

# Brough Primary



## Equality Policy (including Accessibility Plan)



<b>Effective Date</b>	September 2021
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## Our Vision

At Brough Primary School we believe that learning should be about the journey, not the destination. We believe that children should be given the opportunity to reach their full potential in all areas and we ensure they experience a wide range of learning opportunities to foster a lifelong love of learning and an enthusiasm for the world around them. We work alongside families and the wider community to nurture children and support them in a caring and secure environment where everyone cares about and looks after each other.

Through having high expectations for all children, exciting and engaging lessons and a clear focus on developing curiosity, independence and a love of learning, we allow children to reach their full potential and ensure they have the skills needed for the future.

## The Equality Act 2010

The **Equality Act 2010** replaced all existing equality legislation and consolidated many acts such as the Race Relations Act, Disability Act and the Sex Discrimination Act. It legally protects people from discrimination in the workplace and wider society and sets out the nine characteristics which are protected:

### Protected Characteristics

- Age
- Disability
- Gender reassignment
- Pregnancy and Maternity
- Marriage and Civil Partnership
- Race
- Religion or belief (including lack of belief)
- Sex (gender)
- Sexual orientation

It is therefore, unlawful for Brough Primary to discriminate against a person, pupil, parent (this includes adoptive, step, foster or anyone who has parental responsibility) or, staff member (teaching and non-teaching) because they have one or more of the characteristics mentioned above. This includes discriminating against pupils in relation to admissions, the way education is provided to pupils, the way pupils are able to access any benefit, facility or service, excluding a pupil, or subjecting them to any other detriment.

Age is a protected characteristic in relation to employment and the provision of goods and services, however, this does not apply to pupils. We are able to admit and organise children in age groups and treat pupils in ways appropriate to their age and stage of development.

### Definitions

Brough Primary recognises the different types of **discrimination, harassment and victimisation** as set out in the Equality Act 2010 and are therefore responsible for eliminating the following:

**Direct discrimination** – Treating someone less favourably because they have a protected characteristic

**Discrimination by perception** – Treating someone less favourably because it is believed that they have a protected characteristic, when in fact, they do not

**Discrimination by association** – Treating someone less favourably because they are associated with someone with a protected characteristic

**Indirect discrimination** – When a practice, policy or rule, which is applied to everyone in the same way, has a worse effect on some people than others i.e. it puts particular people at a disadvantage

**Harassment** – Unwanted behaviour which a person finds offensive, or which makes them feel intimidated or humiliated is unlawful under the Act if it is connected to any of the protected characteristics

**Victimisation** – Someone is treated badly because they have complained about discrimination or helped someone who has been the victim of discrimination

## Reasonable Adjustments

**Disability** is defined as a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Brough Primary is aware of the need to make **reasonable adjustments** in order to remove barriers faced by people with disabilities. This may involve treating disabled pupils or staff more favourably and taking steps to avoid the substantial disadvantage to a disabled person caused by a provision, criterion or practice applied by or on behalf of the school, or by the absence of an auxiliary aid or service.

In the Equality Act 2010, there are three elements to the reasonable adjustments duty that relate to: Provisions, Criteria and Practices, Auxiliary Aids and Services, and also, Physical Features. The physical features element does not apply to schools in relation to disabled pupils; instead we have a duty to plan better access for disabled pupils generally in relation to the physical environment of the school.

Brough Primary will take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.

There are various factors to be taken into account when considering reasonable adjustments and these include such things as the resources of the school, the financial cost of making the adjustment, assessing the extent to which the adjustment would be effective in overcoming the disadvantage, the practicability of the adjustment, health and safety requirements, the need to maintain academic, musical, sporting and other standards, the effect of the disability on the individual and, the extent to which special educational provision will be provided to the disabled pupil under Part 3 of the Children and Families Act 2014.

