



St Philip's Primary School

Equality Objectives Plan

2026 – 2028

Owner: Sandie Edward

Approved by: Governing Body March 2026

Review cycle: Annual monitoring; full review July 2028

Objective 1. Establish effective systems to communicate the school's equality plan

Target	Establish effective systems to communicate the school's equality plan
Actions	• Disseminate the Equality Plan via the school website, newsletters, staff meetings and governing body meetings • Include focused questions on equality, access and inclusion within the annual parent/carers survey • Signpost the plan within newsletters and direct parents/carers to the website • Provide translated and accessible versions (large print/visual summary) when needed • Publish a pupil-friendly one-page summary of our equality commitments and the nine protected characteristics • Make Equality and SEND a standing agenda item for SLT and Governors
How the Impact will be monitored	• All stakeholders report access to the plan; website analytics reviewed termly • Pupil voice: circle time/School Council discussion items and feedback • Parent/carers feedback from surveys and events (including EAL coffee mornings) • Plan monitored and reviewed at least annually; updates communicated promptly • Accessibility checks on website content (readability, alt text, translations used)
Responsible Person	Headteacher / SLT; Governors; Teachers; Office/EAL Lead
Timeframes	September 2026 onwards
Progress / Notes	• Plan available on the website and developed with a representative group • Next: add specific equality questions to the annual parent survey • School Council feedback reflects understanding that everyone can achieve, with support as needed • Parents' evening notes reference access to learning and removal of barriers; agenda item for Governors • Check web accessibility and visibility of the Equality Plan

Objective 2. Ensure equality of curriculum access and promote equality within the learning environment

Target	Ensure equality of curriculum access and promote equality within the learning environment
Actions	• Evaluate and extend use of assistive technology (e.g. Clicker 8, read-aloud tools, adapted keyboards, reading pens) • Deploy IDL and other intervention programmes to support independence in reading, writing and maths. Use Insight to track impact and evaluate spend.

	• Embed high-quality adaptive teaching to overcome barriers for all learners • Use appropriate access arrangements (extra time, rest breaks, prompts/scribes) according to individual need • Strengthen displays and curriculum materials to reflect diverse backgrounds, families and disabilities • Map PSHE/RSHE to ensure pupils learn about respect, consent, online safety, personal safety and mental wellbeing • Audit subjects to ensure positive representation of all protected characteristics across texts, images and case studies
How the Impact will be monitored	• Half-termly pupil progress reviews with specific reference to pupils with SEND and other vulnerable groups • Lesson observations and learning walks focused on adaptive practice and inclusion • Work/book scrutiny evidencing access and progress for all groups • Assessment-week reviews of the effectiveness of access arrangements • Curriculum and display audits show diversity and representation across year groups • Pupil voice demonstrates confidence in celebrating individuality and challenging stereotypes • Annual RSHE/PSHE curriculum audit and staff training logs
Responsible Person	Headteacher; SENDCO; Subject Leaders; All Staff
Timeframes	Ongoing
Progress / Notes	• Graduated Response and adaptive teaching evident in Pupil Progress; SEND pupils make good progress from starting points • Whole-staff training delivered on quality-first, adaptive approaches and removing barriers • Learning walks scheduled termly to monitor equality in the environment and resources

Objective 3. Provide equal opportunities for all learners, promoting good progress and outcomes for all

Target	Provide equal opportunities for all learners, promoting good progress and outcomes for all
Actions	• Monitor attainment, progress and participation by key pupil groups (including protected characteristics where data is held) • Analyse trends each term and agree targeted interventions at pupil progress meetings • Develop middle leaders' use of data to address specific needs in subject action plans • Introduce Persistent Absence (PA) meetings below 90% and awareness meetings at 95%; implement whole-school attendance approach, use Insight to create Attendance plans. • Provide devices/connectivity for vulnerable pupils to support home/remote learning • Ensure targeted support for families where absence or barriers emerge; refer to external agencies where appropriate
How the Impact will be monitored	• Termly assessment analysis; gaps identified and acted upon • Impact of interventions evaluated (entry/exit data, pupil voice, work scrutiny) • Subject leader action plans include equality objectives linked to subject areas • SEND Support Plans/parent reviews inform next steps • Attendance monitored weekly; PA reduced; rewards and communication in place • Device loans tracked; usage supported; safeguarding followed
Responsible Person	SENDCO; Assessment Lead; English & Maths Leads; Head/SLT
Timeframes	January 2026 onwards
Progress / Notes	• Pupil progress and subject leader meetings demonstrate good progress for all groups • PA meetings held; Early Help/support plans in place; attendance 'stars' visible across school • Subject action plans address needs of most vulnerable and those below expectations • Devices issued on loan to pupils without access

