

Thursby Primary School Equality Objectives and Action Plan 2025-2029

Protected Characteristics / Equality Group	Aim	Objective	Target Groups	Action	Responsibility	Dates	Indicator of Achievement
All	To deliver a curriculum that promotes opportunity for all children regardless of gender, race, sexuality and disability.	Continually review the curriculum.	All Groups	<p>Review coverage and progression in the curriculum.</p> <p>Review intent of the curriculum including how it supports the needs and context of our children.</p> <p>Review implementation to ensure it is effective and inclusive for all children.</p> <p>Review impact of the curriculum for all children.</p>	HT / AHT / Subject leaders	April 2025 – Ongoing	<p>Curriculum coverage and progression is evident in each year group.</p> <p>Learning is connected.</p> <p>Knowledge and skills are relevant to all children.</p> <p>All children are provided with equal opportunities to access the curriculum.</p>
All	To ensure learning environments are inclusive and support the needs of all groups of pupils including SEND.	For all learning environments to be inclusive and accessible for all groups of pupils.	All Groups	<p>Effectiveness of learning environments to be monitored through both formal and informal monitoring.</p> <p>SENCO to support staff to develop and maintain inclusive and accessible environments.</p> <p>Work through WELL/ERA to support inclusion.</p> <p>CPD for all staff to support knowledge and understanding.</p>	All Staff / SENDCo	April 2025 – Ongoing	<p>All groups of children are supported in each learning environment.</p> <p>All learning environments are inclusive.</p> <p>Pupils of all groups including SEND have access to effective learning environments that supports development.</p> <p>All staff are aware of the features of effective learning environments and implement these to support pupil development.</p>
Disadvantaged Pupils	To close the attainment gap between	For a greater percentage of disadvantaged	Disadvantaged Pupils	Effective monitoring and assessment.	All Staff	April 2025 – Ongoing	An increased percentage of disadvantaged children working at ARE.

	disadvantaged and non-disadvantaged pupils	children to be working at ARE across all subjects.		<p>Class action plans.</p> <p>Targeted and rapid interventions.</p> <p>Support for specific needs.</p> <p>Adaptive curriculum to support progress and development.</p> <p>Strategic and effective Pupil premium strategy.</p>			The attainment gap between disadvantaged and non-disadvantaged pupils reducing.
Disadvantaged pupils	To raise the attendance of disadvantaged pupils and close the gap between attendance of disadvantaged and non-disadvantaged pupils.	For the attendance of disadvantaged pupils to be in line with their non-disadvantaged peers.	Disadvantaged Pupils	<p>Effective monitoring and analysis of attendance.</p> <p>Early intervention and support for pupils and families regarding attendance.</p> <p>Clear and consistent policy and procedures.</p> <p>Engaging curriculum that supports good attendance.</p> <p>Support from external professionals such as access and inclusion officer.</p> <p>Support for specific needs and reasonable adjustments made to support good attendance.</p>	HT/ AHT/ All Staff	April 2025 – Ongoing	Attendance of disadvantaged pupils will be in line or above non-disadvantaged pupils.
SEND	To raise SEND pupils participation in sporting and physical activities	Increase the number and frequency of SEND pupils accessing sporting and physical activities.	SEND	<p>Targeted clubs for SEND pupils.</p> <p>Targeted competitions for SEND pupils.</p> <p>Inclusive PE lessons.</p> <p>Barriers removed that prevent SEND pupils from accessing a range of sports and activities.</p>	PE Leader / All Staff / SENDCo	April 2025 – Ongoing	<p>A higher number of SEND pupils participating in sporting and physical activities.</p> <p>A higher frequency of SEND pupils participating in sporting and physical activity.</p>

