

# **Richard Clarke First School**

## **Public Sector Equality Duty (PSED)**

### **Information to demonstrate compliance with the PSED**

June 2024

The Public Sector Equality Duty (PSED) came into force in April 2011 and schools are required in carrying out their functions, to have due regard to the need to achieve the objectives set out under Section 149 of the Equality Act 2010. These are to:

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This means that it is unlawful for any school to discriminate against a pupil or prospective pupil by treating them less favourably because of their: gender, race, disability, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity.

To ensure transparency, and to assist in the performance of this duty, the Equality Act 2010 (Specific Duties) Regulations 2011 requires all schools to publish:

- equality objectives, at least every four years – see RCFS website.
- information to demonstrate their compliance with the public sector equality duty (from 31st January 2012) – see below.

### **Information to demonstrate compliance with the PSED.**

#### **Spring term 2024**

- Prepared and shared with staff updated research on responding to pupils with dyslexia as a result of parental feedback.
- Audited and began to produce action plan to improve outcomes for all school stakeholders with mental health and well being issues.

#### **Autumn term 2023**

- Reception class: Amendments have been made to furniture to enable the easy inclusion of a new pupil with a walker to promote mobility.
- Updated and amended Intimate Needs policy as a result of parent feedback
- Readjusted responses to a pupil with PDA (Hope Intervention) to support inclusion of a child with emotionally based school avoidance issues.
- Implemented formalised and regular Pupil Voice mechanisms to ensure accurate feedback on pupils' views on changes to the curriculum and other school issues.

- Review of whole curriculum design and substantive concepts running through. As part of the review we have conscientiously looked at where people with protected characteristics are represented in subject areas like science, art, design, history and Religious Education. For example when selecting artists work to study we ensured we had representatives from different cultures, with disabilities and gender. For example Edward Tingatinga, Susan Schenk and Van Gough. In History one of our substantive concepts running through the curriculum is 'equality and inequality' to learn about how these themes have affected periods of our history.

### **Summer term 2023**

- Whole school SENCo Updates attended by SENCo.
  - Accessible toilet upgraded and decorated to allow increased access to pupils, staff and visitors with mobility needs.
  - Classroom furniture purchased and classroom organisation amended to allow full access to learning activities for pupil with mobility challenges in Reception.
  - Adding column on new END tracking format to identify impact of intervention.
- Included points for improvement as a result of the SEND Triad visit in HT

### **Spring term 2023**

- Additional support provided to Y1 class to further enable development of skills relating to emotional resilience. This included a mindfulness session.
- Development of individual trackers for pupils with SEND to provide a route for analysing progress using the pre key stage standards.
- Purchase of sensory tools that included fidget toys, standing desks, wobble cushions, weighted blankets etc to further support pupils with sensory integration issues.
- Training delivered to staff on sensory issues, ADHD and dyslexia at ULT Light Up Conference.
- Playground leaders training undertaken to provide positive and enabling support to pupils in the playground with social, emotional and wellbeing needs.
- Trim trail upgraded to support motor skills development for all pupils but particularly those with challenges in this area.

### **Summer 2018**

- Actions identified to improve outcomes for pupils with motor control/coordination difficulties through targeted support using the PE and Sports Premium.
- Successful bid for "Trim Trail" to support an accessible and inclusive resource to help pupils further develop their motor skills.

### **Autumn term 2018:**

- School improvement targets 2018-19 included to promote and enhance pupils' independence and resilience through developing a growth mind set and providing opportunities such as ambassadors for pupils to practise these skills.

- Front drive re tarmacked and new gates installed (capital funded project), to improve accessibility to front of the school and provide dedicated disabled parking.

### **Spring term 2019:**

- Headteacher attends newly established termly District Inclusion Panel meetings. This aims to promote effective sign posting to support for pupils with social, emotional and mental health needs through access to local outreach services.
- Modified toilet seats and included a step in YRs toilet to accommodate the needs of small in stature pupils and so removed the difficulties these children were experiencing in accessing the facilities. This change was a response from feedback from our additional needs parent group.
- Introduction of physical intervention programmes; Motor-skills United & Sensory Circuits in addition to P.E. lesson time. These targeted programmes are designed to give identified pupils the additional opportunity to master a motor skill in an environment which helps them to achieve their best. Programmes are adaptable for the specific needs of pupils with SEND for both physical and sensory difficulties. Sensory circuits are provided before school starts, three mornings each week for approximately 15mins, whilst the Motor-skills united are held on a Friday for 30 mins during lesson time.
- Ongoing use of PE and Sports Premium money to invest in resources and training to support children with physical and sensory needs. Eg balancability, Kids Yoga 8th

### **Summer 2019**

- Whole staff Relax Kids training provided to identify strategies to support children with mindfulness activities.
- Links to the Personal, Health, Social and Economic Education (PHSEE) curriculum made with other curriculum areas to ensure the provision covers all areas recommended and have an impact on pupil's developing life skills.

### **Autumn 2019**

- Updated SEND Information Report with the aim to ensure parents understand what is available to their children with SEND and to improve outcomes for pupils with SEND.
- HT attended a 3-x half day CPD on Trauma Awareness. The school aims to become a Trauma Aware School.
- Development of the school curriculum through four drivers; possibilities, diversity, environment, emotional wellbeing. Aim to improve outcomes for all pupils by ensuring a focus on equality of opportunity for issues related to race, gender and disability.
- Introduced GANAS projects to support home-learning through a flexible route that enables pupils to demonstrate their learning in a format that best suits them e.g., pictorial, video, art etc.

### **Spring 2020**

- To raise the profile of handwriting and motivate the children to be the best writers they can be, RCFS launched The Golden Pen Award. This awards pupils for effort and determination and has replaced the pen licence scheme.
- Use of capital funding grant (£12,500) from local authority to create an outbreak space to be used for intervention groups, nurture/pastoral support groups and for sensory activities.

