



Haymerle School Equalities Scheme 2022 – 25

The Equality Act 2010 replaces all of the previous anti-discrimination acts and regulations which went before it and brings all of the requirements together in one place.

We welcome our duty under the Equality Act 2010 which requires us to publish information demonstrating that we have due regard for the need to:

a) eliminate discrimination, harassment and victimisation on the basis of any of the protected characteristics

b) advance equality of opportunity between people who share a relevant protected characteristic and persons who do not share it

c) foster good relations between people who share a relevant protected characteristic and persons who do not share it.

They also have a specific duty

- to **publish information** which shows how they are meeting their general duty (outlined above). This must be updated annually
- to **prepare and publish** one or more specific and measurable objectives in pursuit of the duties above (to be reviewed every four years)

The following are protected characteristics

- Age
- Disability
- Ethnicity and race
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Religion and belief
- Sexual identity and orientation

Haymerle School Statement on Equality

Haymerle School is committed to equality both as an employer and a service-provider. We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or beliefs, their sexual identity and orientation.

We are committed to:

- Ensuring that everyone is treated fairly and with respect.
- Making our school a safe, secure and stimulating place for everyone.
- Consulting and involving people from different groups in our decisions, for example, through talking to pupils and parents/carers and through our School Council.
- Recognising that people have different needs and that promoting equality will involve addressing those needs rather than treating everyone the same.

We welcome the emphasis in the Ofsted inspection framework on the requirement for leaders to promote equality of opportunity and diversity, resulting in a positive school culture, working together to prevent discriminatory behaviour.

This statement meets our specific duty to publish information every year which sets out how we are doing this.

[Please also see our Accessibility Plan which can be found on our website](#)

Part 1: Information (accurate as of Sept 24)

Pupil population

Number of pupils on roll **78**.

Gender:

Male – **53 pupils**

Female – **25 pupils**

Ethnicity:

Bangladeshi	3 (4%)
Any other Asian background	5 (6%)
Pakistani	2 (3%)
Black - African	30 (38%)
Black Caribbean	2 (3%)
Any other black background	7 (9%)
Any other mixed background	2 (3%)
White and Black Caribbean	5 (6%)
Any other ethnic group	7 (9%)
White - British	8 (10%)
Any other white background	6 (8%)
Chinese	1 (1%)

100% of pupils at Haymerle have a diagnosis of Autism with additional learning and communication support needs.

100% of pupils at Haymerle School has an Education Health Care Plan in place.

Prejudice related incidents and bullying

We monitor recorded incidents by gender and ethnicity. This is completed on a termly basis and reported to the governing body in the head teacher reports.

Exclusions

1 (23/24 academic year), 1 (22/23 academic year)

Staff Information (only applies if the school employs more than 150 people)

As a small school we do not publish this information.

The school workforce is monitored each year including monitoring recruitment, promotion / pay increments, disciplinary or other issues. During this review Governors may identify areas as targets relating to ethnicity, gender or disability that could be addressed. This document is also monitored during the school HR audits.

Part 2: How we are meeting our equality duty to advancing equality, eliminate discrimination and foster good relationships

The information and data provided shows that we give careful consideration to advancing equality in everything that we do and the steps we are taking to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010

Training

All staff access training through the rolling CPD plan each year

In 2022 / 23

- Team Teach Training (50% of staff)
- Whole school phonics training (100% staff)
- Play based learning INSET (100% staff)
- TEACCH training (66% phase leaders)
- Mental Health Lead Training (mental health lead)
- ECT Training (1 member of staff Year 1)

Training sessions in main behaviour strategies- (LMAD, Now & Next boards, Motivators, Role of environment, Zones of Regulation etc. continued to be revisited every term. (100% staff)

In 2023 / 24

- Team Teach Training (100% of staff)
- Whole school phonics training – Little Wandle (100% staff)
- Play based learning INSET (100% staff)
- TEACCH training (66% phase leaders)
- Children’s Mental Health First Aid (2 members of staff)
- ECT Training (1 member of staff Year 2)
- PECS training (2 new members of staff)
- NAS Anxiety and Autism Training (2 members of staff)
- Anxiety and Autism Training (whole staff)
- NPQ Training (2 members of staff)
- Engagement Model / Motivators Training (whole staff)
- Communication and Interaction (whole Staff)
- Makaton Taster session (15 members of staff)
- Safeguarding Training (whole staff)

Training sessions in main behaviour strategies- (LMAD, Now & Next boards, Motivators, Role of environment, Zones of Regulation etc. continued to be revisited every term. (100% staff)

Individual staff members receive training in line with their agreed performance management priorities and/ or Whole School Development Priorities including Team Teach and new staff Induction training.

