

Equality & Diversity Plan 2016-19

Progress Against Objectives to July 2018

Gender: A transgender pupil spent 4 successful years at Woodhouse and fed back positively about support and adaptations made. GL end of year reports demonstrate that by KS3 the gender gap has been removed in English reading and maths. There is still, however, a gap in writing at greater depth where boys lag considerably behind girls.

SEND: Pupils have led assemblies on areas of need e.g. autism and dyslexia and made a presentation for staff. Pupils demonstrate increased understanding of SEND and are running a club for dyslexic pupils. Training for staff is on a refresher cycle according to need.

Socio-economic: Staff have received regular updates about disadvantaged pupils in briefing; all staff use differentiation strategies. **KS2 Sats:** In 2017 the attainment gap between disadvantaged and other pupils narrowed significantly both compared to school and national. In 2018 attainment of disadvantaged pupils lowered slightly but in line with other pupils at the school. In 2017, disadvantaged pupil progress was significantly above that of others in the school and nationally and remains slightly above in 2018. **GL tests:** KS3 outcomes demonstrate no significant difference between disadvantaged pupils and the national attainment of all pupils. **Attendance:** There was no significant difference between disadvantaged and all pupil in attendance in 2017, all above national. In 2018 we remain above national but the gap has widened slightly.

Culture/race/religion: Pupils are more knowledgeable about Sierra Leone and have raised enough money to build a school there with ongoing links to Woodhouse. Twinning with the Italian school has been extended to build links by email before the visits to and from Fusignano. Faith in focus week has been reviewed and workshops were organised to build understanding of different races and cultures including refugees and asylum seekers; children have been given tasters of other languages and cultures including Chinese, Greek, Arabic, Hindi. Displays have been audited and a new ongoing one set up, showing the different countries of origin of pupil family members.

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 co-ordinator	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 co-ordinator, all staff	Review progress termly

