

Equality Duty Statement

For the Federation of St James, the Great and St John's Catholic Primary Schools 2026-2028



Federation policy statement on equality and community cohesion

Our schools are committed to equality both as an employer and a service-provider and we carry out our day to day work in line with our values:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that each school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Councils, Spiritual Life Committee and Liturgy Group.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their sexual identity and orientation; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs.

Our Legal Duties Under the Public Sector Equality Duty (PSED)

The Public Sector Equality Duty (PSED) was introduced by the Equality Act 2010 and applies to all state-funded schools, including maintained schools, academies, maintained nursery schools, and maintained special schools.

Under the PSED, we are required to have due regard to the need to:

- **Eliminate discrimination and other prohibited conduct**
- **Advance equality of opportunity** between people who share a protected characteristic and those who don't
- **Foster good relations** between people who share a protected characteristic and those who don't

What 'Due Regard' Means in Practice

Having 'due regard' means something specific in legal terms. In practice, it means:

- Demonstrating awareness of our duties under the Act by assessing the impact any decision or action will have on people with protected characteristics
- Considering any equality implications when developing and approving policies and reviewing them regularly with equality in mind
- Carrying out these analyses seriously, rigorously and with an open mind. It must be more than a box-ticking exercise
- Doing this ourselves, as a school – we can't delegate the responsibility to anyone else

Protected Characteristics

As listed in the Equality Act 2010, the protected characteristics are:

- Age
- Sex
- Sexual orientation
- Race

- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage and civil partnership

Note: Age as a protected characteristic does not apply to pupils in schools, so pupils can be treated in ways appropriate to their age and stage of development without risk of legal challenge

How We Demonstrate Compliance with the PSED

We must publish information to demonstrate how we are complying with the PSED. This Equality Duty Statement is our way of meeting this requirement. Throughout this document, we set out how we address each of the three elements of the PSED:

1. Eliminating Discrimination

We show we're aware of the requirements of the Equality Act 2010 and will comply with non-discrimination provisions by publishing:

- Policies relating to behaviour, anti-bullying, recruitment and pay
- A note of meetings at which staff or governors have been reminded of their duties under the Act
- Evidence of staff training
- A note on how our school monitors equality issues

2. Advancing Equality of Opportunity

We demonstrate how we're advancing equality of opportunity by publishing:

- Attainment data showing how pupils with different characteristics are performing
- Information on the steps the school is taking in response to the above data
- Evidence showing improvements for specific groups, such as a decline in incidents of homophobic or transphobic bullying
- General data about issues associated with particular protected characteristics, from which schools may identify issues that could affect their own pupils
- Information about any initiatives or policies within the school designed to promote equality for particular groups

3. Fostering Good Relations

We demonstrate that we are fostering good relations by publishing evidence of:

- Aspects of the curriculum that promote tolerance, friendship, and understanding of a range of religions and cultures
- Assemblies dealing with relevant issues
- Involvement with local communities
- Initiatives to deal with tensions between different groups of pupils within the school

Equality Considerations in Decision-Making

We must have 'due regard' to equality considerations whenever significant decisions are being made. We consider the impact of significant decisions on particular groups. For example, when a school trip is being planned, we consider whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

We keep a written record showing we have actively considered our equality duties and asked ourselves relevant questions. This helps us demonstrate that we are having due regard to our equality duties.

Our Equality Objectives

We are required to publish equality objectives in order to meet the requirements of the PSED. There aren't any rules about how many objectives we must publish – we can set as many as we feel are appropriate. However, it's best

practice to develop more than one, as our schools will likely be able to improve equality for more than one protected group or for one protected group in multiple areas.

Our equality objectives usually address outcomes for pupils, but they can also aim to reduce or eliminate inequalities for parents, members of the community and the school workforce.

Our specific equality objectives are set out later in this document.

Updating Our Equality Information

The published information has to be updated at least annually, with objectives published at least every 4 years. This document covers the period 2026-2028 and will be reviewed annually, with a full update in 2026.

Engagement and Consultation

When thinking about how to tackle equality issues across all elements of the PSED, we consult with:

- Parents and carers
- Pupils
- Staff
- Members of the local community
- People with specialist knowledge (e.g. disability equality groups)

We include evidence of engagement with these groups in what we publish to show compliance with the PSED.

