

### Reed First School’s Accessibility, Equality and Diversity Objectives 2021 / 2022

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

Target	Strategy	Outcome	Timescale	Achievements	Evidence
<p><u>Community cohesion – race</u></p> <p>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.</p>	<p>-To ensure curriculum planning encompasses global community cohesion.</p> <p>-To hold annual European Day to explore. Share and celebrate cultures within our school.</p> <p>-To ensure curriculum planning is representative of the pupils at our school and their cultural capital.</p> <p>-To ensure curriculum planning demonstrates clear and considered use of a balance of people, places and events from a range of cultures and backgrounds.</p>	<p>All pupils and families feel represented as part of the school community.</p> <p>Pupils have knowledge of cultures of pupils and families in and beyond our school.</p>	<p>July 2022</p>	<ul style="list-style-type: none"> <li>• Texts and inspiration used for assemblies to support our values and PSHE themes are representative of a global community.</li> <li>• Pupils from European communities are valued through use of their language as part of our entrance hall welcome.</li> <li>• The idea of a European day has been explored and planned by teaching staff. The event has been postponed to 2022 / 2023 due to sufficient time to prepare effectively.</li> <li>• Areas of the curriculum are planned to represent the local area, for example use of the local area for field studies. Also use of local residents as sources of</li> </ul>	<p>Children recognise that there are a variety of cultures living in Britain, they recognise that we are all individuals and our culture forms part of this.</p> <p>Parents have commented on how this has made them feel represented.</p> <p>Children hold strong views around the aspirations of others and that they can aspire to whatever they want to. They have made connections between the visitors they have met and their own future visions. For example, connecting what they have learnt from Bart Gee and Sean Rose to follow and see the importance of our values.</p>

				information to find out about the past and give studies more meaning and context. For example, studying the history of our school as our local history study.	Children are remembering more from relevant studies, for example remembering what they have found out about local families who have links to our history.
<p><u>Gender</u></p> <p>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.</p>	<p>-To ensure all pupils have access to sport and that particular sports are not linked to a particular gender.</p> <p>-To ensure all pupils recognise that roles should not be gender specific or limiting in any way.</p> <p>-To invite visitors to school who challenge the gender typical role (male nurse, female fire fighter)</p>	<p>All pupils have aspirations in the short and long term which challenge any gender typical roles.</p> <p>As a school, we invite and work with a wider range of visitors who are male and female.  <a href="https://www.youtube.com/watch?v=G3Aweo-74kY">https://www.youtube.com/watch?v=G3Aweo-74kY</a></p>	July 2022	<ul style="list-style-type: none"> <li>Pupils have used their own experiences to identify what they think is gender specific. Through activities in PSHE, stories read in assemblies and discussions, all pupils are confident to challenge gender stereotypes.</li> <li>PE curriculum is full in range and all children engage fully.</li> </ul>	<p>Pupils state that anyone can do any job or task if they want to.</p> <p>Range of sports see equal enthusiasm and engagement, tag rugby, yoga, dance, cricket...</p> <p>Take up of extra curricular clubs is equal in gender, science, dance, choir, football, running, geography</p>
<p><u>Disability</u></p> <p>To broaden children's understanding of disabled people within our society – being able to participate and lead fulfilling lives.</p>	<p>-People with disabilities are represented in the curriculum and in resources around the school.</p> <p>-Visitors to the school to share their experiences.</p>	<p>Pupils recognise how disabilities do not have to cause limitations to achievements and life.</p> <p>Pupils recognise that some people do have disabilities and that we have a responsibility as citizens to give support when needed.</p>	July 2022	<ul style="list-style-type: none"> <li>Texts and inspiration used for assemblies to support our values and PSHE themes are representative of a global community.</li> </ul>	<p>Visits from Bart Gee, Sean Rose to demonstrate breaking limits.</p> <p>The children were quick to make links between these inspirational lives and our school values.</p> <p>Pupils at school with potential barriers to achieving still engage and set their own goals.</p>
<p><u>Community cohesion – inclusivity</u></p> <p>To ensure that all staff are able to meet the behavioural needs of children to ensure they are</p>	<p>-Provide staff with STEPS training so that they are confident and clear about how to deal with the needs of the individual</p>	<p>Staff are confident and capable when dealing with behavioural needs and to de-escalate the situation quickly.</p>	By March 2022	<ul style="list-style-type: none"> <li>All class based staff have received STEPS training.</li> <li>This has formed our positive behaviours policy.</li> </ul>	<p>Staff discuss the roots of behaviours in order to support. All children can identify trusted adults in school and at home to talk about their emotions and any problems.</p>

