



Equality Action Plan

KEY ISSUE

Improving staff, pupil and family awareness of equality issues relating to pupils with communication difficulties: (short term)

Success criteria

- Raised confidence of staff in responding to issues related to pupil communication
- Opportunities to inform, support and raise awareness of the challenges posed by communication difficulties are acted upon (neuro diverse)
- Alternative methods of communication are explored and put in place to support pupils
- Behaviour incidents as a method of communication (arising from frustration etc) reduce

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
1. Staff support and training in alternative methods of communication	DS	September 2025	July 2026	none	LGB	
2. Support is brokered from EP, including CPD on emotion coaching and emotional regulation, so that there is greater understanding of how these impact the communication ability of pupils	DS	September 2025	July 2026	none	LGB	
3. Ensure effective communication with families whose children find communication difficult, in order to identify the best support for them	SLT	September 2025	July 2026	none	LGB	
4. Support from the SEND Hub in the development of best practice to enable all pupils to access a relevant curriculum and communicate appropriately	DS	September 2025	July 2026	none	LGB	



KEY ISSUE

Actively close the gaps in attainment and achievement for all groups of pupils, particularly those with protected characteristics as defined by the Equality Act (medium term)

Success criteria:

- Achievement of identified groups of pupils (SEN, PP) is shown to be higher than other groups
- Adaptive teaching is employed to ensure that progress within lessons is good
- Additional support is provided to those pupils who need it, so that the attainment gap closes

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
1. CPD in the AET Framework, followed by monitoring and feedback to strengthen classroom practice	Class teachers	September 2025	July 2027	Release time to work collaboratively	LGB	
2. Teachers target groups of pupils in their class who will benefit from additional support, and put activities in place to boost progress	Class teachers	September 2025	July 2027	Pupil progress meetings	LGB	
3. Liaison with outside agencies and support from other trust schools is utilised to ensure that teachers develop their practice and support vulnerable pupils to make excellent progress	SLT	September 2025	July 2027	Release time to work collaboratively	LGB	



KEY ISSUE
Improving support for pupils in addressing aspects of emotional and mental wellbeing (long term)

Success criteria:

- At least 3 members of staff have accessed ELSA training and use the strategies in school
- Promotion of good mental health and approaches for wellbeing
- Pastoral team remains highly effective, liaising with outside agencies required in order to identify the best support for pupils

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
1. ELSA training for TAs.	SENDCO	September 2025	July 2028	Face to face training from EP; additional release costs	LGB	
2. Interventions start, and are planned and evaluated with appropriate record keeping to evidence the impact the strategies have had in supporting pupils	SENDCO	September 2025	July 2028		LGB	
3. Continue to provide support for pupils with emotional needs, ensuring that any referrals needed are made promptly, and that there is effective communication in place between all parties	Pastoral Lead	September 2025	July 2028		LGB	