



## The CARE Federation – Spixworth Infant School Equality Objectives – Action Plans 2024-25

<b>Identified Concern</b>	<b>A large majority of our children do not regularly experience the cultures or traditions of those outside of their own race or religion or of different communities within their own race or religion.</b>
<b>Objective</b>	To promote cultural development and respect for all people through a rich range of experiences.
<b>Strategy</b>	<ul style="list-style-type: none"> <li>• Every opportunity taken to enrich every child’s language and vocabulary development.</li> <li>• Children’s depth of understanding and celebration of their own community and its broad richness, diversity and representation will be further developed. This includes recognising the increasing range of languages spoken by children and staff.</li> <li>• Every opportunity to be taken across the curriculum to demonstrate the positive contribution made by people from all backgrounds.</li> <li>• All classrooms to actively promote diversity through visual images and resources.</li> <li>• An enhanced curriculum offer including a full range of visits and visitors instated to enable children to access unfamiliar cultures, traditions and wider experiences first hand.</li> <li>• Assemblies to further develop knowledge of the experiences of children from around the world.</li> <li>• Federation House groups to be fully exploited, through termly events, increasing peer awareness.</li> <li>• Submit evidence toward UN Rights Gold Award.</li> <li>• Federation pupils to continue to collect and share child voice through School Council and support charitable fund raising</li> <li>• Children within vulnerable groups, including those within more than one group, to be uniquely supported (SENDCo to lead).</li> </ul>
<b>Lead Person/ Responsibility</b>	KH/HoS
<b>Success Criteria</b>	Gold RRSA will be achieved

	<p>A full complement from the enhanced curriculum will be experienced.</p> <p>House events will be termly.</p> <p>The federation culture, including what is seen and heard, implementation of our policies and agreed practices, will be inclusive and uphold all federation values.</p>
<b>Time Scale</b>	Summer 2025
<b>Evaluation</b>	

<b>Identified Concern</b>	<b>Due to the wide range of pupil abilities and life experiences, not all staff use the tools they have to respond rapidly to each pupil's needs and not all children are making as much progress as possible.</b>
<b>Objective</b>	For every staff member to have high expectations for every child, regardless of their protected characteristics or needs, to best support them in meeting at least age-expected outcomes.
<b>Strategy</b>	<ul style="list-style-type: none"> <li>• Every opportunity taken to enrich every child's language and vocabulary development.</li> <li>• Staff to further implement Trauma Informed Schools training, dyslexia training and specialist SEND training as required.</li> <li>• Staff to fully embed the assessment cycle and respond to information gained</li> <li>• Pupil Progress meetings will continue to monitor, challenge and signpost provision and parent/teacher meetings will continue to ensure home and school work together to support children to meet and exceed their targets.</li> <li>• All staff will make excellent use of information available to them including Pupil Asset, Learning Support Plans including One-page profiles and PBSPs, CPOMS and their daily formative assessments</li> <li>• All staff will implement the Norwich Writing Project resources and use these to support children to achieve at least expected progress</li> <li>• Pastoral support for the children will be timely. Additional hours with trained staff will be accessed fully including the family offer provided by the Family Support Advisor through the Community Hub facility.</li> </ul>
<b>Lead Person/ Responsibility</b>	HP/NO to lead in collaboration with JK

<b>Success Criteria</b>	<p>All classroom staff to be aware of children’s needs and their next steps and act upon these. Staff champion every child, having the highest expectations for all children’s progress.</p> <p>Outcomes for children will be at least in line with national.</p> <p>Pupil, parent and staff surveys all demonstrate positive feedback on the curriculum and progress.</p> <p>Full attendance at professional communities and NPQ events for relevant staff.</p> <p>Engagement with other agencies is high.</p>
<b>Time Scale</b>	Summer 2025
<b>Evaluation</b>	

<b>Identified Concern</b>	<b>Some physical access arrangements around the school are low quality</b>
<b>Objective</b>	To establish a physical environment where all current and future members of the community can equally access our school.
<b>Strategy</b>	<ul style="list-style-type: none"> <li>• Improve directional signage – tactile and visual</li> <li>• A temporary ramp will be available as and when needed</li> <li>• Install hearing loop hardware</li> <li>• Develop the learning environment to ensure the positive impact of disabled persons on the wider world is represented and text and images used are accessible to all</li> </ul>
<b>Lead Person/ Responsibility</b>	<p>HJ/DB to lead on premises.</p> <p>HP/NO to lead on environment.</p> <p>Financial implications to be planned.</p> <p>All staff to be aware of their responsibilities with regard to equality and accessibility.</p>
<b>Success Criteria</b>	<p>Physical barriers to access will be removed.</p> <p>The physical environment will reflect all members of the school community and beyond.</p> <p>All staff model and scaffold learning appropriately</p>
<b>Time Scale</b>	Summer 25

<b>Evaluation</b>	
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