

Equality Objectives 2022 - 2023



The Learn to Live Federation is committed to ensuring equality of education and opportunity for all students, staff, parents and carers irrespective of race, gender, disability, belief, religion or socio-economic background. In order to further support our children and young people, raise standards and ensure inclusive teaching, we have set the following objectives:

Target	Strategies	Time-Scale	Responsibility	Outcomes	Impact
To extend the range and context of outdoor learning opportunities available to all pupils	<ul style="list-style-type: none"> Identify gaps in each schools' outdoor learning offer Improve and extend provision Map out residential offer to ensure we have a clear, fair and achievable offer across the Federation 	July 2023	T&L SLT Energise Team	<p>Our outdoor learning offer is equitable, exciting, challenging and memorable for students across the Federation.</p> <p>Every learner is offered to attend a residential once in their school careers.</p>	<p>Carefully planned and facilitated outdoor learning opportunities support all pupils in developing personalised learning goals.</p> <p>Increased community engagement opportunities for all pupils.</p>
To provide learning opportunities to reflect the diverse communities in which we live, including gender identity	<ul style="list-style-type: none"> To continue to develop a broad and balanced curriculum that is personalised and adaptable, ensuring all pupils maximise their progress Map, timetable and resource a three-year rolling programme to ensure a rich range of events and activities that celebrate and educate the school community about our diverse world 	April 2023	T&L SLT Enrichment Team	<p>Opportunities are built into the curriculum to further embed positive practice in and around the Federation.</p> <p>PSHE curriculum is reviewed to ensure that there is coverage of equality issues and resources are up-to-date.</p>	<p>All pupils are able to recognise themselves and others in the displays, texts, lesson themes and resources.</p> <p>Staff are confident talking to pupils about gender identity.</p> <p>Curriculum visitors to the school ensure rich and diverse representation within the school.</p>
To ensure that any gap in attainment between different groups is not significant	<ul style="list-style-type: none"> Evaluate Federation wide assessment methods to ensure that clear pupil progress is evidenced throughout the curriculum offer Ensure appropriate tools are in place to support baselining and assessment of pupil progress 	July 2023	T&L SLT	<p>Teachers make best use made of assessment information to inform planning and ensure that teaching strategies and resources consider pupils individual needs.</p> <p>All staff know what learning looks like for each learner and what they need to do to support this.</p>	<p>Students make significant and measurable progress across the curriculum.</p> <p>Teaching is of the highest quality to ensure all students reach their full potential.</p> <p>Students make significant and measurable progress in their educational and social development</p>

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To implement a robust training programme that increases staff confidence across the federation to support learners with increasingly complex disabilities and learning needs	<ul style="list-style-type: none"> Planned targeted CPD - using outcomes from professional development meetings to target whole school, Federation wide as well as individual CPD needs Effectiveness of input and improvement to teaching and learning tracked following CPD 	July 2023	Senior Leadership Team	<p>New staff are 'classroom ready' before working in class.</p> <p>Staff are confident to work in any classroom and support any learner.</p> <p>Equity of provision and teaching and learning across the Federation.</p>	<p>All staff are confident in working with children and young people with complex health and learning needs.</p> <p>Expertise across class teams/key stages/Federation is shared.</p>
To ensure that pupils attend school consistently to receive the full benefit of their education	<ul style="list-style-type: none"> Attendance data monitored weekly at Head of Site meetings Non-attendance is followed up daily, including the reason for the absence Prolonged, unauthorised absences are reported to the Social Worker/MASH The Early Help Officer is also able to support families to overcome attendance issues "The importance of good attendance" letters sent home regularly to all families as a reminder If authorised absences occur, home school learning is put in place and linked to curriculum themes being taught in class 	Weekly and ongoing	Heads of Sites	<p>Learners receive a consistent education with the benefit of teaching support in person.</p> <p>Education is able to continue whether through home learning or at school, as learning content is linked to the current curriculum themes.</p> <p>School is better able to fulfil its Education element within the child's EHCP.</p>	<p>Pupils are able to access 190 days of education across the academic year.</p> <p>Following assessment, it may be possible for selected students to undertake independent travel to and from school or college to maximise their attendance.</p> <p>By mirroring the home learning with the curriculum themes being taught in class, pupils have a smoother transition when returning to the classroom.</p> <p>Learning gaps are minimised</p>
To provide additional support for disadvantaged pupils through the effective use of the pupil premium funding	See Pupil Premium strategy on our school websites	Ongoing			<p>Bidwell Brook School: Bidwell Brook School</p> <p>Ellen Tinkham School: Key Information Ellen Tinkham School</p>