



# Equality Action Plan

Date discussed with Staff:	Date discussed with Governors:
Date ratified by Governors:	
Date for review:	
Signed:	Headteacher
Signed:	Chair of Governors



## Heygarth Primary School Equality Action Plan - April 2021

Heygarth Primary School has used the following process to assist them in identifying some of the barriers to their pupils in accessing education provision.

### Stage 1: Understanding Our School Community - Pupils

What is the school profile?

- How many children are on roll at the school?

394 Pupils in total

- What information on pupils is collected by protected characteristics?

Using the SIMs data the following information was available:

Ethnic Categories							
White British	361	White & Black Caribbean	1	Indian	0	Any Other Black Background	0
Irish	0	White & Asian	3	Pakistani	0	Refugee	0
Any other white background	10	White & Black African	0	Bangladeshi	0	Asylum Seeker	0
Traveller of Irish Heritage	0	Any Other Mixed Background	3	Any other Asian background	0	Any Other Ethnic Group	1
Gypsy/Roma	0	Chinese	5	Black Caribbean	2	Information Refused	4
White European	0	Any other Chinese background	0	Black African	0	Information Not Obtained	4

Disability Categories			
Autistic Spectrum Disorder	4	Vision Impairment	2
Hearing Impairment	2	Social, Emotional & Mental Health	23
Moderate Learning Difficulty	3		
Speech, Language & Communication Difficulty	8		
Severe Learning Difficulty	1		
Specific Learning Difficulty	22		

Special Educational Needs (SEN)	Percentage (%)	Actual Number
No Specified Special Educational Need	84%	329
SEN without a statement/EHC Plan	15%	60
SEN with a statement/EHC Plan	1%	5

Gender	
Girls	174
Boys	220

Religion & Belief					
Anglican	0	Church of England	0	Sikh	0
Baptist	0	Hindu	1	No Religion	140
Buddhist	1	Jewish	0	Other Religion	5
Catholic	0	Methodist	0	Unknown	107
Christian	138	Muslim	2		

No Information was available on the following protected characteristics which are not relevant to the Primary Age Range:

- Gender Reassignment - The school did not have any information on whether any of the children on roll had reassigned their gender as the question had never been asked as it was not appropriate to the Primary age range.
- Sexual Identity - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked as it was not appropriate to the Primary age range.

## Stage 2: Understanding the Information Gathered

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions;
- Attainment;
- Attendance;
- Engagement in school activities;
- Exclusions;
- Prejudice related incidents;
- Rewards and sanctions;
- Representation on school bodies e.g. School Council.

### Equality Objectives:

#### **1. To develop a greater understanding and empathy with the individual needs of pupils with SEND.**

Why: The school's SEND population is changing with an increasing proportion of pupils now demonstrating needs relating to Communication and Interaction or Social, Emotional and Mental Health (47% of the SEND Register). There is a need to educate the school community thereby developing greater tolerance and empathy in relation to the needs of SEND pupils.

How: CPD for all staff to improve their knowledge and understanding of how to remove potential barriers and maximise progress for SEND pupils.

Outcome: Staff have improved skills and understanding of the needs of SEND pupils and are more confident in adapting the curriculum to meet those needs.

**2. To raise the profile, and thus pupil's awareness, of and celebrate cultural diversity including other ethnic and religious groups.**

Why: Our data indicates that the composition of our school is predominately white, British, Christian with minority representation in other ethnic and religious groups. The curriculum must be used as a vehicle to teach pupils about British Values which extend beyond their own personal experience into areas such as citizenship and democracy and traditional folk heritage.

How: In order to address and celebrate our cultural diversity we will continue to deliver a PSHE Programme which explores and values cultural difference alongside a robust RE syllabus which incorporates visits to different places of worship as part of our school curriculum activities to develop an understanding of other cultures. Use of PSHE activities and RE lessons to encourage pupils to recognise and consider the feelings and viewpoints of others.

Outcome: The children and staff at Heygarth have improved understanding of different beliefs and cultures and actively aim to instil aspiration and ambition in our pupils by exposing them to a wide range of cultural experiences including visits, visitors and wider opportunities.

The Equality Objectives for Heygarth Primary School are monitored termly by the Governing Board.