Our CPD plan is reported to the governing body for scrutiny.

In our equalities plan we have prioritised staff training to enable staff to better meet the communication and additional therapy support need of the pupils at school including

- Phonics Training (ongoing 24/25 focus on Reading for Pleasure)
- Play based Learning and Sensory Training
- Creative curriculum training
- Total Communication Training (Core / Communication Boards, Makaton)

Record keeping and monitoring

We keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.

We keep a record of prejudice related incidents and bullying. We keep a record of exclusions.

Policies which particularly contribute to the promotion of equality

- **School Behaviour Policy**
- **Anti-bullying and harassment (this includes cyber-bullying and prejudice based bullying)**
- **Special Educational Needs Information Statement**
- **Complaints Procedure - sets out how we deal with complaints relating to our school.**
- **Staff discipline and grievance**
- **ICT & E-safety Policy**
- **Teaching and Learning Policy**
- **Relationship and Sex Education Policy**
- **Curriculum Policy (PSHE)**
- **Code of Conduct**
- **Sexual Harassment Policy (Sept 24)**
- **Flexible Working Policy (Sept 24)**

Curriculum

At Haymerle School we ensure all pupils have access to either the Foundation Stage or the National Curriculum adapted appropriately to facilitate engagement and enjoyment.

We ensure the children access an appropriate breadth and balance of core subjects (Mathematics, English and Science) and all other non-core foundation subjects (Design and Technology, History, Geography, Music, Art and Design, Physical Education and Information and Communication Technology).

We include time for Religious Education, Personal, Social, Health Education, Sex, and Relationships Education. Over a two-year rolling curriculum plan, we offer an imaginative and creative curriculum plan, integrating subjects across a creative theme or topic.

We follow National Curriculum programs of study, which ensures consistency in planning and provides exciting development opportunities for children in their school careers.

The curriculum covers all activities designed to promote the spiritual, social, moral, cultural, mental and physical development of pupils and prepare them for the opportunities, responsibilities and experiences of adult life.

It is our aim that:

- Children will receive a broad and balanced curriculum that provides opportunities for all to learn and to achieve.
- That the curriculum in both content and delivery will be accessible to all children.
- Delivery of the school curriculum will reflect the cultural diversity of the school community, and will positively value the contribution of different cultures, religions, backgrounds and experiences, thereby promoting the spiritual, social, moral and cultural development of all pupils.
- Is highly positive, offering memorable experiences and rich opportunities that contribute to pupils' spiritual, moral, social and cultural development.
- Includes a broad range of areas of study within Citizenship, PSHE and Well Being Education, to eliminate discrimination, harassment and victimisation.
- Promotes British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.
- Makes use of resources which challenge stereotypes.

How do we teach the curriculum?

The curriculum is delivered through carefully planned out schemes of work, which include the appropriate programs of study (what pupils should be taught). These are then used to inform differentiated daily and weekly plans.

To facilitate pupils access to learning staff adopt appropriate teaching methodologies to support pupils including TEACCH, PECS, ALS, Chat, Communication and Core Boards, MAKATON. Classes are grouped according to year group where possible. In the event of there being a mixed year group, the curriculum taught will be the one that reflects the age of the majority of children in that class. To secure coverage and balance we follow a two-year rolling curriculum plan. Pupils access learning according to their individual learning pathway in line with our curriculum statement.

Engagement/consultation

- We have a vibrant School Community and encourage parent and carer participation in the life of the school.
- Parents complete a questionnaire each year giving parents a direct voice and feel welcome to comment on how well the school is supporting their child.
- Our parent support and training offer is publicised through letters, on the school website and parent hub.
- Parents and carers meet termly with teachers to discuss their child's needs and progress.
- We monitor attendance by parent and carers to identify if there are any particular parents or groups of parents who may benefit from focused engagement to discuss matters that relate to their concerns and overall well-being
- We monitor pupil's attendance as an indicator of pupil's enjoyment of school, sense of well-being and safety

- We monitor pupils access to additional activities including mainstream links, arts activities, additional therapy, workshops and shared celebrations
- We promote pupils voice through class assemblies, circle time and in lessons alongside whole school commitment to our 'Total Communication Policy' where we recognise the additional support and encouragement our pupils need to have a voice and to communicate their needs and ideas and to celebrate their achievement and success.

