

St John the Baptist Catholic MAT Equality Objectives (See Below for Specific NDHS Aims)

- **We aim for all students to reach their potential**
- **We will promote a diverse work force**
- **We promote fair access to appropriate development opportunities for all staff**
- **We seek the views of members of our school communities (students, parents, staff and our wider community) in order to inform the Trust's ongoing planning and review process**

Equality Objectives in Trust and School Planning

These objectives will inform and be part of the Trust's Improvement and Development Plan and relevant information with regard to progress is shared with Directors regularly and will be published on the Trust website in reports such as the PSED Annual Report.

Review of these objectives will take into account Trust and school priorities generated through the Trust and school's ongoing review cycles which are informed by the collection of data including the views of students, parents and members of staff. These objectives, in addition to each school's additional bespoke equality objectives form part of each School Improvement and Development Plan.

School Specific Equality Objectives

Each School will review and agree upon any additional Equality Objectives in light of the school context and reflect those Equality Objectives in their own SIDP.

Notre Dame High School Equality Objectives:

2024/25

Know thy Students leading to Equity of opportunity

As a school within the Trust we have focussed on Adaptive Teaching for the past two years. These strategies are effective for all pupils, especially those with SEND. However, they only take us so far when it comes to developing a fully Inclusive school environment. With the SEND transformation plan, and SEND funding challenges, mainstream schools are catering for increasing numbers of pupils with SEND.

Teachers and TAs require:

- A common understanding of Inclusion and related principles, including reasonable adjustments in Behaviour management as well as Classroom Pedagogy.
- A holistic and evolving understanding of pupils and their needs. Including the knowledge needed to identify signs of potentially unmet need.

- An understanding of how to work together effectively to Assess-Plan-Do-Review, and the support factors to enable this. What does this look like in practice?
- Engagement with the Trust Inclusive Teaching Project CPD - Pathway 2: Adapting for Cognition & Learning (ADHD, Dyslexia and Dyscalculia)
- All staff trained in Norfolk Steps 'Step On' 6
- Specific identification of departmental steps to improve consistency of pedagogy to support those with SEND
- Specific curriculum Improvements identified by Department Improvement Plans, including how the principles of '5-a-day' are embedded into their lessons
- Exploration and implementation of 'Provision Mapping' software
- A careful evolution of culture to ensure reasonable adjustments are fully embedded within the community.
- Careful use of booklets and curriculum tools to support those with SEND