

Equality Information and Objectives Statement

All Saints' CE Federation

Statement of Intent

Inclusion is at the heart of everything we do at both All Saints' CE Infant and All Saints' CE Junior School. Both schools are committed to ensuring that all children and adults, regardless of disability, SEND, race, religion or belief, sex, gender identity, sexual orientation, age, pregnancy or maternity, or any other protected characteristic, are able to *achieve, belong and thrive*.

We enact the Church of England's national vision for education by ensuring that all are treated with dignity and respect, recognising *'the equal worth of those with and without special educational needs and disabilities'*.

Our Equalities Plan aligns with the Equality Act 2010 and complements our **Accessibility Plan** (2025–26) and our **School Improvement Plan** (SIP 2025–26). Both documents outline our considered commitments to strengthen inclusive practice across the curriculum, environment, behaviours for learning, SEND provision and family engagement.

Legal Framework

This plan has due regard to the following legislation and statutory guidance:

- Equality Act (2010) and Public Sector Equality Duty (PSED)
- Equality Act 2010: Specific Duties and Public Authorities Regulations 2017
- Children and Families Act 2014
- SEND Regulations 2014
- SEND Code of Practice 0–25 (2015)
- DfE "Equality Act 2010 and schools" (2014)
- Human Rights Act 1998

Our Equalities Plan operates alongside:

- Accessibility Plan 2025 – 2026
- SEND Policy (DDAT)
- Admissions, Behaviour, RSHE and Safeguarding policies
- School Development Plan 2025–26 (particularly Priority 2: Inclusion and Priority 3: Outcomes)

Our Commitment to Equality

Both schools commit to:

- Removing or minimising disadvantages suffered by people due to protected characteristics
- Taking steps to meet the particular needs of individuals and groups
- Encouraging participation of underrepresented groups
- Advancing equality of opportunity and fostering good relations across the school community
- Ensuring that no policy or practice discriminates unlawfully against any stakeholder

These commitments apply to pupils, families, staff, governors, volunteers and all visitors to the school.

Roles and Responsibilities

The Local Trust Committee (LTC) for All Saints:

- Monitors compliance with the Equality Act and reviews this plan annually
- Ensures equality objectives are ambitious, measurable and aligned with the SIP

Headteacher & Head of School

- Ensure staff understand their equality duties
- Monitor the impact of policies and adaptations on all groups
- Ensure curriculum, communication and environment are inclusive

SENCO and Inclusion Team

- Oversee provision that removes barriers for SEND, disadvantaged and vulnerable pupils
- Provide staff training linked to behaviour for learning, cognition, communication and self-regulation (as emphasised in SIP Priority 2 and Accessibility Plan)

All staff

- Model inclusive language, high expectations and equitable treatment
- Implement reasonable adjustments and differentiate planning
- Use assessment adaptively (e.g., Brackenfield assessments for specific cohorts)

Children

- Treat others with respect
- Contribute to a culture of inclusion, empathy and belonging

Equality Objectives (2025–2028)

Our Equality objectives draw from our Accessibility Plan and SIP priorities. Both documents are available on our website.

Objective 1: Improve access to and participation in the curriculum for all pupils, including those with SEND, disadvantaged pupils and those known to social care.

Why this is needed

- SIP Priority 2 identifies rising SEND need, especially neurodiversity and attention/focus challenges.
- Accessibility Plan emphasises behaviours for learning, SEMH training and inclusive teaching approaches.

Success indicators

- Reduction in low-level disruption and increased engagement in learning.
- Adaptive teaching evident across all subjects (as monitored in SIP reviews).
- Pupils with SEND make expected or better progress.

Objective 2: Ensure the physical environment supports full inclusion and accessibility for all users.

Why this is needed

- Accessibility Plan identifies requires further adaptations (including to: corridors, access to the terrapins and sensory-sensitive classrooms).

Success indicators

- All areas of both schools are accessible to staff, pupils and visitors
- Trust audits confirm compliance
- Pupils with mobility or sensory needs report improved access.

Objective 3: Improve the accessibility, clarity and inclusiveness of school information and communication.

Why this is needed

- Our Accessibility Plan acknowledges that written information is not yet fully accessible for visually impaired pupils or families with language barriers.
- Our SIP Priority 4 emphasises vocabulary, communication and clarity.

Success indicators

- Key documents available in alternative formats (large print, visual, simplified, translated)
- One-page parent- and child-friendly summaries created using AI tools (as referenced in the Accessibility Plan)
- Families report improved understanding of school processes

Objective 4: Strengthen inclusive culture, attitudes and behaviour to ensure all pupils feel safe, respected and valued.

Why this is needed

- SIP Priority 2 highlights the need for explicit teaching of learning behaviours, self-regulation and collaborative skills.
- Accessibility Plan emphasises SEMH provision and RSHE development.

Success indicators

- Behaviour data shows improvement for SEND and disadvantaged pupils. This will evidence fewer incidents of dysregulation, poor behaviour and suspensions.
- Children articulate positive learning behaviours and demonstrate resilience
- Pupil voice shows all children feel safe and included

Objective 5: Reduce attainment gaps for SEND, disadvantaged and lowest 20% readers and writers.

Why this is needed

- SIP data shows gaps in writing, reading fluency and phonics for these groups.

Success indicators

- Sustained improvement in reading fluency, writing accuracy and phonics outcomes
- FFT20 targets met or exceeded for key groups
- Work scrutiny shows consistent adaptations and impactful feedback

6. Actions to Achieve Our Objectives

Below is a summary with full, detailed action plans within our SIP and Accessibility Plan.

Curriculum

- Implement systematic teaching of behaviours for learning (attention, focus, self-regulation)
- Fully embed adaptive teaching, live marking, precise assessment and the use of Brackenfield assessments
- Provide SEMH training for all staff

Environment

- Reduce sensory load in learning spaces
- Complete accessibility adaptations (corridor width, terrapin access, visual supports)
- Ensure all environment audits feed into estates planning

Information & Communication

- Provide accessible formats for all key documents
- Use AI tools to create simplified summaries for families
- Enhance website accessibility

Culture & Wellbeing

- Embed metacognition and independence strategies
- Promote spiritual, moral, social and cultural development (SIP Priority 4)
- Strengthen pupil leadership in diversity, sustainability and global citizenship

Outcomes

- Track attainment for key groups termly
- Ensure interventions (phonics, reading fluency, SEMH) are tightly monitored
- Use IEPs and provision mapping to ensure SMART, measurable progress

7. Monitoring and Review

- **Termly:** Progress reviewed through SIP cycles, book looks, learning walks, behaviour data and pupil voice
- **Annually:**
 - LTC reviews Equalities Plan and equality objectives
 - Adjustments made in line with Accessibility Plan update and SIP priorities
- **Every 4 years:** Equality objectives refreshed

8. Publishing

Our Equalities Plan will be:

- Published on our school website
- Available in alternative formats upon request
- Made available to all staff, families and external professionals