able to be included in all learning.	-Ensure that any changes to advice or policy is distributed to all staff.				
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Area of cultural capital provision offered 2021 / 2022	Universal	Targeted	Specialist
Personal Enrichment	<p>Local Trips to local religious sites and other local schools (educational visits):</p> <ul style="list-style-type: none"> <li>• Improved pupil tolerance</li> <li>• Improved understanding of British values</li> <li>• Interaction with new people to develop social skills</li> </ul> <p>School Residential Trips (educational visit):</p> <ul style="list-style-type: none"> <li>• Improved pupil independence</li> <li>• Improved self-care skills including; personal organisation, hygiene, self-regulation, resilience, aspiration</li> </ul> <p>Whole school events to recognise significant events nationally and internationally:</p> <ul style="list-style-type: none"> <li>• Improved knowledge and understanding of the world.</li> <li>• Improved knowledge and understanding of heritage within the United Kingdom and sense of community</li> </ul> <p>Daily Values Work:</p> <ul style="list-style-type: none"> <li>• Supports the development of personal values</li> <li>• Supports the building of a moral compass</li> </ul>	<p>NessIE Therapy Protective Behaviours Program Drawing and Play Program provided by mental health and wellbeing lead after training through NessIE</p> <ul style="list-style-type: none"> <li>• Specific pupils selected for direct involvement 1:1</li> <li>• Improves pupil understanding and awareness of RSHE topics such as consent, relationships and personal safety</li> <li>• Supports emotional intelligence and regulation</li> </ul> <p>Choir as extra-curricular opportunity</p> <ul style="list-style-type: none"> <li>• No cost to parents</li> <li>• Pupils invited recognising interests and skills to nurture</li> </ul>	<p>Specialist Music therapy</p> <ul style="list-style-type: none"> <li>• Supports emotional wellbeing, self-regulation and ability to express and share emotions.</li> </ul>

	<ul style="list-style-type: none"> <li>• Debate around personal views while respecting the views of others</li> </ul> <p>PSHE weekly lessons:</p> <ul style="list-style-type: none"> <li>• Improves pupil understanding and awareness of RSHE topics such as consent, relationships and personal safety</li> </ul> <p>Forest Schools:</p> <ul style="list-style-type: none"> <li>• To gain more independence and self-confidence, reduce anxiety, build resilience, and improve communication skills.</li> </ul> <p>Bikeability (cycling proficiency):</p> <ul style="list-style-type: none"> <li>• Improves self-confidence</li> <li>• Prepares pupil for future life</li> </ul>		
Arts Enrichment	<p>World Book Day (theme week)</p> <ul style="list-style-type: none"> <li>• Improved love for reading</li> <li>• Express love of reading through dance</li> <li>• Meet inspirational west end performer to inspire a love of the arts</li> </ul> <p>Y3 Music lessons provided by specialist teacher</p> <ul style="list-style-type: none"> <li>• Improved understanding of music</li> <li>• Raised engagement in music</li> </ul> <p>Pantomime production in school</p> <ul style="list-style-type: none"> <li>• Meet inspirational performers to inspire a love of the arts</li> <li>• Use of performance to enhance learning across the curriculum</li> </ul> <p>Whole school productions twice a year</p> <ul style="list-style-type: none"> <li>• Foster a love of performing and showcase pupil interests</li> </ul>	<p>Choir as extra-curricular opportunity</p> <ul style="list-style-type: none"> <li>• No cost to parents</li> <li>• Targeted pupils invited recognising interests and skills to nurture</li> </ul>	<p>Specialist Music therapy</p> <ul style="list-style-type: none"> <li>• Supports emotional wellbeing, self-regulation and ability to express and share emotions.</li> </ul>

