



The Care Federation – Sparhawk Infant and Nursery School Equality Objectives – Action Plans

2024-25

Identified Concern	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
Objective	To promote cultural development and respect for all people through a rich range of experiences
Strategy	<ul style="list-style-type: none"> • Every opportunity taken to enrich every child’s language and vocabulary development • 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 • All classrooms to actively promote diversity through visual images and resources • Every opportunity to be taken across the curriculum to demonstrate the positive contribution made by people from all backgrounds • Assemblies to further develop knowledge of the experiences of children from around the world • Pupils to collect and share child voice through School Council and support charitable fund raising • Children within vulnerable groups, including those within more than one group, to be uniquely supported (SENDCo to lead) • Every classroom to have a diverse range of books available • Events celebrated that incorporate our children’s cultures and experiences, for example, ‘Day of Welcome’
Lead Person/ Responsibility	KD/CM/DA
Success Criteria	A full complement from the enhanced curriculum will be experienced

	<p>Children will be able to recall and discuss experiences and learning making links to the wider world.</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>
Time Scale	Summer 2025
Evaluation	

Identified Concern	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
Objective	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
Strategy	<ul style="list-style-type: none"> • Every opportunity taken to enrich every child's language and vocabulary development • Staff CPD to further develop understanding of interactions and children's self-regulation and how staff can aid with this • Upskilling on effective use of behaviour support plans • 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 their targets • All staff will make excellent use of information available to them including Pupil Asset, Learning Support Plans including One-page profiles, CPOMS and their daily formative assessments • Pastoral support for the children will be timely. Heads of school will liaise with the school PSA to ensure that both the child and family are supported with next steps • The 'Gem' room to be a fully-functional, timetabled additional space for children to regulate and learn in. • Pupil Premium strategy planned for best impact with Governor scrutiny to ensure the plan is robust and funds directed effectively.
Lead Person/ Responsibility	CM/DA

Success Criteria	<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 for relevant staff.</p> <p>Engagement with other agencies is high.</p>
Time Scale	Summer 2025
Evaluation	

Identified Concern	Some physical access arrangements around the school are low quality
Objective	To establish a physical environment where all current and future members of the community can equally access our school.
Strategy	<ul style="list-style-type: none"> • Improve directional signage – tactile and visual • Install contrasting colours to handrails, slopes, steps etc to support visual access • Embed use of the template agenda for a meeting with any future parent/child with specific access needs to ensure timely discussion and reasonable adjustments • Further develop the website to ensure accessibility for all • Install hearing loop hardware • 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
Lead Person/ Responsibility	<p>HJ/DB to lead on premises and admin.</p> <p>CM/DA 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>

Success Criteria	<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> <p>All members of the school community will be supported, by knowledgeable staff and through physical design, to access our school</p>
Time Scale	Summer 25
Evaluation	