Further details of our consultation and engagement activities are set out on page 11

We set our Accessibility Plan objectives for a 3-year period and review the progress annually. We welcome our duties under the Public Sector Equality Duty and are committed to ensuring that equality and inclusion underpin all aspects of our work across the federation.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who are new to English or from homes where English is not spoken
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects
- vulnerable pupils, where home circumstances are known or believed to be unsettled in some way, including homelessness.

Information about the pupil population

Contextual information for the schools based on the academic year 2025-2026

| School | No on roll | Gender Girls:Boys % | Eligibility for FSM | Pupils EAL | Ethnically diverse groups | SEND (EHCP) | SEND Support | Deprivation Indicator |
|--------------------|------------|---------------------|---------------------|------------|---------------------------|-------------|--------------|-----------------------|
| National | 272 | 49:51 | 26% | 20.8% | 37.0% | 3.0% | 15% | 0.18 (average) |
| St James the Great | 223 | 52:48 | 43% | 35% | 99% | 6% | 16% | 0.28 (above average) |
| St John's | 240 | 48:52 | 27.5% | 30% | 61.1% | 2.9% | 14% | 0.22 (above average) |

Information on pupils by protected characteristics

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

There are pupils at our schools with different types of disabilities and these include:

- Autism
- Physical Disability
- Specific Learning Difficulty
- Speech, Language and Communication
- Global Learning Delay

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we consider the following groups of pupils to be vulnerable within the above criteria:

- Those who are new to the country and new to the school.
- Those whose family do not have access to secure housing.
- Those whose families have an IT deficiency due to poor Wi-Fi connectivity or limited access to a device.
- Those whose parents do not have the right to remain in the country and have no recourse to public funds.
- Those who are vulnerable to outside influences from their environment where education is not supported or valued.

Our main equality challenges

This is a summary of the issues that we are most concerned about across the Federation. We have already developed strategies and interventions to tackle these concerns and are monitoring their impact closely as part of our regular monitoring cycle in school. This is achieved through a termly data collection and analysis which is reported to the Governing Body and quality assured by an advisor from the Local Authority.

Attainment of all groups

We are prioritising closing the gap to National standards of attainment and progress for all groups, with particular emphasis in Year 2 and Year 6. The following information relates to pupil outcomes (July 2025) at the end of year 6, as they are the last time standardized assessments were collected. The results are reported for each school for reading, writing and maths combined.

The highlighted areas are those the schools are continuing to focus on:

| St John's breakdown | Cohort | Achieving expected standard | National | School Higher | National Higher |
|---------------------|--------|-----------------------------|----------|---------------|-----------------|
| All | 27 | 89% | 62% | 22% | 8% |
| Male | 13 | 92% | 59% | 15% | 7% |
| Female | 14 | 86% | 65% | 29% | 9% |
| FSM | 11 | 82% | 47% | 0%* | 4% |
| SEND (EHCP) | 0 | NA | 9% | NA | NA |
| EAL | 8 | 88% | 64% | 50% | 8% |

*FSM * EHCCP pupils at Higher Standard

| St James the Great | Co-hort | Achieving expected standard | National | School Higher | National Higher |
|--------------------|---------|-----------------------------|----------|---------------|-----------------|
| All | 28 | 75% | 62% | 18% | 8% |
| Male | 15 | 73% | 59% | 7% | 7% |
| Female | 13 | 77% | 65% | 31% | 9% |
| FSM | 10 | 80% | 47% | 0% | 4% |
| SEND (EHCP) | 2 | 0* | 9% | 0* | NA |
| EAL | 10 | 70% | 64% | 17% | 8% |

*statistically unreliable

A whole federation focus is to examine the attainment of our pupils with SEND, particularly those from disadvantaged backgrounds, as well as those more able pupils from disadvantaged backgrounds.

How we have due regard for equality

This section demonstrates how we meet our duties under the Public Sector Equality Duty (PSED), as outlined earlier in this document. The evidence below shows how we eliminate discrimination, advance equality of opportunity, and foster good relations in practice.

Schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010

We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.

Where applicable our policies make explicit that we aim to give careful consideration to equality issues and as policies are reviewed in line with the monitoring cycle they will be edited to reflect this requirement.

We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees at whole school and year group levels.

We analyse our data to ensure we act upon any concerns in relation to the protected groups and this is reported termly to Governors.

We record any racist or homophobic incidents and act upon any concerns and report this to the Governing body on a termly basis.

