

Reed First School's Accessibility, Equality and Diversity Objectives 2023 - 2025

These objectives should be read in conjunction with our policy for Equality, Inclusion and Diversity and our policy for Race Equality.

Targets	Strategies	Desired Outcomes
<u>Community cohesion – race</u> To ensure that our pupils have access to multi-cultural experiences and thereby develop greater knowledge and understanding of the wider world and the world around them.	-To ensure curriculum planning encompasses global community cohesion. -To hold annual European Day to explore. Share and celebrate cultures within our school. -To ensure curriculum planning is representative of the pupils at our school and their cultural capital. -To ensure curriculum planning demonstrates clear and considered use of a balance of people, places and events from a range of cultures and backgrounds.	All pupils and families feel represented as part of the school community. Pupils have knowledge of cultures of pupils and families in and beyond our school.
<u>Gender</u> To ensure that our pupils have access to influences from both genders in their experiences and thereby develop greater knowledge and understanding of the wider world and the world around them.	-To ensure all pupils have access to sport and that particular sports are not linked to a particular gender. -To ensure all pupils recognise that roles should not be gender specific or limiting in any way. -To invite visitors to school who challenge the gender typical role (male nurse, female fire fighter)	All pupils have aspirations in the short and long term which challenge any gender typical roles. As a school, we invite and work with a wider range of visitors who are male and female. https://www.youtube.com/watch?v=G3Aweo-74kY

<u>Disability</u> To broaden children's understanding of disabled people within our society – being able to participate and lead fulfilling lives.	- People with disabilities are represented in the curriculum and in resources around the school. - Visitors to the school to share their experiences.	Pupils recognise how disabilities do not have to cause limitations to achievements and life. Pupils recognise that some people do have disabilities and that we have a responsibility as citizens to give support when needed.
<u>Accessibility</u> To ensure pupils with disabilities have full access to the curriculum they need.	<ul style="list-style-type: none"> - Involve outside agencies to support and advise on the needs of children with an identified disability or SEND, for example: use of DSPL, NHPSS, Nessie. - Ensure appropriate resources are purchased / rented to be able to access the full curriculum and reach their full potential. For example: wobble cushions, fidget toys, chewies, sensory boxes, writing slopes, specialist chairs, table height adjusters. - To ensure support teaching staff are offered and included in CPD to support children with additional needs. 	Pupils are well supported and able to participate in all areas of the curriculum with appropriate adaptations and differentiation. Resources made available have a clear impact on their ability to engage and succeed.
<u>Social and Emotional</u> To ensure all pupils are supported with their emotional health and wellbeing in order to engage in a wide and varied curriculum and achieve well.	<ul style="list-style-type: none"> - Under the direction of the wellbeing lead and SENDCo, use a range of interventions to support those whose emotional and mental health and wellbeing is a barrier to engagement in learning. This will include use of Regulation Stations, Nurture areas, art / play therapy, access to specialist therapies such as music and equine therapy. 	Children feel safer and calmer. They are able to use a wider range of emotional vocabulary and therefore greater emotional literacy.
<u>Community cohesion – inclusivity</u> To ensure that all staff are able to meet the behavioural needs of children to ensure they are able to be included in all learning.	- Provide staff with STEPS training so that they are confident and clear about how to deal with the needs of the individual - Ensure that any changes to advice or policy is distributed to all staff - Ensure all pupils are equipped with skills to support them now and in the future in identified life skills. Bikeability, First Aid, Water safety, Saving money, Cooking, Hygiene, presentational skills, applications for roles.	Staff are confident and capable when dealing with behavioural needs and to de-escalate the situation quickly. Pupils demonstrate confidence in life skills as well as academic achievements.