

<p>To ensure our overall attendance is in line with or above national percentages.</p>	<p>Overall attendance 94.5% for 2022-2023 academic year</p> <p>National overall attendance 95%</p>	<p>To monitor weekly attendance with an attendance meeting.</p> <p>Absence letters to be sent consistently to parents. Letter 1 begins when children fall below 95%.</p> <p>Special leave request letters given to parents.</p> <p>Penalty notices issued.</p> <p>Daily home visits for absent children; particularly children who are persistently absent.</p> <p>Walking bus to collect children in the morning. To use the DFE attendance toolkit</p>	<p>For overall percentage to be at least the same as National. (95%)</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>					<p>HT SENDC O</p>	<p>Attendance action plan</p>	
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<p>To reduce the levels of children who are persistently absent (below 90%)</p> <p>Improve the attendance of White British children.</p>	<p>Persistent absence of White British children was 33% compared to national persistent absence (2022-23) at 17.2%</p>	<p>To have a 'walking bus' to collect vulnerable children for school every morning.</p> <p>To monitor weekly attendance of White British children.</p> <p>Absence letters (below 95%) to be sent home as soon as children trigger.</p> <p>Special leave request letters given to parents.</p> <p>Penalty notices issued.</p> <p>Home visits for absent children.</p>	<p>Reduce the number of children who are persistently absent.</p>	<p>√</p>	<p>√</p>	<p>√</p>					<p>HT SEN DCO</p> <p>social worker s</p>	<p>Attendance action plan</p>	
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<p>To identify and investigate disadvantaged pupils in EYFS and explore interventions which might better close the gap in attainment.</p>	<p>In 2022-2023 8 children with send needs in reception including 7 ASD children</p> <p>66% GLD</p> <p>Boys 57% GLD compared to girls 72%</p>	<p>To monitor and identify children who need speech and language interventions</p> <p>To identify SEND at an early stage and ensure quality first teaching</p> <p>To work closely with speech and language therapist to identify children</p> <p>To complete Early Help records for any children who have safeguarding concerns- include attendance</p> <p>To deliver NELI programme to targeted children</p>	<p>That all children receive the correct provision to enable them to be independent learners.</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>				<p>HT SENCO SEN Teacher</p>	<p>Key issue 3</p>	<p><u>Review Jan 24</u></p>
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<p>To ensure quality first teaching for all pupils including send/EAL</p>	<p>Provision for SEN and EAL not always well matched to their needs which prevents access to learning and hampers development of independence.</p> <p>In some lessons send children are unable to demonstrate their understanding and have barriers to learning</p>	<p>To ensure that teachers are aware of the needs of their SEN children and plan for them effectively.</p> <p>Support from senior leaders with planning and implementation.</p> <p>Teachers and staff to assess high needs children around independence and life skills using Bexley Quality first teaching.</p> <p>Targeted tutoring to ensure all children can keep up.</p>	<p>That all children can access learning</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>		<p>√</p>	<p>√</p>	<p>HT SENCO SLT</p>	<p>Key issue 1&4</p>	<p><u>Review Jan 24</u></p>
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<p>To ensure reading is a high priority with a focus on vocabulary so that children can access the wider curriculum</p>	<p>Some children do not read to an adult at home</p> <p>Some children do not choose to read for enjoyment.</p> <p>Some children have barriers to the wider curriculum because they can't access academic vocabulary.</p>	<p>To include 5 reads a day so that children are read to.</p> <p>Teachers read to children at the end of every day in Love of Reading sessions.</p> <p>Ensure quality of books on the reading spine.</p> <p>Reading to learn lessons in non-core subjects to expose children to academic vocabulary and reading across the curriculum.</p> <p>To ensure high quality books with a reading spine for reading to learn lessons across the curriculum.</p>	<p>Children can access academic reading across the curriculum.</p> <p>Extend children's vocabulary.</p>	√	√	√	√		√	√		Key issue 2	
<p>To improve children's oracy skills.</p>	<p>Some children have weak vocabulary.</p> <p>Some children find it difficult to articulate their learning and opinions.</p> <p>Some children can't articulate how they are feeling.</p>	<p>Join Voice 21 to ensure high quality training for staff.</p> <p>Teachers to use the Oracy Framework when planning lessons.</p> <p>Teachers to use Progression in Language structures to provide children with scaffolds.</p> <p>Oracy Lead to attend conferences and</p>	<p>Children can articulate themselves in different registers.</p> <p>Children are able to challenge opinions respectfully.</p>	√	√	√	√		√	√	Oracy Lead HT English lead	Key issue 2	

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Equality Objectives: 2. Foster Good Relations Between People who share a protected characteristic and those who do not