The Leadership Team of the Federation is concerned with the performance of all groups of pupils and narrowing the attainment gap; this is reflected in each school's improvement priorities.

We give due regard for equality issues in decisions and changes we make.

We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken and importantly monitor the impact our provision has had.

We provide training to all staff in relation to dealing with bullying and harassment incidents.

We have a Special Educational Needs and Disabilities Policy that outlines the provision each school makes for pupils with special educational needs. In addition, each school publishes a Special Educational Needs and Disabilities Report.

Under the Equality Act 2010, we are also required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

| Disability: We are committed to working for the equality of people with & without disabilities | | |
|--|---|---|
| How we advance opportunity | How we foster & promote community cohesion | Impact & what we plan to do next |
| <p>We set challenging targets to ensure our children with disabilities make good progress.</p> <p>We provide good quality training for our staff on inclusion.</p> <p>When required we gain external advice and support for many different professionals.</p> <p>We promote positive links with our parents.</p> <p>There is a designated Governor for SEND.</p> <p>There is specific targeted support where appropriate.</p> <p>We liaise with and work in partnership with a number of professional organisations.</p> <p>A wide range of resources are available to support pupils.</p> | <p>Each school has strong links with other schools in the LA to ensure effective provision for all our pupils.</p> <p>We participate in sporting activities competitions and tournaments aimed especially at pupils with SEND.</p> <p>We work with a number of Nurseries and Early Years provision ensuring transfer into Reception is effective and as smooth as possible</p> <p>There are regular meetings with parents to discuss progress and overcoming barriers to learning.</p> <p>We enable all pupils to learn about the experiences of all groups of people including those who are disabled and the discriminatory attitudes they often experience.</p> <p>We ensure that the curriculum and resources we use have positive images of disabled people.</p> | <p>Children experience a positive start to school with arrangements made for personalised transition.</p> <p>Parents are kept well informed.</p> <p>Effective, positive relationships with parents, school and home working in partnership to support the child.</p> <p>Effective inclusion of children with disabilities.</p> <p>Pupil Voice shows that our children with additional needs are happy in school and we aim to continue with this.</p> |

| Ethnicity & Race including EAL Learners: We are committed to working for the equality of all ethnic groups | | |
|---|--|---|
| How we advance opportunity | How we foster & promote community cohesion | Impact & what we plan to do next |
| <p>New arrivals are assessed by the Inclusion leader and teachers are supported to put in place provision to support learning and English including targeted intervention.</p> <p>We identify appropriate provision and then monitor its impact.</p> <p>Children are buddied up with a child within their class for their early days at the school.</p> | <p>We use IT to support translations.</p> <p>An informal open door policy, staff are available at the start and end of the day.</p> <p>We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.</p> <p>We provide all pupils with opportunities to learn about the experiences and</p> | <p>Children experience a positive start.</p> <p>Parents are kept well informed and they do attend school events: assemblies, workshops, parents' evenings, mass, etc. The attendance rates of parents and groups of parents will continue to be monitored and action taken.</p> <p>Effective, positive relationships with parents, school and home working in</p> |

| | | |
|--|---|--|
| <p>We set targets to improve the attainment and progression rates of particular groups of pupils.</p> <p>We identify and address barriers to the participation of particular groups in learning and other activities.</p> <p>We celebrate pupils' heritage through whole school events on a yearly basis</p> | <p>achievements of different communities and cultures.</p> <p>We ensure that the curriculum challenges racism and stereotypes.</p> <p>We support parents by introducing them to other parents who speak their language to aid communication.</p> <p>We share the celebration with parents and carers through photographs, our newsletter and or websites.</p> | <p>partnership to support the child have resulted in improved attendance. This will continue to be monitored.</p> <p>Pupil Voice is monitored regularly as part of our evaluation cycle & it shows that our children with EAL are happy in school. This will continue to be monitored.</p> <p>To further build on this and to include family history as an established part of our history curriculum map.</p> |
|--|---|--|