	• Young Carers: assembly delivered; noticeboard established; link staff member assigned • 2026 attendance above national; persistent absence down to 8 pupils (March 26)
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Objective 4. Raise awareness of and access to support systems for parents and carers

Target	Raise awareness of and access to support systems for parents and carers
Actions	• Share information from local services via weekly and termly newsletters, website and noticeboards - Develop Team Around the School Offer - Refine Mental Health Graduated approach and publicise. • Embed a consistent approach for EAL families; EAL teacher to assess and support weekly and share updates • Hold parent workshops, curriculum briefings and 'meet the teacher' sessions • Publish termly RSHE/PSHE overviews and FAQs for parents; provide translations and accessible formats • Signpost mental health, cost-of-living and safeguarding support; ensure easy routes to contact school for help
How the Impact will be monitored	• Attendance and feedback from workshops, coffee mornings and drop-ins • EAL progress reports with shared assessments and outcomes • Website analytics for RSHE/PSHE pages; number of translated materials requested • Parent questionnaires indicate understanding of support on offer
Responsible Person	Headteacher; SENDCO; EAL Lead; Admin/Comms
Timeframes	Autumn 2026 onwards
Progress / Notes	• Termly SEND newsletter established; Equality and SEND a standing SLT/Governor item • Weekly newsletter promotes services and fosters a community approach • Translation available on key communications; timely EAL referrals and assessments

Objective 5. Ensure all pupils can make a positive contribution to school life

Target	Ensure all pupils can make a positive contribution to school life
Actions	• Ensure equal access to all curriculum and extra-curricular opportunities; provide 1:1 support where required • Broaden club offer to balance age ranges and genders; monitor participation and remove barriers • Use Pupil Premium and other funds to enable access to trips, visits and enrichment • Conduct pupil voice surveys through subject leaders and School Council • Promote inclusive pupil leadership with representation across groups
How the Impact will be monitored	• Participation data analysed termly; targeted outreach to under-represented groups • All pupil leadership groups/school council reflect the diversity of the school • Clubs/trips registers monitored by SLT; risk assessments ensure access for all • PEP paperwork completed termly for LAC; link to progress and access
Responsible Person	Leads for clubs/teams; SLT (monitoring); Office staff
Timeframes	Ongoing
Progress / Notes	• 58/62 respondents report their child can access clubs/activities • Next: separate survey to explore participation by groups • Trips monitored closely; risk assessments ensure equitable access • Pupil voice collated and informs subject action plans

Objective 6. Ensure disabled access and equality of provision across all year groups

Target	Ensure disabled access and equality of provision across all year groups
Actions	• Maintain accessible routes and facilities; plan site adaptations (ramps, surfaces, toilets, layout) • Undertake Learning Walks with LA/Diocese; consult stakeholders on priorities • Complete risk assessments and implement reasonable adjustments; maintain a adjustments/PEEPs log • Ensure access to National Curriculum swimming regardless of disability • Train staff to support specific medical needs (e.g. Diabetes) and refresh first-aid, asthma and Epipen training • Evaluate assistive technology and sensory environment to support access
How the Impact will be monitored	• Stakeholder feedback; external reviews and recommendations acted upon • Learning environment audits show equitable access and use of resources • Medical plans in place; pupils with conditions attend safely and participate fully
Responsible Person	SLT; Site Manager; LA/Diocese; School Health/Diabetes Service; Governors
Timeframes	Ongoing
Progress / Notes	• Adaptations completed: Reception access; ramps for Y1/Y2 • Next: perimeter fencing upgrade; service/repair lift and obtain quotes

Objective 7. Ensure equitable access to the Computing Curriculum

Target	Ensure equitable access to the Computing Curriculum
Actions	• Increase device availability (iPads, laptops) and maintain fair allocation processes • Provide Clicker 8, translation and accessibility tools (e.g. Immersive Reader, dictation) • Deliver staff training on inclusive computing and online safety, including emerging risks (AI deepfakes, toxic influencers) • Offer parent workshops with emphasis on key pupils and home support • Maintain ICT suite downstairs and ensure physical accessibility
How the Impact will be monitored	• Pupil discussions and voice; stakeholder evaluation of access and confidence • Pupil progress tracking and evidence in computing 'digital scrapbooks' • Monitoring of online safety incidents and curriculum coverage
Responsible Person	Computing Subject Leader; Headteacher
Timeframes	September 2026 onwards
Progress / Notes	• PCs and iPads updated; sensory training completed for all staff • Next: SL to attend computing cluster training; refresh online safety units

Protected Characteristics (for reference in planning and monitoring)

Our Equality Objectives apply across the following protected characteristics: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.