There is a significant overlap between those pupils who are disabled and those who have Special Educational Needs (SEN). Many disabled pupils may receive support in school through the SEN framework and in some cases, the substantial disadvantage that they experience may be overcome by support received under the SEN framework and therefore, there will be no obligation for the school or local authority to make reasonable adjustments. However, in other cases, a disabled pupil may need reasonable adjustments to be made in addition to the special educational provision that they are receiving.

## Accessibility Plan

Brough Primary aims to increase the accessibility of provision for all pupils, staff and visitors to the school and therefore, an **Accessibility Plan** has been developed to ensure that:

- The extent to which disabled pupils can participate in the curriculum is increased
- The physical environment of the school is improved to enable disabled pupils to take better advantage of education, benefits, facilities and the services provided
- The availability of accessible information to disabled pupils is improved.

The plan is also structured to support the school's Equality Objectives and has taken into consideration findings from an Accessibility Audit, which was carried out January 2022 by various members of staff. This Accessibility Audit will be undertaken on an annual basis and the Accessibility Plan will be reviewed at least every three years. OFSTED inspections may look at the Accessibility Plan and its implementation as part of their review.

The Accessibility Plan can be found in **Appendix 1**.

## The Public Sector Equality Duty

Following the introduction of the Equality Act 2010, the Public Sector Equality Duty (PSED), came into force in April 2011. The PSED sets out the requirements for all public bodies when carrying out their day to day work and has two main parts:

### The 'general' equality duty

The general duty requires Brough Primary to have 'due regard', or think about the need to:

- **Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act**
- **Advance equality of opportunity between people who share a protected characteristic and people who do not share it**
- **Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it**

**All staff are responsible for having due regard for the three general equality aims.**

The Act explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.

- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Details of how Brough Primary is working with due regard to the general equality duty aims are outlined in **Appendix 2**.

### The 'specific duties'

The 'specific duties' require Brough Primary to do the following:

- Publish information annually to show compliance with the general equality duty.
- Prepare and publish one or more specific and measurable equality objectives at least once every four years and publish an update on progress towards these objectives annually.

## Equality Objectives 2021-2025

As stated above, Brough Primary is required to set specific and measurable equality objectives. The development of these objectives has taken into account pupil data, attainment levels, evidence of any equality issues across all of our functions, issues that may be affecting people with protected characteristics and also acknowledged the three aims of the 'general' equality duty. These objectives have been agreed with the Governing Body, of whom Michael Verdun is the Chair. Our objectives are set out below:

<b>1</b>	<b>To ensure the whole school curriculum makes provision to further reduce bullying and discriminatory incidents in school.</b>
<b>2</b>	<b>Develop a more inclusive community through positive messaging and use of inclusive imagery in posters, books and other educational resources.</b>
<b>3</b>	<b>Equip staff and pupils to discuss race and racial discrimination and to be able to challenge inappropriate statements and actions.</b>
<b>4</b>	<b>Equip staff and pupils to discuss the use of homophobic language and to be able to challenge the use of this.</b>
<b>5</b>	<b>To narrow the gap in attainment between children in receipt of pupil premium funding and those who are not.</b>
<b>6</b>	<b>To support and encourage SEND students to ensure they are as fully able as possible to participate in the school's activities.</b>
<b>7</b>	<b>Communications with pupils and parents are offered in clear and easily understood formats.</b>

Progress against these objectives will be reported on annually (please refer to **Appendix 2**).

## Publishing Equality Information

The specific duties aim to promote transparency in schools and to increase accountability to parents, carers and regulators. The publication of non-confidential equality-related data and information about Brough Primary and its pupils will help parents to understand what we are doing to eliminate any potential discrimination, advance equality of opportunity and foster good relations. Published information will also be a resource for decision-makers within the school. Details of equality related information that we have published and the location of this data is outlined in the table below:

Document/Data	Published or N/A	Where is it published?
Equality Objectives	✓	Equality Policy
Annual update towards the equality duty and equality objectives	✓	Equality Policy – Appendix 2
Accessibility Plan (including annual progress update)	✓	Equality Policy – Appendix 1
Non-confidential equality data regarding pupil population at the school (gender, race, disabilities, Free School Meals, Children Looked After, language, SEN)	✗	
School performance data e.g. attainment, absence/attendance	✓	Attainment data on school website Absence data is not published
Governing body minutes	✗	Available in school
Anti-bullying policy	✓	Website
School development plan	✗	Available in school
Equality training materials	✗	
Parent and pupil surveys	✗	Available in school

Document/Data	Published or N/A	Where is it published?
Non-confidential equality data regarding staff (if employ more than 150 people)	N/A	N/A

## School Responsibilities

The Head Teacher/Head of Centres is responsible for:

- Providing accurate and appropriate information to the Governing Body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty
- Making sure that steps are taken to address the school's stated Equality Objectives
- Ensuring that equality and accessibility plans are readily available and that the Governors, staff, pupils, parents and guardians know about them
- Providing regular information for staff and Governors about progress against the stated Equality Objectives and accessibility plan
- Making sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out
- Ensuring that all policies and strategies when being developed, implemented and reviewed do not create inequality and have a positive impact by reducing and removing inequalities and barriers that may already exist
- Taking appropriate action in cases of discrimination, harassment and victimisation

**All staff are responsible for promoting equality in the workplace, adhering to the regulations of the Equality Act 2010 and following the Brough Primary Equality Policy.**

## References

*Department of Education, Equality Act 2010, Advice for School Leaders, School Staff, Governing Bodies and Local Authorities, September 2012*

*Equality & Human Rights Commission, Public Sector Equality Duty Guidance for Schools in England, 2014*

*Equality & Human Rights Commission, Reasonable Adjustments for Disabled Pupils Guidance for Schools in England, 2015*

*GEO, Equality Act 2010: Specific Duties to Support the Equality Duty. What do I need to know? A Quick Start Guide for Public Sector Organisations, 2011, p6*



## Appendix 1: Brough Primary Accessibility Plan 2021-2024

An Accessibility Plan has been drawn up in line with current legislation and requirements as specified in Schedule 10 (relating to Disability) of the Equality Act 2010. The Accessibility Plan has been developed to cover the three year period until December 2024 and is based on the findings of the recently completed Accessibility Audit.

The Accessibility Audit will be completed by the school every year in order to inform the development or revision of the Accessibility Plan and School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan on an annual basis.

It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

**The plan shows the ways in which Brough Primary intends, over time, to achieve the following three aims:**

- *Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.*
- *Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are other pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.*
- *Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.*

**The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. It should be read in conjunction with the following school policies, strategies and documents: Behaviour Management Policy, Curriculum Policies, Emergency Plan, Health & Safety Policy, School Improvement Plan, Special Educational Needs Policy and the Teaching and Learning Policy.**

<b>Accessibility Plan 2021-2024</b>					
<b>Aim 1 - Increase the extent to which disabled pupils can participate in the curriculum</b>					
<b>Outcome</b>	<b>Action</b>	<b>Timescale</b>	<b>Responsible person</b>	<b>Resource implication costs/source of funding</b>	<b>Progress/evaluation</b>
<b>Provide Braille</b>	Ensure this is a priority going forward. Have Braille in the main school entrance and raise awareness across the school.	As required	SBM / Head / SENDCo	Cost of braille in main school entrance to identify the school.	This is currently being sourced with a view to having it in place in key places around the school by December 2023.
<b>Provide Hearing Loops</b>	Investigate cost of these for communal areas and in classrooms should the need arise to have them installed.	As required	SBM / Head / SENDCo	n/a investigation at this point.	Investigation for office/reception area. Not currently required in other areas of the school.
<b>Continued purchase of resources to support accessibility</b>	Continue to purchase resources to support with accessing the curriculum. Additional investment to support with physical access issues as well as processing and auditory access issues.	Ongoing	SENDCo/Head	Ongoing financial commitment.	Ongoing as need identified. Resources for access have been acquired in line with school needs.
<b>Aim 2 - Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided</b>					
<b>Outcome</b>	<b>Action</b>	<b>Timescale</b>	<b>Responsible person</b>	<b>Resource implication costs/source of funding</b>	<b>Progress/evaluation</b>
<b>Signage to indicate assistance dogs are allowed</b>	Purchase signage and display.	January 2022	Head/SBM	Minimal cost – school budget	In place – April 2022.