Gender: We are committed to working for the equality of both sexes

| How we advance opportunity | How we foster & promote community cohesion | Impact & what we plan to do next |
|--|--|--|
| <p>We monitor the attainment and progress of all our pupils by gender.</p> <p>We take a "Which boys? Which girls?" approach to address underachievement: neither boys nor girls are treated as homogeneous groups.</p> <p>We set targets to improve the attainment and rates of progress of particular groups of boys and girls.</p> <p>The School Council at each school ensures both boys and girls views are equally represented.</p> <p>Sports teams: these are equally represented by boys and girls.</p> <p>The Catholic Life Committee has representatives of both boys and girls.</p> <p>We review our curriculum to ensure it is balanced in terms of areas of study and interest.</p> <p>We continuously review our provision to ensure that we address barriers to the participation of boys and girls in all activities.</p> | <p>After-school activities include a range of activities, including sports, gardening, library, art and crafts. There are no gender specific activities.</p> <p>We try to ensure we include positive, non-stereotypical images of men & women in the curriculum.</p> | <p>Children's attainment does not show any systematic differences in outcomes.</p> <p>Any year-on-year difference is as a result of the make-up of the cohort and can be seen not to be an issue, if gender is tracked over time. Analysis will continue and adjustments made to the curriculum offer where necessary.</p> <p>We will continue to task School Council to feedback to SLT for their ideas and suggestions that are gathered from the wider pupil community.</p> <p>See above.</p> |

Our Inclusive Vision

At the Federation of St James, the Great and St John's Catholic Primary Schools, we are committed to creating an inclusive environment where every child, regardless of their background, needs or circumstances, can thrive academically, socially and spiritually. We believe that inclusion is not just about physical presence in the classroom, but about ensuring every pupil has full access to learning, feels valued, and can participate meaningfully in all aspects of school life.

Our Approach to Inclusive Education

Identifying and Removing Barriers to Learning

We take a proactive approach to identifying barriers that may prevent pupils from accessing learning:

- **Early identification:** We communicate effectively with nurseries and Early Years settings to identify needs before pupils start school. Our Reception teachers or SENDCO conduct transition meetings to understand each child's individual needs.
- **Ongoing assessment:** Teachers continuously assess pupils' learning and wellbeing, using formative assessment, pupil voice, and observations to identify emerging needs quickly.
- **Graduated approach:** We follow a graduated approach to SEND support (Assess, Plan, Do, Review), ensuring interventions are targeted, monitored and adapted based on impact.
- **Multi-agency working:** We work in partnership with external professionals including educational psychologists, speech and language therapists, occupational therapists, social workers, art psychotherapists and health professionals to ensure holistic support for our most vulnerable pupils.

Reasonable Adjustments

We make reasonable adjustments to ensure all pupils can access the curriculum and participate in school life:

- **Physical environment:** We ensure our buildings are accessible, with ramps, accessible toilets, and appropriate furniture and equipment for pupils with physical disabilities.
- **Curriculum adaptations:** Teachers differentiate lessons and provide alternative ways for pupils to access learning and demonstrate their understanding (e.g., visual supports, practical resources, technology, pre-teaching of vocabulary).
- **Assessment arrangements:** We apply for and implement access arrangements for statutory assessments where appropriate (e.g., additional time, rest breaks, readers, scribes).
- **Extra-curricular activities:** We ensure all pupils can participate in trips, clubs, and after-school activities through risk assessments, additional staffing, and adaptations as needed.
- **Communication:** We provide translation services, visual timetables, communication aids, and alternative formats for information to ensure all families can engage with school life.

Provision for Specific Vulnerable Groups

Pupils with Special Educational Needs and Disabilities (SEND)

Our SEND provision includes:

- **Quality First Teaching:** All teachers are trained in inclusive teaching strategies and differentiation to meet diverse needs within the classroom.
- **Targeted interventions:** We provide evidence-based interventions for pupils who need additional support, including:
 - Speech and language programmes
 - Phonics and reading interventions
 - Maths support
 - Fine and gross motor skills programmes
 - Social communication groups
 - Emotional regulation support
- **Specialist support:** Pupils with Education, Health and Care Plans (EHCPs) receive personalised support as outlined in their plans, with regular reviews involving parents, pupils, and external professionals.
- **SEND training:** All staff receive regular training on SEND, including autism awareness, supporting pupils with speech and language needs, behaviour management strategies, and mental health awareness.