Disability

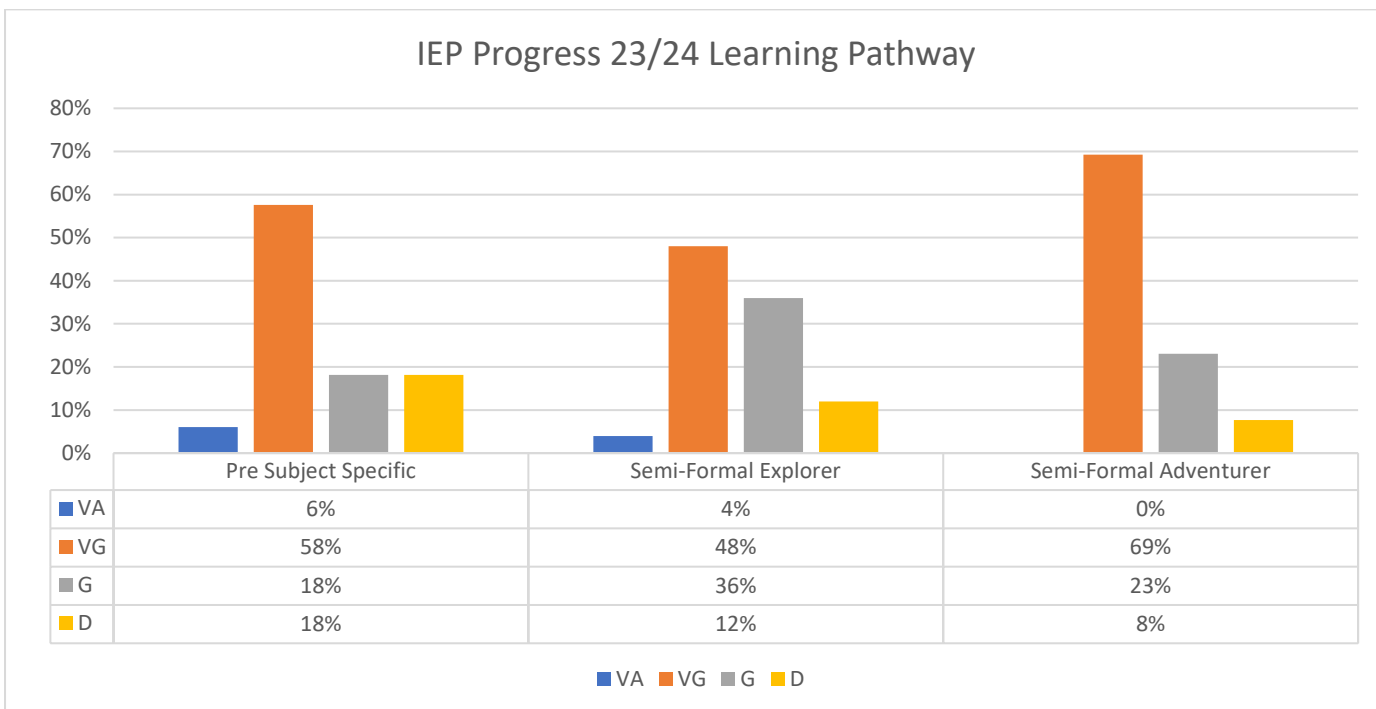
We are committed to working for the equality of people with disabilities Please see

- Accessibility Plan,
- SEN Information statement
- Policy for supporting children with medical needs

Data summary of achievement and progress of pupils with SEND

Pupil progress is tracked through the annual review of their Education Health and Care Plan, termly assessment against IEP goals, curriculum goals and progress on the Haymerle Assessment Rainbow on Evidence for Learning.

Please see IEP Progress Summary by pathway below



(VA – Value Added, VG – Very Good, G- Good, D – Developing)

To eliminate discrimination, promote equality of opportunity and foster good relationships

All pupils at Haymerle School have a diagnosis of Autism and their care and support needs are identified on the pupils Education Health Care Plans.