	<ul style="list-style-type: none"> <li>• Offers opportunities for children to challenge themselves and break limits</li> </ul> <p>Choir as extra-curricular opportunity</p> <ul style="list-style-type: none"> <li>• Foster a love of performing and showcase pupil interests</li> <li>• Offers opportunities for children to challenge themselves and break limits</li> </ul>		
Sports Enrichment	<p>Football (club)</p> <ul style="list-style-type: none"> <li>• Improved pupil health and pupil interactions</li> </ul> <p>Running (club)</p> <ul style="list-style-type: none"> <li>• Improved pupil health and pupil interactions</li> </ul> <p>Inter school cross country</p> <ul style="list-style-type: none"> <li>• Interaction with new people</li> <li>• Competing in a safe environment</li> </ul> <p>Running Club</p> <ul style="list-style-type: none"> <li>• Improves pupil fitness and creates positive relationships with others</li> </ul> <p>Play Leaders Program</p> <ul style="list-style-type: none"> <li>• Improved pupil confidence and leadership</li> </ul> <p>Specialist sports coach</p> <ul style="list-style-type: none"> <li>• Develops staff subject knowledge while offering high quality support to develop skills.</li> </ul> <p>Dance workshops</p> <ul style="list-style-type: none"> <li>• Value all activities as sports and promote active life style with no gender stereotypes.</li> </ul>	<p>Football (club)</p> <ul style="list-style-type: none"> <li>• Pupils targeted through invitation and funded through PP ensuring equal opportunities.</li> </ul>	<p>Physio therapist support</p> <ul style="list-style-type: none"> <li>• Working with pupils in school who need or may need adaptations and support for additional needs in PE.</li> </ul>

Preparation for transition	<p>Transition is a process not an event Smooth transitions from one key stage to the next</p> <ul style="list-style-type: none"> <li>All pupils have time with their new teacher and class</li> <li>Parents have opportunity to meet with the new teacher at a summer open afternoon and in September after a settling in period.</li> </ul> <p>New to School Expectations for Early Years</p> <ul style="list-style-type: none"> <li>Transition Visits enable discussions and clarification over levels of need.</li> </ul> <p>Links with new schools and feeder schools</p> <ul style="list-style-type: none"> <li>Meetings with head of year / Nursery provision to discuss all pupils.</li> <li>Smooth transition documents passed on and received in good time</li> </ul>	<p>Early Years:</p> <ul style="list-style-type: none"> <li>Extra visits to school / home / current setting offered and accommodated if requested.</li> </ul> <p>Middle School relationships are strong</p> <ul style="list-style-type: none"> <li>Extra visits organised where required.</li> <li>Parents are supported to make contact with SENCO / pastoral support where needed.</li> </ul>	<p>Clear plans for transition</p> <ul style="list-style-type: none"> <li>Individual transition plans written where needed in conjunction with parents and if applicable the pupil.</li> <li>Professionals already supporting will be contacted for information needed.</li> <li>Specific staff training put in place if required.</li> <li>Additional CPD to support identified.</li> </ul>
Medical / SEND support	<p>Communication friendly classrooms</p> <ul style="list-style-type: none"> <li>All children's communication and language is supported</li> <li>Common support materials for all (e.g. common words, concrete resources for maths, phonics posters)</li> </ul> <p>NHS Height and Weight Checks</p> <ul style="list-style-type: none"> <li>Ensures healthy living</li> </ul> <p>NHS Hearing and Vision Checks</p> <ul style="list-style-type: none"> <li>Ensures healthy living</li> </ul> <p>Healthy Me – PSHE unit</p> <ul style="list-style-type: none"> <li>Promotes and educate children in how to lead a healthy life</li> </ul> <p>Daily Mile and active range of sports</p> <ul style="list-style-type: none"> <li>Wide range of sports and clubs which promote healthy lifestyles</li> </ul>	<p>Targeted Plans (provision maps, learning support plans etc)</p> <ul style="list-style-type: none"> <li>Targets are written through careful identification of any gaps</li> <li>Pupil and parents / carers involved in the process of setting and reviewing targets</li> <li>Any interventions do not take pupils away from the whole class learning. We aim to support all pupils within planned lessons to ensure the curriculum is not narrowed.</li> </ul>	<p>Therapeutic tools</p> <ul style="list-style-type: none"> <li>Ensures specialist provision and tools are available for those pupils where the increased benefit has been identified. (E.g. Headphones, now / next boards)</li> </ul> <p>SALT support</p> <ul style="list-style-type: none"> <li>Ensures specialist targets and methods are included in plans.</li> </ul> <p>North Herts behavioural support</p>

