



Equality Objectives 2024-2025

AIM	ACTION	IMPACT
<p>- Ensure the effective support and analysis for EAL pupils new to the school so to make good or better progress. <i>(Protected Characteristic - Race, Gender, Disability)</i></p>	<ul style="list-style-type: none"> • Parent/EAL leader meetings • EAL profiles for new pupils • Use data to highlight gaps • Plan effective QFT to plug gaps and accelerate progress • Research, source, train and deliver appropriate additional support programmes • Plan targeted support 	<ul style="list-style-type: none"> • Gaps are narrowed • EAL pupils make good progress • EAL pupils achieve EXP standard • Increased pupils meet GDS standard
<p>- Ensure families new to the country have inclusive and effective systems of communication. <i>(Protected Characteristic - Race)</i></p>	<ul style="list-style-type: none"> • Analyse changes to demographic • Translation options considered • Translation of key documents and letters • Check accuracy and breadth of current translation on Do-jo • Contact Derby City regarding their offer and tools available to schools. 	<ul style="list-style-type: none"> • Families feel included and understanding the day to day communication from the school.
<p>- To engage with the wider community of different age brackets <i>(Protected Characteristic - Age)</i></p>	<ul style="list-style-type: none"> • Pupil visits to care homes • Increased opportunities to connect with pre-schools and nurseries E.g. Nativity • Christmas cards to local residents • Decorations at Park Farm • Link to Derby Hospital 	<ul style="list-style-type: none"> • At least one year visits the local care homes in 2024-25 • One year group to write cards for residents • One year group to decorate the local shops • Photographs as evidence
<p>- To develop staff skills in supporting the most complex disabilities <i>(Protected Characteristic – Disability)</i></p>	<ul style="list-style-type: none"> • Individual training • Whole school training – Makaton • PECS • Working with professionals • Mental Health Lead training 	<ul style="list-style-type: none"> • Pupils are well supported and can access school at their level • Inclusive practices • Adaptations appropriate to the child • Staff are more upskilled • Additional adult Mental Health Lead Trained • Parental responses are positive • Professional reports evidence impact