental ill health and for staff to share good practice 	
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