Pupils with English as an Additional Language (EAL)

We recognise that pupils with EAL are not a homogeneous group and may be at different stages of English language acquisition. Our provision includes:

- **Targeted language support:** Pupils receive targeted support including:
 - Visual supports and vocabulary mats in all classrooms

- Pre-teaching of key vocabulary
- Paired work with strong language models
- Small group language interventions
- Access to bilingual resources where possible
- **Buddy system:** New arrivals are paired with a buddy who can help them navigate school routines and make friends.
- **Family engagement:** We use translation services and apps to communicate with families, and connect new families with other families who speak their language to build community links.
- **Celebrating linguistic diversity:** We celebrate the languages spoken in our schools through displays, assemblies, and curriculum opportunities, helping all pupils to value multilingualism.

Pupils New to the Country

For pupils who are new to the UK, we provide:

- **Cultural orientation:** Support to understand British school culture and expectations, while respecting and valuing their home culture.
- **Trauma-informed approach:** Recognition that some pupils may have experienced trauma, with appropriate pastoral support and referrals to external services where needed.
- **Monitoring and review:** Regular check-ins with pupils and families to ensure they are settling well and accessing appropriate support.

Pupils Without Secure Housing

We recognise the significant impact that housing instability can have on children's education and wellbeing. Our support includes:

- **Designated lead:** A member of staff acts as a key contact for families experiencing housing difficulties.
- **Practical support:** We provide uniform, equipment, and access to breakfast club and after-school clubs free of charge where needed.
- **Stability in school:** We work to ensure school is a safe, stable environment with consistent routines and relationships.
- **Multi-agency support:** We work with local authority housing teams, social services, and charities to support families in accessing appropriate housing and support services.
- **Attendance monitoring:** We monitor attendance closely and work proactively with families to overcome barriers to regular attendance.

Pupils with Limited Access to Technology

Following the pandemic, we are aware that digital poverty can create significant barriers to learning. We address this through:

- **Device lending:** We have a supply of devices that can be loaned to families for home learning.
- **Connectivity support:** We work with families to identify solutions for internet connectivity, including signposting to schemes and providing mobile data where possible.
- **Paper-based alternatives:** We ensure that homework and home learning can be completed without technology where families do not have access.
- **In-school access:** We provide opportunities for pupils to use technology in school, including before and after school sessions.

Pupils Whose Families Have No Recourse to Public Funds

We recognise the additional pressures faced by families with no recourse to public funds. Our support includes:

- **Sensitive approach:** Staff are trained to understand the challenges these families face and to approach conversations with sensitivity and without judgment.
- **School-funded support:** Where families are not eligible for free school meals or other support, we use pupil premium or other school funds to ensure children have access to meals, uniform, trips, and resources.
- **Signposting:** We connect families with charities and organisations that can provide support, including food banks, clothing banks, and legal advice services.

- **Safeguarding:** We are vigilant to safeguarding concerns while being mindful of families' fears about engaging with authorities.

Pupils Vulnerable to Outside Influences

For pupils who may be vulnerable to negative influences from their environment, we provide:

- **Strong pastoral care:** A robust pastoral system with regular check-ins, trusted adults, and early identification of concerns.
- **Enrichment opportunities:** A wide range of clubs, activities, and experiences to broaden horizons and provide positive alternatives.
- **Family engagement:** Proactive engagement with families to build positive relationships and support them in supporting their children's education.
- **Multi-agency working:** Close working with social care, early help services, police, and other agencies to safeguard pupils and support families.

Promoting Positive Attitudes Towards Difference

We actively promote positive attitudes towards difference and diversity through:

Curriculum

- **Representation:** Our curriculum includes diverse voices, perspectives, and experiences, ensuring all pupils see themselves reflected and learn about people different from themselves.
- **RSE:** Our Relationships and Sex Education curriculum explicitly teaches about protected characteristics, respect for difference, and challenging stereotypes.
- **RE curriculum:** As Catholic schools, our RE curriculum emphasises the dignity of every person, made in the image of God, and our responsibility to treat everyone with love and respect.
- **History and geography:** We ensure our curriculum includes the contributions and experiences of diverse groups, including disabled people, people from different ethnic backgrounds, and women.
- **Literature:** We carefully select texts that include positive, non-stereotypical representations of diverse characters.

Whole School Approach

- **Assemblies:** Regular assemblies celebrate diversity, challenge prejudice, and promote inclusion.
- **Displays:** Our displays reflect the diversity of our school community and the wider world, with positive images of people from all backgrounds.
- **Celebrating diversity:** We celebrate cultural and religious events throughout the year, including Black History Month, and religious festivals from different faiths.
- **Anti-bullying work:** We have a clear anti-bullying policy and regularly teach pupils about different forms of bullying, including prejudice-based bullying related to protected characteristics.

