

Equality and Diversity Plan 2016-19

Achievements 2015-16

- Gender: Gender gap removed in KS2 Sat maths and English spelling, grammar and punctuation, in reading, boys achieved higher results than girls at Woodhouse, transgender policy written and pupils gaining developing understanding of gender issues through PSHE
- SEND: Key worker roles developed successfully to support pupils and parents and build home/school communication, pupil- led assembly telling others about their areas of difficulty
- Socio-economic: Disadvantaged pupil academic gap reduced by the end of Y8, attendance now less than 1 percentage point different to non-disadvantaged pupils
- Culture/race/religion: Twinning with Italian school extended to include visits to and from Fusignano, assemblies and workshops organised to build understanding of different races and cultures including refugees and asylum seekers, range of languages and culture taught in MFL extended.

| Area | Aim | Action | Person responsible | Timeframe |
|-------------------------|--|--|---|---|
| Gender | Ensure transgender pupils are supported successfully and supported, not harassed by pupils | <ul style="list-style-type: none"> • Involve appropriate organisations • Develop pupil and staff understanding • Provide appropriate counselling • Monitor | SLT, pupil support assistant, all staff | In place during 2016-17 Review termly |
| | Reduce boy gender gap in literacy at KS3 | <ul style="list-style-type: none"> • Identify issues • Devise appropriate strategies, linking with other schools • Monitor results | SLT, all staff | Review termly |
| SEND | Accessibility | See accessibility policy | | |
| | Develop awareness of SEND issues | <ul style="list-style-type: none"> • Audit staff and pupils to gauge current understanding • Provide training/information to fill gaps, ideally involving the children themselves – hold disability awareness week | SLT, SEND coordinator | Initial audit Autumn term 2016 Review end of year |
| Socio - economic | Reduce disadvantaged pupil gap | <ul style="list-style-type: none"> • Ensure parents are more aware of the pupil premium support and ways of helping their children • Ensure teachers have clear strategies to enable each pupil to achieve • Ensure there is weekly communication about disadvantaged pupils | SLT, all staff | From Sept 2016 Review each half-term |
| Culture, race, religion | Continue to develop understanding and appreciation of different cultures | <ul style="list-style-type: none"> • Re-establish links with Sierra Leone and plan linked PSHE sessions • Evaluate and improve the multi-cultural activities for the multi-cultural week across town • Strengthen links with Asylum seeker/refugee charity • Audit displays around school for promotion of diversity | SLT, PSHE coordinator, all staff | Review progress termly |