Interventions to fully support each child's needs are identified on these plans with clear goals for pupil progress at the end of the relevant Key Stage. Pupils specific individual learning, support and care needs are agreed with staff and parents on their Individual Education Plans which are reviewed and updated regularly

Additional support strategies are planned for pupils whose communication, behavioural or learning support needs are reducing their access to the curriculum these include:-

- Specialist Provision and support is identified on the pupils EHCP and provided by the class teams supported by the Speech Therapy and Occupational Therapy staff.
- Care Plans and where appropriate Behaviour Plans and access to the behaviour support team, Educational Psychologist or referral to CAMHS – done in agreement with parents. Carers and professionals working with the pupils
- Medical Care Plans are in place to support pupils with additional medical support needs

The building / premises is accessible with disabled toilet facilities in the administration and teaching areas of the school

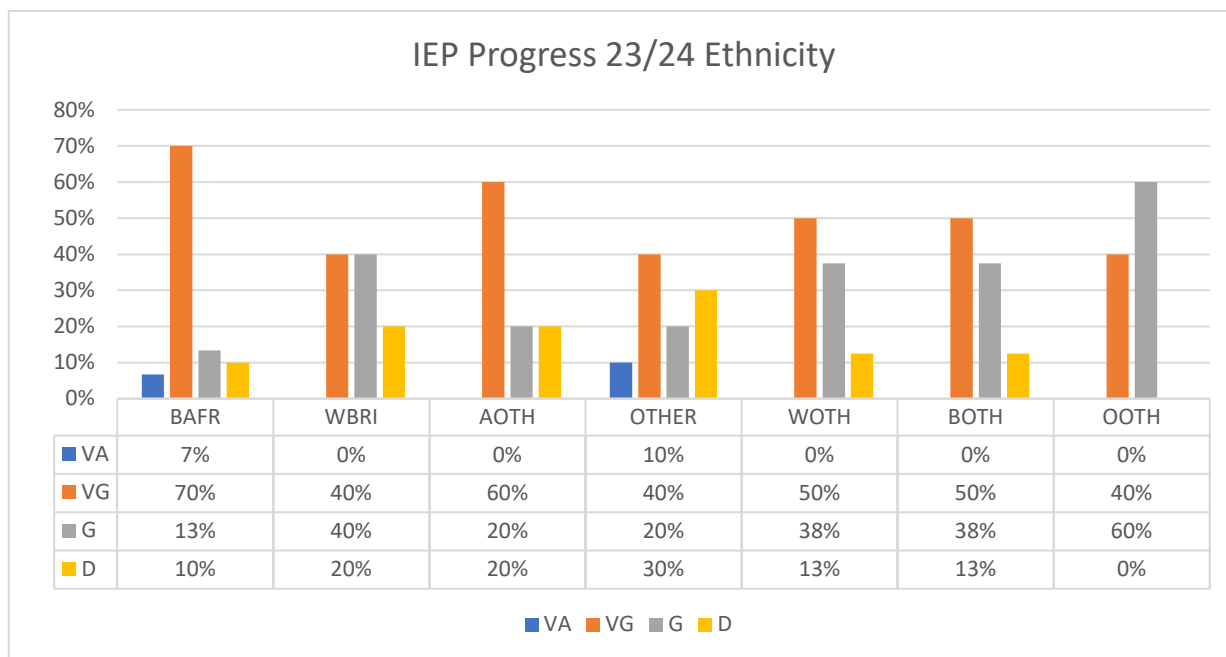
Opportunity to promote positive attitudes and equality of opportunity delivered through the curriculum (Knowledge and Understanding of the World, RE) and through activities and events including class assembly, whole school celebrations, link projects with mainstream schools, outings to engage with the local community

Ethnicity and Race (including EAL learners)

We are committed to working for the equality of people from different ethnic and racial backgrounds

Summary data on IEP progress Haymerle Pupils by ethnic group 2023/24 Results

Pupil progress is tracked through the annual review of their Education Health and Care Plan, termly assessment against IEP goals, curriculum goals and progress on the Haymerle Assessment Rainbow on Evidence for Learning.



(VA – Value Added, VG – Very Good, G- Good, D – Developing)

Other ethnicities are ethnic groups that are less than 6% of our pupil population (BCRB, MWBC, MWBA, APKN, MOTH, ABAN, CHNE)

To eliminate discrimination, promote equality of opportunity and foster good relationships

We continue to monitor data regarding pupils' achievement to enable us to identify achievement gaps needing support or additional intervention

We monitor behaviour incidents to enable us to identify groups needing support or additional intervention

Special events link in with the topic framework such as Festivals, Enterprise, Harvest Festival, Sports Day, Red Nose Day, Christmas plays all help to promote community cohesion and pupils' understanding of different cultures and ethnic backgrounds

We incorporate celebrations of school diversity into the planned year to promote positive attitudes towards and respect for difference. These may be special events, outings, visits to local places of worship, visits from museum outreach workers, arts projects or whole school celebrations including Chinese New Year, African Drumming, Carnival, Red Nose Day, Christmas Celebrations, Black History Month or embedded in the school planning through following the SACRE RE scheme and PSHCE. These all help to promote community cohesion and pupils' understanding of different cultures and ethnic backgrounds.

