



# The CARE Federation – Spixworth Infant School

## Equality Objectives – Action Plans

### 2025-26

<b>Identified Concern</b>  Link to Objective 1 (see policy)	<b>Due to the wide range of pupil abilities and life experiences, in an ever changing world, not all staff use the tools they have to respond rapidly to each pupil's needs, and consequently not all children are making as much progress as possible.</b>
<b>Objective</b>	For every staff member to have high expectations, the knowledge and skills to support every child, regardless of their protected characteristics or needs, to ensure their wellbeing is strong leading to good progress and that they meet at least age-expected outcomes.
<b>Strategy</b>	<ul style="list-style-type: none"> <li>• Continue to engage with the VNET 'No Silver bullet' programme to identify and overcome barriers to pupil progress and achievement. This includes ensuring staff all share the same vision, high expectations and outcomes for the Federation as a whole.</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>• The federation to roll out Pol-Ed alongside existing PSHE Association Programs of Study.</li> <li>• Assemblies to use Pol-Ed resources to ensure they further enhance children's personal development.</li> <li>• Regular CPD videos from Pol-Ed resources to be shared within staff meetings and disseminated to all staff to further enhance knowledge.</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>• All classrooms to actively promote diversity through visual images and resources</li> <li>• Every opportunity to be taken across the curriculum to demonstrate the positive contribution made by people from all backgrounds. A range of celebrations celebrated to promote inclusion and diversity.</li> <li>• In line with our Federation values, our community continues to celebrate and advocate for cultural and religious diversity and respect throughout all aspects of school life, using this to ensure progress and outcomes continue to be high.</li> <li>• The family offer provided by the Family Support Advisor through the Community Hub facility will continue to play an integral role in the school community.</li> </ul>
<b>Lead Person/Responsibility</b>	HP/NO to lead in collaboration with KH/JK

	<p>Ensure regular subject leader time occurs for KH.</p> <p>All staff to be aware of their responsibilities with regard to children's personal development.</p>
<b>Success Criteria</b>	<p>All staff to complete mental health and internet safety training.</p> <p>Pol-Ed to be an embedded resource to further enhance learning, assemblies and to be an active tool for staff CPD.</p> <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 regardless of background.</p> <p>Adopt and implement a reviewed pupil progress meeting approach to focus on pupils who are 'just missing age related expectations' but do not have any specific SEND needs.</p> <p>All staff are fully trained and up to date with how to reach pupils from challenging circumstances such as LAC or PLAC pupils. HoS will complete Designated Teacher refresher training.</p> <p>PINS programme will be introduced and start to be implemented.</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>A diverse lens to be used in all offers – classroom environment, high quality texts, communication, enhanced curriculum offers.</p> <p>Staff have embedded bystander training.</p>
<b>Time Scale</b>	July 2026
<b>Evaluation</b>	

<b>Identified Concern</b>  Link to Objective 2 (see policy)	<b>A growing proportion of our children exhibit a broad range of behaviours due to their neurodiversity and are not making consistent progress. As a school community this is not always well understood, tolerated or respected by all members.</b>
<b>Objective</b>	To promote a deeper understanding of neurodiversity and how it can impact individuals and how, as a school community, we can support this better whilst maintaining high expectations from all members of their needs, to best support them in making progress throughout their learning and as part of the school community.
<b>Strategy</b>	<ul style="list-style-type: none"> <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 wide and varied neurodiversity that exists already.</li> <li>The school will take part in the 'Partnership in Neurodiversity in Schools' (PINS) programme in collaboration with the DfE to promote a better</li> </ul>

	<p>understanding of how to support and include a greater range of neurodiversity in school.</p> <ul style="list-style-type: none"> <li>• PINS is a national programme that brings specialist health and education professionals and expert parent carers into mainstream primary schools to: <ul style="list-style-type: none"> <li>○ help shape whole-school special educational needs and disabilities (SEND) provision</li> <li>○ provide early interventions at a school level</li> <li>○ upskill school staff</li> <li>○ support the strengthening of partnerships between schools and parent carers</li> </ul> </li> <li>• All classrooms to actively promote all diversity through visual images and resources.</li> <li>• To ensure our new SENDCo has a thorough induction into the Federation.</li> <li>• Follow advice from Specialist Outreach Advisory Service (SOAS) <ul style="list-style-type: none"> <li>○ Assign children within our ESP a keyworker.</li> <li>○ Ensure Speech and Language team look at communication and vocabulary offer in the ESP.</li> <li>○ Join ESP network.</li> <li>○ Support with planning.</li> </ul> </li> <li>• Roll out Cherry Tree Tracker to additional children with SEND not in our ESP provision.</li> <li>• Assemblies to further develop knowledge of the experiences of neurodiverse children.</li> <li>• Submit evidence toward UN Rights Silver 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> <li>• Staff to further implement Trauma Informed Schools training, dyslexia training and specialist SEND training as required.</li> </ul>
<b>Lead Person/ Responsibility</b>	<p>KH/NO/VM</p> <p>All staff to be aware of their responsibilities with regard to SEND.</p>
<b>Success Criteria</b>	<p>The federation culture, including what is seen and heard, implementation of our policies and agreed practices, will be fully inclusive and uphold all federation values.</p> <p>The PINS programme will be introduced and start to be implemented.</p> <p>Silver RRSA will be reviewed and maintained.</p> <p>SENDCo will be fully inducted and work seamlessly across the three schools.</p> <p>All children within ESP will have a keyworker and planning will be of a high quality.</p> <p>A full complement from the enhanced curriculum will be experienced.</p> <p>School events including school councils and assemblies (within class or as a whole school) will promote respect and celebrate the successes of others, including those with neurodiversity.</p>
<b>Time Scale</b>	<p>July 2026</p>
<b>Evaluation</b>	

<b>Identified Concern</b>  Link to Objective 3 (see policy)	<b>Information on our website is not currently up to date or accessible to all users.</b>
<b>Objective</b>	To ensure our school website is fully accessible, inclusive and user-friendly for all members of our community by regularly reviewing and improving its design, content and functionality.
<b>Strategy</b>	<ul style="list-style-type: none"> <li>• Develop a children's page for each class to have tools to support their learning from home.</li> <li>• To ensure all areas of the website are up to date and in line with the federation.</li> <li>• To assign members of staff to specific parts of the website to ensure it is always up to date.</li> <li>• To ensure all children are represented on the website through diverse and inclusive content.</li> <li>• To begin to develop child friendly versions of all the important policies that are needed, starting with policies linked to safeguarding and learning.</li> </ul>
<b>Lead Person/ Responsibility</b>	NO to lead on distributing roles  NO/JM to collaborate and liaise with Creative Corner and HoS  All staff to be aware of their responsibilities with regard to equality and accessibility.
<b>Success Criteria</b>	Regular feedback from stakeholders will be positive and reports that the website is informative and easy to access will occur.  All information will be written in clear and simple language ensuring it is accessible to all.  Regular reviews of the website will ensure it is up to date and key information is shared.  Children will have a good understanding of ways in which they can further support their learning from home.  Staff are confident in information to put forward to upload to the website.  All children will feel represented through the school website.
<b>Time Scale</b>	July 2026
<b>Evaluation</b>	