



Joy Lane Primary Foundation School, Oyster Bay Nursery & Oysters SRP 2022-26

Subject Action Plan: Equality

Objective 1	Intent	Implementation			
		2022-2023	2023-2024	2024-2025	2025-2026
<p>To help pupils achieve fulfilment, by supporting them and their families, and to ensure improvement in the lives of the most vulnerable.</p>	<p>At Joy Lane Primary School, we take a holistic approach to the needs of individuals as we recognise the implicating factors that have an effect on a child's ability to learn. We are influenced by Maslow's Hierarchy of Need as we understand that each need creates a base for another, starting with the most basic of needs; without these, the next level of the pyramid cannot be laid. Following this principle, we are better able to understand the needs of our children and how these can be met and built upon to enable an individual to reach their full potential, and we recognise and acknowledge that for children to learn they will need these needs to be met. As a result of this, our philosophy is to ensure that all children feel safe, soothed and secure which is reflected in our Behaviour Policy. In order to achieve this, we work in close partnership with families, and sometimes other professionals to ensure we are providing our children with the best opportunities to succeed. To support with this, we have grown our Inclusion Team who aim to support, signpost and enable our most vulnerable families in the best interests of the children.</p>	<p>Expand the well-being team to include an additional ELSA and FLO across the school.</p> <p>To offer Psychodynamic Psychotherapy with identified families-targeting the most vulnerable children.</p> <p>To establish an Autism parent support group to run monthly.</p> <p>AMG and NL to attend Nurture UK training.</p> <p>NL to set up Nurture UK group to support identified children with a focus on those most vulnerable.</p>	<p>To continue delivering Nurture groups to support identified children.</p> <p>To establish a Mental Health First Aider.</p> <p>AMG and SBo to attend Solihol refresher training.</p> <p>AMG and SBo to attend 'Train the trainer' course to deliver Solihol to parents.</p> <p>To increase the offer of counselling across the school.</p> <p>To set up coffee and cake sessions, inviting parents in to socialise with others and members of the Inclusion team.</p>	<p>To identify families to invite to the 10 week Solihul course.</p> <p>AMG and SBo to run the Solihul training to identified families.</p> <p>To further develop and establish the coffee and cake sessions with a focus for each.</p>	<p>TBC</p>

Impact 2022-2023:

With the introduction of a psychodynamic psychotherapist to the school team, there has been a noticeable increase in the engagement of some of the most vulnerable families with school. This has been through parent meetings/therapy sessions/workshops and support groups. An additional member of staff has since completed their ELSA training and are now supporting identified children in EYFS and KS1. This is proving to have a positive impact upon their well-being and ability to access school. The Nurture UK training is on-going and progress is being made towards this. The groups are well established and proving to have a positive impact upon children's well-being and approach to learning.

Next Steps:

To continue with the above and further establish these within the school routines.
 To explore ways of further engaging and educating whole school community around childhood development and the impact of trauma.

Impact 2023-2024:

Next Steps:

Impact 2024-2025:

Next Steps:

Impact 2025-2026:

Next Steps:

Objective 2	Intent	Implementation			
		2022-2023	2023-2024	2024-2025	2025-2026
To narrow the gap in the attainment and progress of different groups of learners with a particular focus on improving the achievement of pupils with Special Educational Needs and/or Disability (SEND), those in receipt of pupil premium funding and children with English as an Additional Language.	Nationally, there is a gap between the outcomes of disadvantaged children and those who are not considered to be disadvantaged. At Joy Lane Primary School, whilst we see some similarities between our in-school data and the national picture, we are confident that we are continually working to address and further narrow this gap. We are confident we are doing this through the setting of high expectations for all children. Through adaptive teaching and the use of scaffolds, we are able to provide the same learning opportunities for all children, regardless of their backgrounds or needs. Where gaps in learning have been identified, we provide interventions to support and target these; this may be through providing support for their academic, social and emotional development. We strongly believe in ensuring all children are given the same life opportunities and are taught the skills to embrace and succeed within these.	Please also see the Pupil Premium report and SEND information report for further details and overviews of support provided for these vulnerable groups.			
		Introduce Little Wandle Rapid Catch-Up as an intervention across KS2 (including Oysters SRP). To place importance upon this through members of SLT leading these groups. To be run with consistency.	To continue and complete the Balanced System audit to ensure a Total Communication approach across the school. To offer further training on scaffolding and adaptations in lessons.	<i>(Actions will be led by SEF and end of year results).</i>	TBC
		To further establish the Little Wandle Keep-Up intervention across KS1 (including Oysters SRP).	SENDCo and English Lead to liaise and develop the writing Policy to take into account Language through Colour to support all learners including nursery.	To further embed adaptive teaching and scaffolding across foundation subjects.	
		To further embed Little Wandle into Pre-School in view of children getting ready for school.	AMG/SH to launch the new Writing policy across the whole school and seek feedback to further amend.		
To begin the Balanced System audit.					