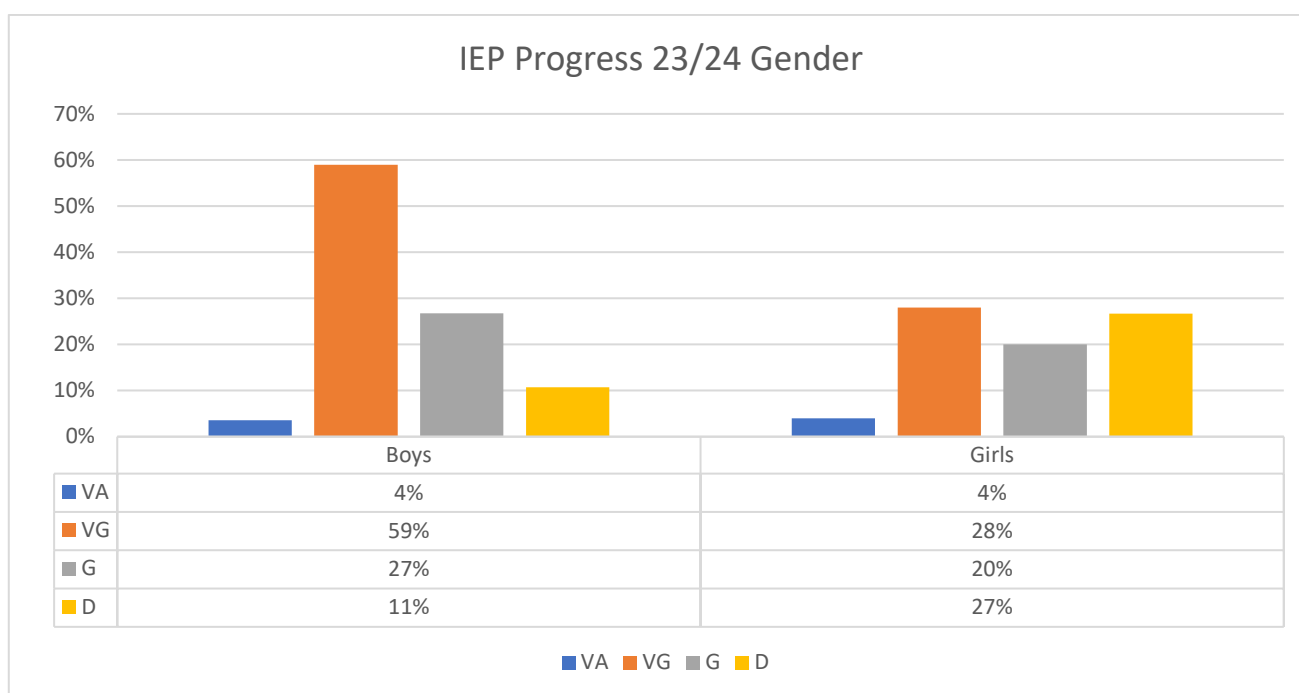
Our curriculum supports all pupils to understand, respect and value difference and diversity and ensure that the curriculum challenges racism and stereotypes by

- Using a diverse range of art, music, creative, multisensory and play set ups with resources that reflect the cultures of our school and local community.
- Using RE creative and play opportunities built into the SOW (based on Southwark Sacre),
- By focusing on festival themes as part of the 2 year rolling programme to ensure that pupils have access to a cross-curricular approach.

Gender

Summary data on IEP Progress of pupils by gender 2023/24

Pupil progress is tracked through the annual review of their Education Health and Care Plan, termly assessment against IEP goals, curriculum goals and progress on the Haymerle Assessment Rainbow on Evidence for Learning.