- Additional support provided to pupils with SEND to support their home-learning during the first Covid lock down that included attendance at school for face-to-face teaching and accessible home learning packs.
- Ramps replaced steps to mobile classrooms to make these more accessible for wheelchair users.
- Defibrillator now installed by entrance to the school.

### **Summer term 2020**

- Improvements to the courtyard area to improve accessibility that included tarmacking and new ramps.
- Further support provided to all pupils with SEND during the Covid outbreak. This included access to hardware and software to support learning along with access to face-to-face teaching, home-learning packs and enhanced levels of school parent communication. Feedback from parents (recorded) of the support provided to families to support children's learning identified that it was useful and highly thought of.

### **Autumn term 2020**

- School Improvement targets for 2020-21 include; enhancing pupil vocabulary, increased staff CPD, additional assessment and targeted resources. All aim to increase outcomes to reduce gender gap and support pupils with SEND for whom speech and language difficulties can be a barrier to progress.
- Development and adoption of new Relationship Education policy and identification of resources to ensure that this is supported through Religious Education and PHSE curriculum. This aims to enhance relationship and life skills and therefore reduce conflict between pupils.
- Personal, Social and Development objectives discussed and adopted. Aim to promote pupils' Spiritual, Moral, Social and Cultural (SMSC) development.
- Purchase of licence for Google Classroom along with staff training to support online learning and the effectiveness of parent school communication.
- Completion of training to enable staff to safely support a pupil with significant health issues to join the school.
- Collation of responses from parents re lockdown provision to identify impact of action to enhance learning and social learning for all pupils', especially those vulnerable to negative impact of Covid.

### **Spring term 2021**

- Remote learning plan updated as a result of feedback from parents on the impact it was having on pupils' learning.
- 11 Chrome books purchased and made available to vulnerable pupils to support home-learning.
- YR teacher completed an early communication speech and language course to support early identification of speech, language and communication difficulties in KS1 pupils.
- Local area SEND Hub instigated by LA. This aims to support shared responses to the needs of pupils with learning and social difficulties through peer support and multi-agency working.

- Catch up premium (£9200) target at improving outcomes for those with gaps in learning as a result of Covid lock downs and reduced access to school. This allowed funding of additional TA support in Y1/2 and resources to support intervention strategies to increase rate of progress.

### **Summer term 2021**

- Review of reading abilities and skills of pupils undertaken after SENCo received external CPD on this area. Identified four areas that needed targeting in order to improve outcomes for weakest readers. All will go into the SIP.

### **Autumn term 2021**

- Targets for School Improvement Plan includes; closing the vocabulary gap; enhancing outcomes for pupils with SEND by increasing staff awareness and expertise and developing a digital strategy to support high quality teaching and learning, online safety. All these priorities are aimed at improving outcomes for pupils with SEND, pupils vulnerable to school failure and to more closely match teaching provision to boys preferred ways of learning.
- Purchase of new reading scheme “Word Sparks” to complement reading books available to pupils and to support parents in contributing to their child’s learning. “Word Sparks” targets vocabulary understanding and comprehension. Research suggests (e.g., Topping 2015) that these are skills that boys and some pupils with SEND may need additional teaching in in order to engage and be successful in the acquisition of reading skills.
- Decided to amend school visit form so that all link governors ask and record the additional action being taken in each subject area to support vulnerable children.
- External LA audit on SEN provision undertaken and action points identified.

### **Spring term 2022**

- Behaviour policy updated by placing a focus on positive responses to behavioural incidents. This has results from additional staff training completed on trauma and the impact this has on exhibited behaviour. This aims to improve staff awareness of underlying need and provide skills to support the development of pupils social and emotional skills.
- Anti-bullying policy updated to include statement on the impact of trauma on pupils behavioural responses.
- Medicines in School policy updated to ensure effective support for all pupils with medical and health needs in order to promote and support their full school attendance.
- Revisited PSED curriculum planning to ensure material effectively reflects and promotes ethnic diversity.
- School took part in International Women’s Day celebrating the achievements of inspirational females.

### **Summer term 2022**

- Pupil voice activity undertaken with pupils with SEND to ensure that action they think that might improve outcomes for them is recorded and delivered. Shared at full Governors’ meetings.
- Resources including electronic translator, purchased to support the successful inclusion of Ukrainian refugee children.

### **Autumn term 2022**

- Reviewed guidance for maintained schools for transgender pupils and made action plan including changes to the equality information and objectives, updating the anti-bullying policy, PE policy and residential trips procedures.
- As part of our curriculum design planning and reviews we will ensure opportunities to raise awareness are in our designs, in particular in our PSHEe curriculum.

### **Spring term 2018**

- Additional needs parent group examined the Intimate Care policy and suggested changes/amendments. These were incorporated in the final policy.
- Attendance policy amended as a result of parental feedback of the impact of taking pupils to medical appointments.

### **Autumn term 2017**

- School Improvement Plan 2018-19 included developing and improving the teaching of maths by increasing pictorial and concrete recourse and promoting a mastery approach to learning; to raise the profile of the health and wellbeing of pupils and to further develop the learning environment (indoors and outdoors to support learning has been retained from last year. According to research on how boys learn, these targets will have increased benefits for them and also for pupils with pupils with special educational needs and/or disability (SEND).
- CPD on “Relational Aggression” was delivered to the Governing Body and staff. Raised awareness of the impact this specific type of behaviour can have, particularly on girls, and identified appropriate action to take to reduce its occurrence. Amendments were made to the Behaviour policy and the Anti-bullying Policy as a result.

Further information

The Equality Act 2010 and schools (2014)

[Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](#)