		<p>To further embed Widgit across the curriculum.</p> <p>To create Subject Inclusion Maps with a focus on the four areas of need.</p>	<p>To revise and revisit Voices for Choices, teaching children the skills they use for learning and helping them identify their strengths and to try something new.</p>		
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Impact 2022-2023:
 Little Wandle interventions are well established across the school, including Nursery and Oysters SRP, and are prioritised for identified children. The majority of children accessing these interventions are SEND and/or PP. Within the PP groups, there has been a marked improvement in the children's progress and confidence to view themselves as independent learners. The current outcomes for children with SEND accessing this intervention is more mixed. The majority have made pleasing progress and are able to use their knowledge of phonics to decode and blend unfamiliar words but a small group of children with SEND have struggled to make the expected progress. Discussions to take place around the provision provided for them in the new academic year – is the Rapid Catch-Up programme appropriate or do they need the full programme?
 The use of Widgit is well established and support the children across the school in accessing learning with increasing independence – this is particularly evident in English. Subject provision maps are in place across all subjects and subject leads and teachers are being encouraged to use these to support their planning.

Next Steps:
 To continue with the Little Wandle Interventions but consider another approach for an identified group of SEND.
 To complete the Balanced System approach and complete a gap analysis across the school.
 To explore how scaffolding approaches in English can be expanded across the curriculum.

Impact 2023-2024:

Next Steps:

Impact 2024-2025:

Next Steps:

Impact 2025-2026:

Next Steps:

Objective 3	Intent	Implementation			
		2022-2023	2023-2024	2024-2025	2025-2026
To value and support all employees within Joy Lane Foundation Primary School, by providing career development and progression opportunities to all, including those	At Joy Lane Foundation Primary School, we place value on all our staff members and recognise that they each bring different qualities to our team. We provide opportunities for staff to share and celebrate these through regular meetings, Professional Development Meetings, workshops, briefings and staff voice. More recently, we have received training in Coaching which allows members of our teaching staff to reflect on their practise and identify areas of	<p>To further update the Equality policy and Review objectives</p> <p>To research and create a Menopause policy for in-school use.</p>	<p>Update Equality policy Review objectives</p> <p>To further establish the well-being structure across the school and to ensure staff are aware of the support</p>	<p>To explore Coaching/ supervision for support staff.</p> <p>To further embed Coaching for teachers.</p>	TBC

<p>groups protected by the Equalities Act, so that their wellbeing is further enhanced, engagement is increased and Joy Lane Foundation Primary School workforce better reflects the diversity of the population at all levels.</p>	<p>interest they wish to pursue. We ensure all staff feel able to come to any member of the Senior Leadership Team with ideas and requests for further development and, where possible, find ways of facilitating and promoting this. We celebrate each other's achievements and enjoy sharing their new skills and knowledge with the wider staff. As a school, we will continue to prioritise the professional development of all our staff members, ensuring each individual is provided the opportunity to progress their careers in their chosen pathways.</p>	<p>To provide whole school SPELL training with a focus on children but to draw attention to support for all.</p> <p>To offer a bi-weekly staff support group with the psychodynamic psychotherapist which is open to all.</p> <p>Opportunities for an additional ELSA and Mental Health First Aider to be appointed.</p> <p>To move away from Inset days to Twilights providing opportunities for staff to spend quality time with their families.</p>	<p>available to them. (Grab Sheet)</p> <p>Coaching for teaching staff.</p> <p>To re-introduce Peer-to-peer reviews for support staff.</p> <p>Introduce a second TA meeting each week to allow all to attend.</p> <p>To create a training programme for TA's in line with teacher PDM's.</p> <p>Re-introduce weekly face-to-face briefings for all.</p> <p>Following on from feedback, to offer drop-in sessions for all staff with the psychodynamic psychotherapist.</p>		
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Impact 2022-2023:
 Whole school SPELL training was delivered as part of a Twilight session. All staff were able to relate this to children they have supported but some were also able to relate this to others they know. Some staff felt confident to approach lead trainers following the training to share their experiences and some initiated the referral and assessment process for themselves.
 Adults were identified to step into the roles of an ELSA and Mental Health Lead. This has had a positive impact upon key adults as their skills have been acknowledged and expanded. In addition to this, identified children have been supported through these lead roles.
 Following discussions with key members of staff, there was a request to explore a menopause policy. This was quickly implemented and is accessible to all staff. Supervision and support has been provided for all staff with a reasonable uptake. Feedback from staff was that the timings do not work for them so not all who have wanted to have attended.