(VA – Value Added, VG – Very Good, G- Good, D – Developing)

What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

We continue to monitor data regarding pupils achievement to enable us to identify achievement gaps needing support or additional intervention

We monitor behaviour incidents to enable us to identify groups needing support or additional intervention

Through the curriculum in assemblies and in planned work and school displays we promote positive, non-stereotypical images and attitudes towards of men and women, girls and boys. Celebrating the achievement of men and women is including in the curriculum including PSHCE where we encourage

pupils to learn about people who help us and in History and Science learning about famous people and scientists.

In good work and achievement assemblies we celebrate the successes of our boys and girls. When planning extra curricular activities e.g. art projects we ensure that there is equal access for all pupils.

Religion and belief

At Haymerle School we are committed to working for equality for people based on their religion, belief and non-belief. We respect the religious beliefs and practice of all staff, pupils and parents and we comply with reasonable requests relating to religious observance and practice.

What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

We incorporate celebrations of school diversity into the planned year to promote positive attitudes towards and respect for difference.

These may be whole school celebrations including religious festivals – Christmas, Holi, Ramadan, Diwali and cultural celebrations promoting positive attitude to community celebrations including Indian dance days, Chinese New Year. Promoting equality and fostering good relationships is embedded in school policy. We use the Southwark RE scheme (SACRE) to support our personalised RE Curriculum.

Pupils engagement and participation is promoted through classwork, displays, assemblies, visitors and performances, outings to local places of worship

Sexual identity and orientation

We are committed to advancing the equality of people whatever their sexual identity or orientation and promoting good relationships among them.

What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

We monitor data regarding pupils achievement to enable us to identify achievement gaps needing support or additional intervention.

We monitor staff / workforce data annually.

We monitor behaviour incidents to enable us to identify groups needing support or additional intervention and eliminate homophobic, bi-phobic and transphobic bullying/harassment/name calling on the basis of sexual identity and orientation.

Through the school curriculum we celebrate equality of people whatever their sexual identity or orientation. Sex and Relationships Education is supported by the school nurse working with parents and carers to be able to differentiate the learning for all pupils to access at an appropriate level. Parents are consulted to help staff plan for the particular needs of each group year by year.

Through our PSHCE curriculum, positive images on displays, website, pupil's resources in lessons we promote positive attitude towards equality and celebrating difference. We have a non-gender specific uniform policy.

Part 3: Our equality objectives

The Equality Act 2010 requires us to publish specific, achievable and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1: Increase Access to the curriculum

- Further develop the scheme of work to increase engagement opportunities for pupils working on pre formal and explorer pathways. (link to engagement model and play based learning)
- Further develop the teaching of reading, incorporating reading for pleasure alongside phonics, to increase strategies and access to resources for pupils with complex learning needs.

Success criteria:

- Increase opportunities for pupil engagement through sensory and play based learning opportunities.
- Increase access to an appropriate phonics scheme for pupils with SEND.
- Increase opportunities for Reading for Pleasure.

Time frame

- Phonics refresher training (ongoing)
- Reading for Pleasure CPD Spring 25
- Increased access to phonics resources – phased in from 22 to 25
- Sensory play-based training 22
- Play based learning – updating the scheme of work 23/25 on two year rolling programme
- Training sourced and delivered 23 / 24

Key actions to meet this objective

- Contact local English hub to find out if eligible for grant – accessed 23/24
- Phonics and Early Reading Audit – annual audit of resources
- Training for all staff (including as part of induction for new starters)
- Parent training – July 24 and ongoing twice a year from Sept 24
- Sensory training for all staff – delivered 23/24
- Play based learning training ongoing 24/25
- Linking with other special schools to share skills ongoing 23/25

Progress towards meeting this objective: To be added annually See Action Plan and Reporting Doc

Equality objective 2: Increase learning opportunities beyond the classroom

All pupils to access learning opportunities beyond school and classroom

Success criteria

- 100% pupils in Key Stage 2 to have participated in an educational creative/ community based activity
- 100% pupils Key Stage 1 to have participated in a shared activity with another school broadening engagement with wider community

Time frame

3 years 2022– 25

Key actions to meet this objective

- Phase group leaders to work with Staff teams to promote opportunities for offsite education and develop community links for shared work.
- Outcomes monitored and reported to governors.
- Phase Leaders monitor plans and identify where missed opportunities need to be addressed for community links and activities
- File of suggested places to visit, activities, links with schools in borough to be available to promote all classes ability to succeed in meeting target
- All pupils to have the opportunity to take part in the Superbloom project in school – completed 23
- Pupils in KS1 and KS2 to be given the opportunity to take part in creative arts projects (link with mainstream where appropriate)

Progress towards meeting this objective:

To be monitored annually See Action Plan

Equality objective 3: Increase communication with Parents

To ensure that information the school provides is available to all parents

Success criteria

All parents are able to access school systems to enable them to see pupil progress (through Evidence for Learning), school newsletters (through Parent hub and email) and home school communication systems (system to be researched and put into place by Sept 23), access to Yogabugs at home for all families, access to BigCat eLibrary for all parents and pupils.

