Dr Radcliffe's
Church of England Primary School

Equality Objective 1
To ensure that pupils with additional needs are supported to flourish, participate fully in school life and make strong progress from their individual starting points
Actions required:

- Ensure teaching is inclusive and appropriately adapted so that pupils with SEND, disabilities, medical needs or other additional needs can access learning alongside their peers wherever possible.
- Provide staff with appropriate training and guidance to understand and respond effectively to pupils' individual needs.
- Ensure individual plans identify clear priorities for learning and development and are reviewed regularly with pupils and parents/carers where appropriate.
- Work in partnership with parents/carers and relevant external agencies to identify needs and put appropriate support in place.
- Plan carefully for transitions into school, between year groups and on to the next stage of education, particularly where pupils have complex or additional needs.
- Provide appropriate targeted support, intervention or pastoral provision where this will help pupils overcome barriers to learning and participation.
- Regularly review the impact of provision and adaptations to ensure they are helping pupils to flourish academically, socially and emotionally.

Success criteria:
The school will demonstrate that:

- Pupils with additional needs are known well by staff and their individual strengths, needs and barriers to learning are reflected in classroom provision.
- Individual plans identify relevant priorities and show how provision is adapted to support pupils' learning, independence and wider development.
- Monitoring of pupils' work, progress, attendance and participation demonstrates that barriers are identified and addressed appropriately.
- Staff can explain how they adapt teaching and provision in response to pupils' needs and can demonstrate the impact of relevant professional development.
- Pupil voice demonstrates that pupils with additional needs feel valued, included, supported and able to participate in the life of the school.
- Parents/carers are appropriately involved in reviewing their child's needs and provision and understand how the school is supporting them.
- Leaders and governors can identify, through monitoring and evaluation, how provision for pupils with additional needs reflects the school's commitment to inclusion and enables pupils to experience life in all its fullness.

Equality Objective 2
To strengthen an inclusive school culture in which every pupil feels valued, respected and confident that they belong, including pupils with protected characteristics
Actions required:

- Promote a school culture rooted in the Christian values of kindness, respect and dignity, in which difference is recognised positively and every child is encouraged to flourish.
- Ensure policies, curriculum provision and everyday school practice actively promote equality, inclusion and belonging.
- Develop positive partnerships with parents/carers and work effectively with external agencies where additional expertise or support is required.
- Make reasonable adjustments to remove barriers for pupils with disabilities, medical needs and other additional needs.
- Plan educational visits, residentials, clubs, enrichment and wider opportunities inclusively so that barriers to participation are identified and addressed wherever reasonably possible.
- Use pupil voice to understand pupils' experiences of belonging, inclusion and participation and respond appropriately to any concerns or barriers identified.
- Ensure incidents of prejudice, discriminatory language or exclusion are addressed appropriately and used as opportunities for learning and reflection.
- Leaders regularly review participation and pupils' experience of school life to identify any patterns or barriers requiring further action.

Success criteria:
The school will demonstrate that:

- Pupils can describe how the school's values of kindness, respect and dignity shape the way people are treated and how differences are respected.
- Pupil voice demonstrates that children, including those with protected characteristics and additional needs, feel safe, valued, respected and included within the school community.
- Pupils with disabilities and additional needs are able to access the curriculum and wider opportunities through appropriate adaptations and reasonable adjustments.
- Monitoring of participation in educational visits, clubs, residentials and wider school opportunities shows that potential barriers to inclusion are identified, considered and addressed.
- The school responds appropriately to concerns relating to equality, discrimination or exclusion and uses learning from these to strengthen future practice.
- Policies, learning walks, pupil voice and other monitoring evidence demonstrate that equality and inclusion are visible in everyday classroom and wider school practice, rather than existing solely within policy documents.
- Governors receive clear evidence through monitoring, pupil voice and leadership reporting that the school is identifying and addressing barriers to participation, belonging and achievement.

- Pupils recognise that everyone is of equal worth and understand their responsibility to treat others with kindness and respect, reflecting the school's Christian vision of "life in all its fullness."

Equality Objective 3
To promote spiritual, moral, social and cultural development so that pupils understand, value and respect diversity, equality and inclusion
Actions required:

- Review curriculum plans, resources and texts to ensure pupils encounter a meaningful and diverse range of people, cultures, faiths, families and experiences across subjects.
- Provide planned opportunities through the curriculum, collective worship and wider school life for pupils to explore diversity, equality, inclusion and respect for others.
- Ensure pupils encounter positive role models and learn about the contributions and experiences of people from a range of backgrounds.
- Provide age-appropriate opportunities for pupils to recognise and discuss stereotypes, prejudice and discrimination and understand why these can be harmful.
- Use pupil voice to explore whether children feel represented, valued and included within the curriculum and wider life of the school.
- Continue to review resources, activities and wider provision to identify and remove barriers that could prevent pupils from participating fully.
- Reinforce the school's Christian values of kindness, respect and dignity, helping pupils understand that everyone is of equal worth and should have the opportunity to flourish.

Success criteria:
The school will demonstrate that:

- Curriculum plans, pupils' work and resources demonstrate meaningful representation of diversity across different subjects and year groups.
- Pupils can talk confidently and respectfully about difference, equality and inclusion and explain why treating others with kindness, dignity and respect is important.
- Pupils demonstrate an age-appropriate understanding of stereotypes, prejudice and discrimination and know how these can affect others.
- Pupil voice demonstrates that children feel valued, represented and included within the school community and its curriculum.
- Pupils demonstrate respect for people from different backgrounds, cultures, faiths, families and experiences through their learning and everyday interactions.
- All groups of pupils have equitable opportunities to participate in and benefit from the curriculum and wider life of the school, with barriers identified and addressed appropriately.
- Leaders' monitoring demonstrates that equality and diversity are embedded within everyday curriculum provision and school practice, rather than being limited to individual events, topics or celebrations.
- Governors receive clear evidence through curriculum monitoring, pupil voice and leadership reporting that equality, diversity and inclusion are having a positive impact on pupils' experiences and understanding.

- Pupils understand that valuing and respecting others is part of the school's Christian vision and its commitment to enabling everyone to experience "life in all its fullness."