

2025-2026 Equity Plan



Owner:	G Williams	Headteacher	
Reviewed by:	L Ellis	School Improvement Partner	
Date: September 2025 - July 2029			
Approved by Chair of Governors	Katie Freemantle	Date:	
Next Review Date:		September 2026	

Aim	Protected Characteristic	Priority	Target groups	Action	Expected outcomes	Review 2026
1	Disability	To ensure SEND pupils make progress that is at least in line with pupils who have similar starting points.	SEND pupils in all year groups	<ul style="list-style-type: none"> Individualised support plans (IEPs) reflecting child's needs – in place and reviewed termly. Learning environments adapted to meet need (assistive tech, visuals etc) External specialist support 	<ul style="list-style-type: none"> Greater engagement and participation in classroom activities Progress in academic achievement Enhanced confidence and self-esteem (evidenced through feedback) Better emotional well-being, increased sense of 	

				<ul style="list-style-type: none"> • Termly tracking of progress - intervention/action in response • Gather feedback from parents/carers and pupils regarding inclusion and support 	belonging (evidenced through feedback) <ul style="list-style-type: none"> • Greater parental satisfaction (evidenced through feedback) 	
2	All pupils with protected characteristics	To continue to increase participation of protected groups in wider school life.	All pupils with protected characteristics	<ul style="list-style-type: none"> • Track participation in clubs, trips, leadership roles and events (remove barriers e.g. cost) • Ensure extra-curricular activities are accessible to all (disabilities) and reflect diverse cultures within the school • Celebrate cultural and religious celebrations into school calendar (Eid, international festival, Diwali) • Track participation rates (clubs, workshops, parents' evenings, PD opportunities) • Ongoing curriculum review (text types 	<ul style="list-style-type: none"> • Increased participation of pupils from protected groups in clubs, trips, leadership roles etc. • Reduce barriers to engagement • Improved representation of diverse cultures in school life and curriculum • Curriculum reflects and celebrates diversity 	

				reflecting diverse school community)		
	Race, religion or belief and disability	To ensure equity and equality of provision	All pupils and staff	<ul style="list-style-type: none"> • Curriculum review – embedding diverse cultures, faiths, perspectives. • Diverse texts used across the curriculum and accessible to all children • Financial support for trips, wrap around care, uniform. • Staff training around unconscious bias and micro aggressions • Acknowledge religious observances and dietary needs • Celebrate cultural festivals within the school community • Member of staff assigned to Racial Justice Champion 	<ul style="list-style-type: none"> • Reduction in gaps between different pupil groups (SEND V non-SEND, PP V non-PP) • Increased engagement and participation in all aspects of school life (enrichment, leadership) • Inclusive curriculum • Positive school culture valuing diversity and challenging discrimination. 	