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**Aim 3 - Improve the availability of accessible information to disabled pupils**

<b>Outcome</b>	<b>Action</b>	<b>Timescale</b>	<b>Responsible person</b>	<b>Resource implication costs/source of funding</b>	<b>Progress/evaluation</b>
<b>Improve IT equipment for disabled users</b>	School will purchase as necessary.	Ongoing	SENDCo/Head	As necessary – school budget.	Ongoing – purchased as required.
<b>Website review – accessibility for all</b>	Audit website and ensure information is accessible for all visitors.	Spring 2022	DHT / SBM	As necessary – school budget.	Website re-designed March/April 2022 allowing for greater accessibility.

## Appendix 2: Brough Primary's Annual Update on Progress towards the Equality Duty and the Equality Objectives (2022-23)

### Compliance with the Equality Duty

As set out within the Public Sector Equality Duty (PSED), all public sector bodies are subject to the three aims of the 'general' equality duty, when exercising their functions, and must have due regard to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not

Further to the general duties of the PSED, as above, public bodies are subject to 'specific duties'. One of which, is to publish information to show compliance with the Equality Duty and how the three aims of the general equality duty have been considered as part of the decision-making process.

Please see the table below which shows how Brough Primary has paid due regard to the three aims:

General Equality Duty Aims	Examples/Evidence for 2020-21	Examples/Evidence for 2021-22	Examples/Evidence for 2022-23
<b>Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act</b>	<p>Continued monitoring of incidences of discrimination, harassment and/or victimisation.</p> <p>Ongoing work across the school on ensuring equality, through in-class work and whole school assemblies etc. Focus of lessons and whole school ethos.</p> <p>Training for staff to identify incidences of discrimination, harassment and/or victimisation and strategies to support in challenging such behaviours.</p> <p>Monitoring of exclusions – recording of these to monitor any specific patterns.</p>	<p>Continued monitoring of incidences of discrimination, harassment and/or victimisation.</p> <p>Ongoing work across the school on ensuring equality, through in-class work and whole school assemblies etc. Focus of lessons and whole school ethos. Links to wider school curriculum and within unit overview plans to ensure delivery across all curriculum areas.</p> <p>Training for staff to identify incidences of discrimination, harassment and/or victimisation and strategies to support in challenging such behaviours.</p> <p>Monitoring of exclusions – recording of these to</p>	<p>Continued monitoring of incidences of discrimination, harassment and/or victimisation.</p> <p>Ongoing work across the school on ensuring equality, through in-class work and whole school assemblies etc. Focus of lessons and whole school ethos. Links to wider school curriculum and within unit overview plans to ensure delivery across all curriculum areas.</p> <p>Class discussions and lessons regarding protected characteristics and reminders of these over the course of the year. Posters displayed around the school to ensure all pupils are aware.</p>