SLT				Equality Strand (protected characteristic)										
				Equality Strand D= Disability G=Gender E=Ethnicity R=Religious belief P= Pregnancy / maternity S=Sexual orientation GR= Gender reassignment										
				D	G	E	R	P	S	GR				
Objective	Current situation	Actions	Success criteria									Leader	Links school policy or SDP	Outcome <u>Review Jan 24</u>
To establish an SEN forum to provide support and training so that we work more closely with our families to develop consistency at home and school.	Currently there is not enough consistency between the strategies used for high needs send pupils at home and at school.	Forum Established and regular termly training and support booked in.SEND pupils voice is gathered and listened to.	Increased parental engagement	√	√	√	√					SENCO SEN teacher	Key Issue 3. SEND policy and information report	
To offer more parent workshops	Good attendance at	Curriculum workshops.	Positive relationships early	√	√	√	√					HT/DHT SENCO		

	workshops with good feedback.	<p>Reading workshops particularly in EYFS and KS1</p> <p>Stay and play sessions in nursery</p> <p>To create drop-in sessions for parents with the mental health practitioner</p> <p>Parents to help with events such as the school fete.</p>	<p>in the child's school life</p> <p>Increased parental engagement</p>											
To ensure that the books children are exposed to reflect diversity and that all children can see themselves in the books they read	<p>Children have access to the school libraries.</p> <p>Reading book corners in every classroom</p> <p>A reading spine that reflects diversity.</p>	<p>Leaders to ensure high quality books in reading areas.</p> <p>Leaders to monitor variety of books and ensure diversity.</p> <p>English lead to research and order books to reflect the children at Hallsville.</p>	<p>Children have a better understanding of diversity.</p> <p>Tolerance amongst diverse groups.</p>	√	√	√	√		√	√	HT SLT English Lead	Key issue 2		
Experience and celebrate cultural diversity and ensure all pupils have a voice and feel valued	Although we currently have both a school council and head pupils, they	School to celebrate events in the calendar e.g. Rainbow Week, diversity week, black		√	√	√	√		√	√	HT SLT School council	Key issue 2		

	<p>could be more proactively making changes to the school.</p> <p>School council attend conferences</p>	<p>history week.</p> <p>School to work towards the Gold award for Rights Respecting Schools.</p> <p>Weekly Rights Respecting School assemblies highlight current events.</p> <p>School council and head pupils to actively engage in making positive changes to the school.</p>											
<p>Children and staff recognise and respect different points of view and challenge stereotypes.</p>	<p>The curriculum is diverse and has many focus weeks/days.</p> <p>The school has a bronze Educate and Celebrate award</p>	<p>Ensure the curriculum reflects the children and exposes them to diversity e.g. RE curriculum, PSHE curriculum including RSHE.</p> <p>Opportunities for debate, discussion and questioning is promoted throughout school life.</p> <p>Annual staff training with Educate and</p>	<p>Children feel safe, valued and happy at school.</p> <p>Children know who to talk to if they are not happy about something.</p> <p>Children see themselves in the curriculum.</p> <p>Children are equipped to make good decisions.</p> <p>Staff feel confident in challenging</p>	√	√	√	√		√	√			

<p>To address and report any discrimination</p>	<p>Governors and trustees are updated every term</p> <p>Staff follow procedures and deal with incidents according to policy</p>	<p>Ensure that reporting incidents on Safeguard are categorised to enable close monitoring of incidents.</p> <p>Teachers to continue to log all incidents on Safeguard which is closely monitored by safeguard leads.</p> <p>Use of restorative conversations to model more appropriate responses and understand feelings.</p>	<p>Less discrimination as all issues are tackled.</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>		<p>√</p>	<p>√</p>	<p>HT SLT PSHE lead</p>	<p>Behaviour policy</p> <p>Anti-bulling policy</p>	
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<p>To ensure community concerns are provided by a professional body.</p>	<p>The MET police booked to carry out workshops related to local community concerns i.e gangs.</p> <p>Year 5 take part in the citizenship day at Tate and Lyle.</p>	<p>Book a knife crime assembly</p> <p>Year 6 to visit Ben Kinsella</p> <p>MET police to carry out workshops.</p> <p>Tate and Lyle visit around citizenship.</p> <p>Various workshops to be booked e.g. fire safety, Dogs' Trust</p>	<p>Children are aware of concerns in their community and what to do if they have a concern.</p> <p>Children can keep themselves and others safe.</p> <p>Children tell immediately if they see a sibling, friend or peer with a knife.</p> <p>Children do not bring knives into school.</p>	√	√	√	√		√	√	<p>HT SLT PSHE lead</p>	<p>Behaviour policy</p> <p>Anti-bullying policy</p> <p>PSHE curriculum</p>	
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<p>To ensure the building is accessible for all staff, pupils and visitors and that everybody feels safe.</p>	<p>The building is on one level so there are few areas with stairs.</p> <p>Risk assessments conducted around needs of individual staff and pupils.</p>	<p>Ensure that there are ramps into the building at relevant points.</p> <p>To conduct risk assessments for pregnant members of staff to ensure their needs are met.</p> <p>Make sure that signage around the school is easy to follow.</p> <p>Ensure policies are inclusive regarding gender.</p>	<p>All staff, pupils and visitors feel safe in the building.</p>	√	√	√	√	√	√	√	<p>HT SLT SBM</p>		
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