Time frame

All parents to be able to access EFL by July 23 – target met but updated Sept 24 (see below)

All families to have access to the new EFL Family App by July 25

New home/school communication system to be in place by Sept 23

All parents to have access to BigCat eLibrary by Feb 24

All parents to have access to Yogabugs by Feb 24

Key actions to meet this objective

- School to ensure that parent emails are given when new pupils start the school – ongoing as new starters come in.
- All families to be set up on EFL as part of the new starter review.
- Drop in sessions offered to support parents with accessing it as needed.
- EFL parent agreement form shared with parents annually.
- Parents to ensure that school is kept up to date with new email addresses.
- Class teams to ensure that pupil achievement is sent home to parents regularly throughout the term.

Progress towards meeting this objective

To be added annually See action Plan and Reporting Doc

Equality objective 4: Continue to develop staff training and skills in working with pupils with complex needs.

Ensure that all staff have relevant in school training to enable them to implement the curriculum fully for pupils with autism and complex learning needs.

Success criteria

All staff receive school based training on autism, engagement strategies, communication strategies, reading and phonics

Time frame

Phonics training – ongoing from Jan 23

TA accreditation 23/24

Play based learning training 24/25

Link with other special school for play based learning ideas – ongoing from Summer Term 23

Progress towards meeting this objective

To be added annually See action Plan and Reporting Doc

Accessibility Action Plan 22 to 25

Equality objective 1: Increase Access to the curriculum

Target	Strategies	Outcomes	Time Frame	Goals Achieved	Finance
Further develop the scheme of work to increase engagement opportunities for pupils working on pre formal and explorer pathways. (link to engagement model)	Further develop the scheme of work to increase engagement opportunities for pupils working on pre formal and explorer pathways. (link to engagement model)	<p>All pupils accessing an engaging and stimulating curriculum adapted to meet their learning needs.</p> <p>Increased engagement opportunities for pupils with more complex needs.</p> <p>Parents and carers are aware of the long term curriculum development</p>	<p>Ongoing termly on 2 year rolling creative curriculum programme</p> <p>Sensory play based training 22 (ongoing 24/25)</p> <p>Play based learning – link with another special school 22</p> <p>Play based learning training sourced and delivered 23 / 24 – ongoing 24/25</p>	<p>Play based CPD delivered to all staff</p> <p>Implementation of motivators sheet to support with engagement.</p> <p>Play based learning activities being implemented successfully in KS1</p>	Additional resources as needed for creative curriculum
	<p>Further develop the teaching of phonics to increase strategies and access to resources for pupils with complex learning needs.</p> <p>Further develop the teaching of Reading to boost Reading for Pleasure.</p>	<p>All pupils accessing phonics and early reading using strategies appropriate to their individual communication needs.</p> <p>Parents and carers are aware of the long term literacy plan</p> <p>All pupils accessing reading for pleasure opportunities both at home and at school.</p>	<p>Phonics and Early Reading Audit through English hub</p> <p>Training for all staff (including as part of induction for new starters) 22/23 and ongoing</p> <p>Parent training (ongoing for new parents)</p> <p>Additional resources sourced 22 – 24</p> <p>Whole staff training on Reading for Pleasure (Little Wandle) 24/25</p> <p>Additional books related to topics to be purchased on a rolling programme 24/25</p> <p>Maths through stories project 24/25</p> <p>Parent coffee morning training on Reading for Pleasure.</p>	<p>Little Wandle phonics purchased and implemented throughout the school.</p> <p>Pupils accessing phonics daily where appropriate.</p> <p>Parents and carers attended phonics session</p> <p>Reading team established in the school</p>	<p>Funding sourced through English hub where possible</p> <p>£3000 for new scheme and resources</p>