	<p>Behaviour monitoring to track patterns.</p> <p>Recording and monitoring of any allegations of bullying.</p> <p>Recording and monitoring of any discriminatory language being used – policies in place regarding contact with parents/carers.</p>	<p>monitor any specific patterns. Liaison with external agencies and parents to ensure consistent approach.</p> <p>Behaviour monitoring to track patterns.</p> <p>Recording and monitoring of any allegations of bullying. Followed up with all parents and support from external agencies as required.</p> <p>Recording and monitoring of any discriminatory language being used.</p>	<p>Monitoring of exclusions – recording of these to monitor any specific patterns. Liaison with external agencies and parents to ensure consistent approach.</p> <p>Behaviour monitoring to track patterns.</p> <p>Recording and monitoring of any allegations of bullying. Followed up with all parents and support from external agencies as required.</p> <p>Recording and monitoring of any discriminatory language being used with clear procedures for logging and reporting incidents.</p>
<p><b>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</b></p>	<p>Consideration through any planned activity in line with school policies.</p> <p>SEND provision and support in place.</p> <p>Pupil Premium strategy highlights planned actions to ‘close the gap’.</p> <p>Financial support for specific groups if needed.</p>	<p>Consideration through any planned activity in line with school policies.</p> <p>SEND provision and support in place.</p> <p>Pupil Premium strategy highlights planned actions to ‘close the gap’.</p> <p>Financial support for specific groups if needed.</p>	<p>Consideration through any planned activity in line with school policies.</p> <p>SEND provision and support in place.</p> <p>Pupil Premium strategy highlights planned actions to ‘close the gap’.</p> <p>Financial support for specific groups if needed.</p> <p>Further training for staff on protected characteristics and additional vulnerabilities of some pupils.</p>

<p><b>Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it</b></p>	<p>ELSA support and Mental Health Lead role.</p> <p>Focus of pupil progress meetings and whole school planning of priorities to ensure engagement.</p> <p>PSHCE/RSE and assembly curriculums – within class and whole school approaches.</p> <p>Curriculum resources to reflect those with protected characteristics.</p>	<p>ELSA support and Mental Health Lead role.</p> <p>Focus of pupil progress meetings and whole school planning of priorities to ensure engagement and consider additional strategies that may be required to offer further support.</p> <p>PSHCE/RSE and assembly curriculums – within class and whole school approaches. Links to unit plans to ensure curriculum delivery to support.</p> <p>Curriculum resources to reflect those with protected characteristics.</p>	<p>ELSA support and Mental Health Lead role.</p> <p>Focus of pupil progress meetings and whole school planning of priorities to ensure engagement and consider additional strategies that may be required to offer further support.</p> <p>PSHCE/RSE and assembly curriculums – within class and whole school approaches. Links to unit plans to ensure curriculum delivery to support.</p> <p>Curriculum resources to reflect those with protected characteristics and incorporate into curriculum planning and provision as well as classrooms.</p>
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Brough Primary collect information relating to employees who share a protected characteristic and information relating to pupils, or any other people who are affected by the schools policies and practices, who share a protected characteristic. This is used as a resource for decision-makers within the school.

Non-confidential equality-related data and information about Brough Primary and our pupils, is published in order to help parents understand what we are doing towards the three aims (*please refer to the 'Publishing Equality Information' section of the policy for details of the information the school has and where it is published*).

## Progress against the Equality Objectives

The other 'specific' duty is to develop and publish measurable equality objectives that are needed to further the three aims of the 'general' equality duty and to publish an update on progress towards these on an annual basis. The table below provides an update on Brough Primary's equality objectives for 2022-23.

Equality Objective	Progress in the last school year 2020-21	Progress in the last school year 2021-22	Progress in the last school year 2022-23
<p><b>To ensure the whole school curriculum makes provision to further reduce bullying and discriminatory incidents in school.</b></p>	<p>Continued reduction in incidents of bullying with these being very rare in school. Where they do happen, they are dealt with effectively and used as learning opportunities for the children.</p> <p>Whole school RSE/PSHE curriculum ensures a high priority within classrooms.</p> <p>Wider use of resources to reflect those with protected characteristics.</p>	<p>Very low levels of reported bullying across the school. Continued work within classrooms and whole school to ensure bullying is identified and reported.</p> <p>PSHE/RSE curriculum ensures a clear focus on preventative measures and ensuring all pupils are aware of what bullying is and how to challenge it.</p> <p>Wider use of resources to reflect those with protected characteristics.</p>	<p>Levels of reported bullying have remained low across the school, as have reported discriminatory incidents.</p> <p>Pupil voice shows that children feel that bullying does not happen often at school and that any cases are dealt with swiftly and effectively. The same is true of discriminatory incidents which are very low in number.</p> <p>Children show awareness of protected characteristics and are able to discuss these.</p> <p>PSHE/RSE curriculum ensures a clear focus on preventative measures and ensuring all pupils are aware of what bullying is and how to challenge it.</p> <p>Wider use of resources to reflect those with protected characteristics.</p>

