

Oakwood Junior School

Equality Objectives 2024-25

'Every child is a learner and can achieve'.



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'Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.'

(Education Observed D.E.S)

We as a school consider our equality duties under the Equality act 2010. The general duties are to:

- Eliminate discrimination,
- Advance equality of opportunity
- Foster good relations

This policy understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

'Every child is a learner and can achieve'.



OAKWOOD JUNIOR SCHOOL

EQUALITY OBJECTIVES - 2024-2025

(This document should be read in conjunction with Odyssey Trust's Equality Policy.)

The above values form our ethos and mission for the entire school community. Our ethos is that 'every child is a learner and can achieve'.

At Oakwood Junior School we welcome our duties under the Equality Act 2010. The general duties are to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

We aim to make sure that no-one experiences less favourable treatment or discrimination because of

- Their age
- A disability
- Their sex
- Their race
- Gender reassignment
- Their marital or civil partnership status
- Pregnancy or maternity
- Their religion or belief
- Their sexual identity and orientation

The Leadership Team and Governors at Oakwood Junior School review the progress that we are making to meet our equality objectives with regard to protected groups under the Equality Act 2010. We believe that promoting Equality is the whole school's responsibility.

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- Make improvements to the physical environment of the school to increase access.
- Increase access to the curriculum.
- Make written information accessible to pupils in a range of different ways.

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments. Our accessibility plan forms part of this document.

1. IMPROVING ACCESS TO THE CURRICULUM						
Actions	Person Responsible	Timescale	Success Criteria	Monitoring and Support Arrangements	Evaluation	Finance, Resources and Training
<p>Annual review of curriculum to ensure needs of students are matched by curriculum and staffing.</p> <p>- Embed CUSP curriculum scaffolding techniques for all learners in all subjects – include sentence stems, modelling and key words.</p> <p>-Complete Oracy Voice 21 project – every child to have a voice and be given strategies to achieve verbally</p> <p>Expose ALL to rich, diverse, high-quality texts.</p>	<p>Headteacher</p> <p>Curriculum coordinator</p> <p>English lead and Oracy lead</p> <p>Subject Leaders</p> <p>English lead and Oracy lead</p> <p>Subject Leaders</p> <p>Senior leadership team</p>	<p>Annually</p> <p>Continuous</p> <p>Commenced Autumn 2024</p> <p>Ongoing</p>	<p>All children are making expected progress or achieving individual targets</p> <p>Children using a range of vocabulary in their writing.</p> <p>Children demonstrating an increased choice of vocabulary and gaining confidence in speaking in front of peers / adults.</p> <p>Pupils' volition of reading is increased.</p>	<p>Data collection scrutiny termly (or half-termly if appropriate)</p> <p>Pupil progress meetings termly</p> <p>Data accessible to subject lead</p> <p>Audit of learning environment – half-termly by the 2 leads.</p> <p>Audit by Voice 21 Champion - termly</p> <p>Pupil Voice</p> <p>Support with choice of books – CUSP readers and others</p>		<p>CUSP curriculum resources and CPD</p> <p>Voice 21 CPD cost + Supply cost of 2 teachers attending training.</p>
<p>Children with identified needs have access to resources to support learning;</p> <p>- Pre/Post teaching</p> <p>- EEF interventions/ iPads laptops learning tools</p>	<p>SENDCo</p> <p>Headteacher</p> <p>Class teachers</p>	<p>As necessary</p>	<p>All children who have additional needs have access to extra resources</p>	<p>Learning walks - iPad</p>		<p>iPads / laptops for specific pupils</p>
<p>All children with an EHCP to be assessed for Boxall profile / STAR testing and other appropriate assessments – using PIVATs as necessary.</p>	<p>Class teachers</p> <p>SENDCo</p>	<p>September - Boxall</p> <p>January - PIVATs</p>	<p>All teachers have an increased understanding of each pupil with SEND stage of learning</p>	<p>Teaching Assistants to administer and support any tests</p> <p>SEND teacher to monitor Boxall profile information</p> <p>Use of planned breaks/additional time</p>		<p>PIVATs tracking system</p> <p>Boxall assessment papers</p>

<p>To liaise with Infant School to review intake induction to ensure whole child is known.</p> <p>To assess ALL new starters regardless of year group starting – ensure basic resources are in place such as signs/ symbols for pupils with SEND English/buddy up/ Oracy Voice 21 prompts.</p>	<p>Year 3 staff SENDCo Headteacher</p>	<p>Summer 2 – to allow preparation of staff for September</p>	<p>Identification of pupils who may need additional or different provision</p> <p>Improved transition so that staff are aware of all needs of pupils before they start Year 3</p>	<p>Speak with parents of identified pupils to discuss provision and elicit views</p> <p>Review baseline data to plan interventions etc</p>		<p>CPD as required</p> <p>SEND pack – basic pictures/words / time-tables</p> <p>Voice 21 program cost</p>
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2. IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