Equality objective 2: Increase learning opportunities beyond the classroom

Target	Strategies	Outcomes	Time Frame	Goals Achieved	Finance
<p>All pupils to access learning opportunities beyond school and classroom</p>	<p>Phase group leaders to work with Staff teams to promote opportunities for offsite education and develop community links for shared work.</p> <p>Outcomes monitored and reported to governors.</p> <p>Phase Leaders monitor plans and identify where missed opportunities need to be addressed for community links and activities</p> <p>File of suggested places to visit, activities, links with schools in borough to be available to promote all classes ability to succeed in meeting target</p> <p>All pupils to have the opportunity to take part in the Superbloom project in school</p> <p>Pupils in KS1 and KS2 to be given the opportunity to take part in creative arts projects (link with mainstream where appropriate)</p> <p>All pupils in school to have access to an extracurricular in school sports and wellbeing activity (KS1 – Yoga, LKS2 Balanceability and Scooter wise, UKS2 – swimming)</p>	<p>100% pupils in Key Stage 2 to have participated in an educational creative/ community based activity</p> <p>100% pupils Key Stage 1 to have participated in a shared activity with another school broadening engagement with wider community</p>	<p>Ongoing on rolling programme 22 – 25</p> <p>Superbloom project Summer 23</p> <p>Create Arts Project – Aut 22 – Spr 23, Summer 24, Spr 25 (with mainstream school)</p> <p>Yoga – KS1 in school on rolling programme</p> <p>Swimming – upper KS2 on rolling programme</p> <p>Balancability and scooterwise – lower KS2 (Spr 25 onwards)</p> <p>National Archives workshop (Aut 24)</p> <p>Transport for London Citizenship Scheme – Aut 24 Upper KS2</p>	<p>Superbloom accreditation received Summer 23</p> <p>Create Arts Project – Aut 22, Spr 23, Sum 24.</p>	

Equality objective 3: Increase communication with Parents

Target	Strategies	Outcomes	Time Frame	Goals Achieved	Finance
<p>To ensure that information the school provides is available to all parents</p>	<p>School to ensure that parent emails are taken when new pupils start the school – ongoing as new starters come in.</p> <p>Parents to be set up on EFL as part of the new starter review.</p> <p>Drop in sessions offered to support parents with accessing it as needed.</p> <p>EFL parent agreement form shared with parents annually.</p> <p>Parents to ensure that school is kept up to date with new email addresses.</p> <p>Class teams to ensure that pupil achievement is sent home to parents regularly throughout the term.</p> <p>Extend the EFL offer to family members through the EFL Family app (Jan 25 onwards)</p> <p>Parents to have access to phonics homework through the Big Cat eLibrary</p> <p>Parents to have access to yogabugs through pupil email address.</p>	<p>All parents are able to access school systems to enable them to see pupil progress (through Evidence for Learning), school newsletters (through Parent hub and email) and home school communication systems (system to be researched and put into place by Sept 23)</p>	<p>EFL and Parent Hub– ongoing annually / as new pupils start the school</p> <p>Drop in sessions as part of new starter review</p> <p>EFL agreement shared annually as part of home school agreement</p> <p>New home / school communication system – 23/24</p>	<p>Parents accessing EFL but now needs to be updated to new app from Jan 25</p> <p>Parents set up on all the school communication and e access systems as part of annual reviews or coffee mornings – ongoing with new starters from Sept 24</p>	<p>EFL subscription</p> <p>Parent hub subscription</p> <p>Home / school communication system costing</p> <p>Big Cat eLibrary subscription</p> <p>Yogabugs subscription</p>

Equality objective 4: Continue to develop staff training and skills in working with pupils with complex needs.

Target	Strategies	Outcomes	Time Frame	Goals Achieved	Finance
<p>Ensure that all staff have relevant in school training to enable them to implement the curriculum fully for pupils with autism and complex learning needs.</p>	<p>Phonics INSET and follow up staff training sessions.</p> <p>Drop in sessions in class to support upskilling staff as necessary</p> <p>Phonics training as part of induction for new staff (6 hours)</p> <p>Play based learning training – from LA and external INSET training</p> <p>Linking with local SEND Complex needs school for staff to visit, observe and share ideas</p> <p>TA accreditation – action plan and external assessment.</p>	<p>All staff receive school based training on autism, engagement strategies and phonics</p>	<p>Phonics training – ongoing from Jan 23</p> <p>TA accreditation 23/24</p> <p>Play based learning training 24/25</p> <p>Link with other special school for play based learning ideas – ongoing from Summer Term 23</p>		<p>Training costs</p> <p>TA accreditation cost</p>