Equality Objective	Progress in the last school year 2020-21	Progress in the last school year 2021-22	Progress in the last school year 2022-23
<p><b>Develop a more inclusive community through positive messaging and use of inclusive imagery in posters, books and other educational resources.</b></p>	<p>New Objective set January 2022.</p>	<p>Additional resources sourced and purchased to support objective. Library has been redesigned with an emphasis on ensuring books are more widely accessible and reflect greater inclusivity.</p>	<p>Additional resources sourced and purchased to support objective. These have been integrated into the wider curriculum and learning environment. Library has been redesigned with an emphasis on ensuring books are more widely accessible and reflect greater inclusivity. Posters displayed around school to remind pupils of protected characteristics and inclusion support.</p>
<p><b>Equip staff and pupils to discuss race and racial discrimination and to be able to challenge inappropriate statements and actions.</b></p>	<p>New Objective set January 2022.</p>	<p>Ongoing objective – ongoing training and support for staff, both in school and from external providers.</p>	<p>Ongoing objective – ongoing training and support for staff, both in school and from external providers. MTPs for PSHE/RSE reflect priority and lessons include this as a focus.</p>
<p><b>Equip staff and pupils to discuss the use of homophobic language and to be able to challenge the use of this.</b></p>	<p>New Objective set January 2022.</p>	<p>Ongoing objective – ongoing training and support for staff, both in school and from external providers.</p>	<p>Ongoing objective – ongoing training and support for staff, both in school and from external providers. MTPs for PSHE/RSE reflect priority and lessons include this as a focus.</p>
<p><b>To narrow the gap in attainment between children in receipt of pupil premium funding and those who are not.</b></p>	<p>Difficult to quantify due to Covid-19 and school closures over the past two years – ongoing impact of this.</p> <p>Progress was being made against this but Covid-19 has impacted significantly on this.</p>	<p>Ongoing objective – still seeing impact of covid and lockdowns on some pupils.</p> <p>To be reviewed Summer term 2022 against end of year data.</p> <p>In year data shows some progress made.</p>	<p>Ongoing focus.</p> <p>Improvements have been made but further analysis is needed of 2023 data to look at end of KS2 outcomes.</p> <p>In year data shows continued progress.</p>



Equality Objective	Progress in the last school year 2020-21	Progress in the last school year 2021-22	Progress in the last school year 2022-23
<p><b>To support and encourage SEND students to ensure they are as fully able as possible to participate in the school's activities.</b></p>	<p>New Objective set January 2022.</p>	<p>Greater provision 'in class' for pupils with SEND to ensure the curriculum is not narrowed for them and that they are able to access all curriculum subjects.</p>	<p>Continued emphasis in classrooms on ensuring pupils with SEND are fully included and are able to access the full curriculum. Extracurricular activities are actively promoted for all pupils, including those with SEND and the take up has improved. Support staff and teaching staff have received additional training and support to ensure curriculum adaptations are able to be made to further support provision.</p>
<p><b>Communications with pupils and parents are offered in clear and easily understood formats.</b></p>	<p>New Objective set January 2022.</p>	<p>Website has been redesigned to include further information for parents and is more easily accessible.</p>	<p>Website has been redesigned to include further information for parents and is more easily accessible. Newsletter has been redesigned to provide clear information to parents. A member of staff with responsibility for school publicity and the use of social media has improved the quality and quantity of communications to ensure parity between classes and year groups.</p>