Next Steps:
 Expand the mental Health offer available to families and staff.
 To establish the structure of well-being with the additional ELSA, Psychotherapy and Mental Health Lead. How can these support staff well-being also.
 To review the offer of support through supervision and adjust timings and flexibility of offer,

Impact 2023-2024:

Next Steps:

Impact 2024-2025:

Next Steps:

Impact 2025-2026:

Next Steps:

Objective 4	Intent	Implementation			
		2022-2023	2023-2024	2024-2025	2025-2026
<p>To provide a curriculum which celebrates diversity and addresses equality issues with a focus on spiritual, moral, social and cultural development (SMSC).</p>	<p>At Joy Lane Foundation Primary School, we have a thoughtful and wide-ranging promotion of pupil's Spiritual, Moral, Social and Cultural development and their physical well-being, which enables them to thrive in a supportive, highly cohesive learning community. We work continuously to ensure we are delivering a balanced and varied curriculum which explores different beliefs and backgrounds. We acknowledge the diversity within our school community and welcome our children, and families, to share their experiences and beliefs in a safe and respectful environment. With a focus on the 3 R's (Be Ready, Be Respectful and Be Responsible) we aim to distil a culture of openness and consideration where children, and adults, feel safe to be honest and true to themselves.</p>	<p>SBo to launch the Social Emotional Learning (SEL) approach across the school and link this with her SENDCo course.</p> <p>Introduce a new PSHE scheme – Jigsaw, across the school.</p> <p>Celebration of neurodiversity throughout the year including Autism acceptance and awareness days.</p>	<p>To further embed PSHE scheme of work across the school.</p> <p>AMG/SBo to attend Andrew Moffat training around social diversity; No Outsiders.</p> <p>Revise school handbook and uniform policy with focus on gender identity.</p> <p>Celebration of neurodiversity throughout the year including Autism acceptance and awareness days.</p>	<p>To consider using Andrew Moffat's assembly programme (No Outsiders) to discuss diversity within families:</p> <p>KS1 Assembly plans (no-outsiders.com)</p> <p>KS2 Assembly plans (no-outsiders.com)</p> <p>All children to have their own emotional scale which is personal to them and adults to model the use of this to support emotional development.</p>	<p>TBC</p>

Impact 2022-2023:

SBo introduced and shared research around Social, Emotional learning with all staff during ODM and encouraged them to apply this to their day-to-day teaching. Examples were shared and linked to current approaches such as VfC and links made to the four areas of need in the Code of Practise. Staff felt this was the perfect time to introduce this following COVID and a return to 'normal' and followed on nicely from the Recovery Curriculum offered on the return to school after the pandemic. The PSHE team carried out a review of the current curriculum and researched alternative schemes available. The new Jigsaw scheme was introduced to all staff during a PDM with quick links and top tips for staff in using this to support their planning and teaching. Staff have reported the children are engaged and that the topics are relevant.

Next Steps:

To further embed the PSHE scheme of work.

Impact 2023-2024:

Next Steps:

Impact 2024-2025:

Next Steps:

Impact 2025-2026:

Next Steps:

Final impact statement:

Revised Objectives for 2026-2030: