



EQUALITIES ACTION PLAN - KEY OBJECTIVE 2016 – 2018

Focus group	Public Sector Equality Duty	Equality Objectives	Actions	Monitoring documents	Lead person	Time frame	Success criteria
Children with Special Educational Needs and Disabilities (Social, Emotional and Mental Health)	Eliminate discrimination, harassment and victimisation	-	-	-	-	-	-
	Advance equality of opportunity between different groups	Ensure equality of opportunity for children with SEND (SEMH) in all areas of school life	Increase range of pastoral support available in school to support children with SEND (SEMH) and use provision mapping document to ensure this is used most effectively.	Provision map. Standards meetings. Reports to governors.	Inclusion Manager and Headteacher	By Christmas 2017	The needs of most pupils with SEND (SEMH) can be met effectively within school, allowing these pupils to make good progress in lessons.
			Ensure all staff are trained to understand how to meet the needs of children with social and emotional barriers to learning.	Record of staff CPD. Observations. Behaviour records. Standards meetings. Pupil passports.	Inclusion Manager	Autumn 2017 Autumn 2018	Staff are confident and skilled in knowing how to adapt their teaching to meet the needs of children with SEND (SEMH).
Ensure appropriate support/modifications are in place so that children with SEND (SEMH) participate fully in school trips, residential visits, clubs etc.	Club registers. Staff feedback from trips and residential visits.	Inclusion Manager, EVC, Headteacher, PE leader	By Summer 2017	Children with SEND (SEMH) are able to participate fully in clubs, school trips and residential visits.			

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John Keble

Church of England Primary School

		Develop participation of children with SEND (SEMH) in positions of responsibility throughout the school (e.g. school council, pupil voice working parties etc)	Minutes from meetings. Registers. Pupil feedback.	Inclusion Manager Senior Learning Mentor	2017 – 2018	Children with SEND (SEMH) have an important and visible role in school life.
Foster good relations between different groups	Increase parental involvement of children with SEND (SEMH)	Build relationships with parents through 1:1 meetings, support and sign-posting to outside agencies, joint attendance at GP/CAMHs appointments etc.	Attendance at Parents Evening and other meetings. Feedback from parents. Referrals to Outside Agencies.	Inclusion Manager with Brent Inclusion Team, Senior Learning Mentor and School therapist(s)	2016 – 2017	Parents of children with SEND (SEMH) are involved in their children’s education and meet with school staff regularly to review this.
		Offer “Strengthening Families, Strengthening Communities” parenting programme at John Keble.	Register of attendance. Feedback from facilitators.	Headteacher/Brent Inclusion Team	Spring 2017	Parents of children with SEND (SEMH) are able to access parenting support at school.
		Develop role of parents of children with SEND (SEMH) as stakeholders, for example in giving feedback and shaping future provision and policies.	Questionnaires. Working parties. Policies.	Inclusion Manager	2017 – 2018	Parents of children with SEND (SEMH) make an important and visible contribution to school life.

NB: See also “Accessibility Plan 2016 – 2017” available on school website

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