			<ul style="list-style-type: none"> <li>Where behaviours are not pro-social further support and advice can be sought from the team.</li> </ul> <p>Staff readiness</p> <ul style="list-style-type: none"> <li>Professionals already supporting will be contacted for information needed.</li> <li>Specific staff training put in place if required.</li> <li>Additional CPD to support identified.</li> </ul>
Mental health and wellbeing	<p>PSHE weekly lessons:</p> <ul style="list-style-type: none"> <li>Improves pupil understanding and awareness of PSHE and relationships topics such as consent, relationships and personal safety</li> </ul> <p>Forest Schools:</p> <ul style="list-style-type: none"> <li>To gain more independence and self-confidence, reduce anxiety, build resilience, and improve communication skills.</li> </ul> <p>Daily Values Work:</p> <ul style="list-style-type: none"> <li>Supports the development of personal values</li> <li>Supports the building of a moral compass</li> <li>Debate around personal views while respecting the views of others</li> </ul> <p>Confidence to express worries or concerns</p> <ul style="list-style-type: none"> <li>All pupils have a trusted 5</li> </ul>	<p>Dog Therapy through PAWS to read</p> <ul style="list-style-type: none"> <li>Service supports readers who need to catch up but also pupils identified with support required for wellbeing.</li> </ul> <p>NESSIE Therapy Protective Behaviours Program Drawing and Play Program provided by mental health and wellbeing lead after training through NESSIE</p> <ul style="list-style-type: none"> <li>Specific pupils selected for direct involvement 1:1</li> <li>Supports emotional intelligence and regulation</li> </ul>	<p>Specialist Music therapy</p> <ul style="list-style-type: none"> <li>Supports emotional wellbeing, self-regulation and ability to express and share emotions.</li> </ul> <p>Specialist Art therapy</p> <ul style="list-style-type: none"> <li>Supports emotional wellbeing, self-regulation and ability to express and share emotions.</li> </ul>

	<ul style="list-style-type: none"> <li>• All classrooms enable children to share how they are feeling through Worry Monster button displays</li> <li>• Assemblies enable children to identify and understand a wider range of emotions developing their emotional literacy</li> <li>• Parents and carers are able to quickly communicate with staff when needed either in person or using home / school communication books.</li> </ul>		
Parental engagement	<p>Communication</p> <ul style="list-style-type: none"> <li>• Parents identify communication as a strength of the school.</li> <li>• Telephone communication and immediate return of calls in school hours</li> <li>• 24 hour email response in school week</li> <li>• Ensures parents have quick responses to calls and enables the correct support to be in place</li> </ul> <p>Home / school communication books</p> <ul style="list-style-type: none"> <li>• Daily communication for every child</li> </ul> <p>Regular posts on Google Classroom</p> <ul style="list-style-type: none"> <li>• All parents in every class have access to posts sharing current learning</li> <li>• Parents and pupils are able to post their 'wow' moments</li> </ul> <p>Weekly celebration assemblies</p> <ul style="list-style-type: none"> <li>• Parents / carers attend weekly assemblies to celebrate learning and values either in person or virtually.</li> </ul>	<p>Parenting courses</p> <ul style="list-style-type: none"> <li>• Targeted approach to parental workshops led by both school and external agencies (E.g. growth mindset, restorative approach to behaviour)</li> </ul>	<p>Engagement with wider services and support agency partnerships, e.g. Early Help</p> <ul style="list-style-type: none"> <li>• Ensures pupils have all necessary services coordinated to achieve the best outcomes and support</li> </ul> <p>Family Worker Support</p> <ul style="list-style-type: none"> <li>• Where necessary very specific support can be provided to enable families to receive the advice, guidance, provision that is necessary to ensure a pupil achieves well</li> </ul> <p>Workshops provided by external agencies, e.g. NeSSie</p> <ul style="list-style-type: none"> <li>• Where relevant, parents are signposted</li> </ul>

	<p>Two Parent's Evenings</p> <ul style="list-style-type: none"> <li>• Enables pupil progress to be shared and celebrated with parents/carers</li> </ul> <p>Annual written School Reports</p> <ul style="list-style-type: none"> <li>• Enables pupil progress to be shared and celebrated with parents/carers</li> </ul> <p>Parent forums and workshops</p> <ul style="list-style-type: none"> <li>• Parents who attend events to support and give information are positive in their response.</li> </ul> <p>Events including parents</p> <ul style="list-style-type: none"> <li>• Parents are invited throughout the year to join their child(ren) in school and therefore feel part of the school community and part of their learning experience. (E.g. mother's day, decorating day, bikeability, sports day, open afternoon)</li> </ul>		<p>towards workshops and courses, e.g, supporting a child with anxiety</p>
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