

This document sets out equality information and objectives in relation to students and should be read in conjunction with the School Equality Policy, which is available on the Waterton Academy Trust website.

## Equality Objectives

Date objectives set: September 2023

Objectives review date: September 2026

1. To reduce the GAP in attainment between non-disadvantaged and disadvantaged students
2. To reduce the GAP in attainment between SEND and non-SEND students
3. To ensure that children with physical equality needs are fully supported.

### Objectives – actions taken and progress *(to be reviewed annually by the Academy Standards Committee)*

Objective 1	Actions for academic year 2023 – 2024 <i>(including data)</i>	Data & progress September 2024	Data & progress September 2025	Data & progress September 2026	Data & progress September 2027
To reduce the GAP in attainment between non-disadvantaged and disadvantaged students	Leaders will regularly interrogate data and other evidence on performance, participation and pupils' experiences, and use that to enact changes to the curriculum and provision to maximise the learning potential of all pupils.	There is a significant gap between attainment of disadvantaged and non-disadvantaged in all curriculum areas. A new Pupil Premium Strategy has been developed with further targeted support.	The attainment gap between disadvantaged and non-disadvantaged has reduced, with disadvantaged out-performing non-disadvantaged in Reading and Writing, and with a reduced gap for maths.		
Objective 2	Actions for academic year 2023 – 2024 <i>(including data)</i>	Data & progress September 2024	Data & progress September 2025	Data & progress September 2026	Data & progress September 2027
To reduce the GAP in	Leaders will regularly interrogate data and other evidence on performance, participation	There is a significant gap between attainment of	The gap between SEND and non-SEND is		



<p>attainment between SEND and non-SEND students</p>	<p>and pupils' experiences, and use that to enact changes to the curriculum and provision to maximise the learning potential of all pupils. Leaders will ensure that all reasonable adjustments are well implemented, reviewed regularly. Leaders will ensure all staff are well trained in managing pupils with SEND including behavioural needs.</p>	<p>SEND and non-SEND in all curriculum areas. A new Pupil Premium Strategy has been developed with further targeted support. New support plans and increased access to external support is now in place.</p>	<p>reducing, especially for children on SEND K. Both SEND K and EHCP have demonstrated improved outcomes. SEND pupils are making good progress due to detailed SEN plans and support from external agencies. The wider curriculum continues to be adapted to support individual SEN pupils so they can independently demonstrate their learning. The focus remain on continuing to improve adaptive Quality First Teaching. Staff have received trust wide training and CPD from WISENDSS and Trust SENDCos.</p>		
<p><b>Objective 3</b></p>	<p><b>Actions for academic year 2023 – 2024</b> <i>(including data)</i></p>	<p><b>Data &amp; progress</b> <b>September 2024</b></p>	<p><b>Data &amp; progress</b> <b>September 2025</b></p>	<p><b>Data &amp; progress</b> <b>September 2026</b></p>	<p><b>Data &amp; progress</b> <b>September 2027</b></p>
<p>To ensure that children with physical disability needs are fully supported.</p>	<p>Leaders to ensure that EHCP provision is fully in place and reviewed and adapted as needs change. Health and safety reviews to include access arrangements for these children and any where need may occur during the year.</p>	<p>EHCPs are reviewed annually, with early reviews called for those children who demonstrate a significant change in need. Provision is regularly reviewed and adapted as necessary</p>	<p>EHCPs are reviewed annually, with early reviews called for those children who demonstrate a significant change in need. Provision is regularly reviewed and adapted as necessary.</p>		



		<p>Risk assessments are undertaken for all children with a physical disability or a SEMH need prior to trips and visit. Children with a physical disability have a PEEP which is reviewed every 6 months or more often if circumstances change. Children who require it have an intimate care plan which is reviewed regularly</p>	<p>Risk assessments are undertaken for all children with a physical disability or a SEMH need prior to trips and visit. Children with a physical disability have a PEEP which is reviewed every 6 months or more often if circumstances change. Children who require it have an intimate care plan which is reviewed regularly</p>		
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*Objectives are set up for a four-year period and statistical data is published annually. The information contained on this form is reviewed on an annual basis by the Headteacher.*