Actions	Person Responsible	Timescale	Success Criteria	Monitoring and Support Arrangements	Evaluation	Finance, Resources and Training
<p>To ensure all children/staff and visitors can safely access all areas of the school.</p>	<p>Headteacher Site manager SBM COO – Central team</p>	<p>As necessary</p>	<p>All children, staff and visitors can access the whole site</p>	<p>Monitor weekly for damage Fix damages where they have been found Ensure areas are cordoned off when under construction Staff to report any damages they find as soon as possible including obvious wear and tear</p>		<p>Site manager training</p> <p>Use of Elite – Health and Safety support</p>
<p>Fire emergency evacuation plan in place.</p> <p>Risk assessments to be in place for individual pupils with disabilities.</p>	<p>Headteacher Class teachers Admin team</p>	<p>On going</p>	<p>All emergency evacuation systems are in place</p>	<p>Weekly checks of fire alarms by site manager</p> <p>Annual review of fire emergency - shared with staff and in the induction Termly fire alarms</p>		<p>Time to carry out checks</p> <p>Costs of repairs where necessary</p>

Classrooms optimally organised for disabled children/staff and pregnant staff (use learning environment checklists to guide) Ensure displays support learning through working walls.	Class teachers	On going	Classroom environments adapted/arranged as needed Risk assessments in place for pregnant staff	Risk assessments written Class teachers to modify classroom layout when necessary Environment checklists updated as appropriate		Time to write risk assessments Subject leader time to complete environment checklist
School environment reviewed to ensure it is accessible for all.	Headteacher SBM SENDCo	Annual check	School environment physically accessible to all	Monitor this annually and if new staff/children join with a specific accessibility requirement		Time to carry out the check
Ensure car park access for taxis. Monitor use of disabled space closest to the school entrance gate.	Office staff	Annual check	Ensure disable car park space is visible and clear	Monitor termly		
Provide sensory/calm space for pupils to maintain their well-being - /reset room provision.	Staff/SENDCo Headteacher	On-going work to construct a room	Establishment of area for sensory needs mitigating and reducing escalating behaviours			Build and Refurbishment of room Sensory resources
To evaluate and plan for future needs.	Headteacher SBM Governors	Annual check	Governors to evaluate the impact of the plan and make changes as necessary.	Monitor annually		Time

3. IMPROVING PROVISION OF INFORMATION

Actions	Person Responsible	Timescale	Success Criteria	Monitoring and Support Arrangements	Evaluation	Finance, Resources and Training
<p>Ensure communications from the school are clear, simple and regular</p> <ul style="list-style-type: none"> - Written - Verbal - EAL - Via Parenthub / newsletters / Class dojo <p>(Dojo has facility to translate)</p>	<p>Headteacher</p> <p>School Leadership Team</p>	On going	<p>The website is accessible for all and compliant with the Ofsted criteria</p> <p>Communications home are clear and frequent</p>	<p>Termly checks and regular updates given for the website</p> <p>Class dojo used to send communications where possible</p> <p>Provide physical copies of communications in an appropriate format for the recipient (e.g. large print etc)</p> <p>Forthcoming events communicated to parent's half termly</p>		<p>Time, Class dojo, Twitter account, use of texts</p>

4. ACTIVELY PROMOTE SEX EQUALITY THROUGHOUT THE SCHOOL

Actions	Person Responsible	Timescale	Success Criteria	Monitoring and Support Arrangements	Evaluation	Finance, Resources and Training
<p>Actively challenge traditional sex stereotypes through education and positive role models.</p> <p>'Careers' week for Yr 5 and Yr 6 pupils to raise aspirations of all.</p>	<p>All staff</p> <p>Senior leadership team</p>	On going	<p>Children will aspire to a range of jobs/professions</p>	<p>Monitoring planning</p> <p>Visitors invited in to assemblies</p> <p>Careful choice of people to study to inspire boys and girls</p> <p>Monitor attainment and progress of boys and girls - book looks, pupil perceptions via surveys</p>		<p>Time to do monitoring tasks, visitors for assemblies, resources to help promote different aspirations e.g. role play, books, video clips, etc</p>

5. ACTIVELY PROMOTE RACE EQUALITY THROUGHOUT THE SCHOOL

Actions	Person Responsible	Timescale	Success Criteria	Monitoring and Support Arrangements	Evaluation	Finance, Resources and Training
Promote race equality through education - 'Jigsaw PSHE' curriculum/diverse CUSP curriculum / texts being read. Refer to 'Lit in Colour' research.	All staff	On going	Diversity valued	Learning walks/pupil perceptions		Time for learning walks resources
Promote children's knowledge/awareness of a range of cultures via curriculum – visit to range of places of worship.	All staff	On going	Children will be knowledgeable and accepting of a range of different cultures	Visits/visitors, theme days Monitor RE/PSHE curriculum long term plans. pupils' books / Pupil Voice Assemblies		Visitors for assemblies, curriculum resources Cost of transport and facilitator

6. ENSURE DISADVANTAGED PUPILS HAVE EQUAL ACCESS TO THE CURRICULUM AND EXTRA-CURRICULAR TASKS (Refer to pupil premium strategy for comprehensive information.)

Actions	Person Responsible	Timescale	Success Criteria	Monitoring and Support Arrangements	Evaluation	Finance, Resources and Training
Provide support for disadvantaged pupils to attend school trips/residential.	Admin team Headteacher	On going	Children in receipt of pupil premium funding have opportunities to attend school visits that their peers have	Details given in trip letters Liaison with individual parents by headteacher / office staff		Supplement for costs of trips
Encourage/promote extracurricular activities for disadvantaged children - Lunchtime/After school Clubs implemented.	Headteacher Admin team	On going	Children in receipt of pupil premium funding to attend extracurricular activities	Use of free clubs during school hours Subsidise cost of clubs outside of school hours Provide equipment required for extra-curricular activities		Cost of activities, equipment

This plan will be reviewed yearly.