Ensuring All Voices Are Heard

We are committed to ensuring that all pupils, including our most vulnerable, can express their views and influence school life:

Pupil Voice Mechanisms

- **Pupil Leadership Groups:** Elected representatives from each class, ensuring representation from different groups.
- **Pupil surveys:** Regular surveys adapted for different ages and needs (e.g., visual surveys for younger pupils, translated surveys for EAL families).
- **One-to-one conversations:** Regular check-ins with vulnerable pupils to hear their views in a safe, comfortable setting.
- **SEND reviews:** Pupils with SEND are actively involved in their SEND reviews, with support to express their views (e.g., through pictures, symbols, or advocates).

Adaptations for Pupils with Communication Needs

- We use visual supports, symbols, and communication aids to enable pupils with communication difficulties to express their views.

- We provide extra time and a quiet space for pupils who need it to share their thoughts.
- We work with speech and language therapists to ensure we are using appropriate communication strategies.
- We train staff in active listening and how to support pupils with communication needs to express themselves.

Acting on Pupil Voice

- We feedback to pupils on how their views have influenced decisions.
- School Council representatives report back to their classes and bring ideas from their peers.
- We publish examples of changes made as a result of pupil voice (e.g., in newsletters, assemblies).

Staff Training and Development

All staff receive regular training on inclusion, including:

- **Induction training:** All new staff receive training on our inclusive ethos, SEND provision, and supporting vulnerable pupils.
- **Annual training:** Whole staff training on key inclusion topics each year (e.g., autism, attachment, trauma-informed practice, mental health).
- **Targeted training:** Staff working with specific pupils receive targeted training on their needs (e.g., medical needs training, specific SEND training).
- **Ongoing CPD:** Regular updates through staff meetings, briefings, and access to external training opportunities.
- **Sharing good practice:** Staff share effective inclusive teaching strategies through staff meetings and peer observations.

Monitoring and Evaluating Our Inclusive Provision

We monitor the effectiveness of our inclusive provision through:

- **Pupil progress data:** Termly analysis of progress for different groups, reported to governors.
- **Intervention tracking:** Regular review of interventions to evaluate impact and adapt provision.
- **Pupil voice:** Regular surveys and conversations with pupils about their experiences.
- **Parent feedback:** Surveys, meetings, and informal feedback from parents about their children's experiences.
- **Observations:** Learning walks and observations to evaluate the quality of inclusive teaching.
- **External review:** Regular reviews by our local authority SEND advisor and school improvement partner.
- **Governor monitoring:** Our SEND governor conducts regular monitoring visits and reports to the full governing body.

Consultation and engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Questionnaire - pupils & parents
- Face-to-Face parent evenings/Telephone contact
- Workshops and Briefings
- Informal morning/end of day chats with teachers, head & school leaders
- Electronic comments received – e-mails, texts
- Letters

Our equality Objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages, we felt it appropriate to have an objective for each group.

We will regularly review the progress we are making to meet our equality objectives.

Equality Objectives:

| Date set | Type of objective | Objective | Measure | Review date |
|----------------|----------------------|---|--|--|
| September 2026 | Disadvantaged | To raise attainment for Pupil Premium pupils by improving achievement at the <i>Higher Standard</i> in reading, writing and mathematics combined. | End of key stage attainment in higher standard for reading, writing and maths combined | Yearly – in July 2027 through to July 2028 |
| September 2026 | SEND | To close the attainment gap to National Standards for identified children | End of key stage attainment in reading, writing and maths. | Yearly – in July 2027 through to July 2028 |
| September 2026 | Gender | To close the attainment gap to nil for both girls and boys, notwithstanding those with SEND. | End of key stage attainment in reading, writing and maths | Yearly – in July 2027 through to July 2028 |
| September 2026 | Ethnicity | To develop and use a systematic school approach to monitoring significant ethnic groups attainment and progress | Data is monitored termly as part of the monitoring cycle | Yearly – in July 2027 through to July 2028 |
| September 2026 | Ethnicity - language | To develop a systematic school approach to monitoring attainment and progress for those who have English as an additional language. | Data is monitored termly as part of the monitoring cycle | Yearly – in July 2027 through to July 2028 |
| | | | | |