



Equality Plan and Objectives for Cassiobury Junior School 2022

Context

In the absence of externally published data, the school and the governor with responsibilities for equalities have looked at the school's internal data and identified that the group that are identified are the disadvantaged and SEND children. The school has decided to look at inclusion into all elements of the school. As such the issues are identified below. Monitoring of data including vulnerable groups is part of the monitoring role of governors.

Gaps/Issues Identified	Actions	Intended Outcomes	Staff Responsible	
Disadvantaged children less successful in learning especially writing.	- School PPG plan to develop reading and vocabulary teaching to give disadvantaged pupils a rich vocabulary and broad range of reading matter.	That disadvantaged pupils are taught to develop their vocabulary so that they access all subjects.	HT and SLT	
Some children in the school have very privileged experiences and therefore might not understand some of the barriers in society.	- Assemblies and lessons that develop understanding of citizenship and society. - Book and stories that reflect a range of experiences - Ensure that key experiences are provided to all not just those who pay.	That children make suggestions or expectations that are reflective of understanding when fundraising, designing in DT, writing.	HT and SLT	
Fewer disadvantaged and SEND pupils represented in clubs and student body organisations.	School council and Eco council selection processes to include voted and 'co-opted' members to allow staff to ensure representation in student bodies from SEND and PPG pupils. This is explained to parents ahead of the selection process so that the procedures are transparent and fair. Fair is not the same as equal.	- That the suggestions and decisions of the student bodies are reflective of a wider body of students and their experiences. - That students learn from their peers about different perspectives within the school.	HT and SLT	