



Whittington CE (VA) & Morda CE (VC) Primary Schools

'Love of God and others as oneself.'

Subject Area Action Plan – Sept 2026-2029

Equality Plan

School Lead: Mrs Angela Poole

Lead Governor: Jade Wright

Baseline: the Equality policy has been rigorously reviewed this year. Consultation is taking place with all members of the school community in order to ensure that the policy is proactive, progressive and supportive to all.

Baseline: Annual accessibility reviews are carried out to ensure the school remains proactive in identifying and removing barriers to access. Where individual needs emerge or change, the school responds promptly by implementing appropriate adaptations and sourcing specialist equipment to support full access to learning and school life.

		promote inclusion and challenge stereotypes.						
1.3	Ensure all pupils have opportunities to contribute positively to school life.	Review participation in School Council, pupil leadership roles, clubs and enrichment activities to ensure equitable access. Gather pupil voice on inclusion and belonging and act on findings.	AP and YLT	Ongoing, reviewed annually each Summer Term	Staff time, pupil surveys, leadership training opportunities	Analysis of participation data, pupil surveys and governor monitoring.	Pupil leadership opportunities are accessible and representative of the school community. Pupils report feeling included and valued.	Increased pupil participation, confidence and sense of belonging contribute to improved wellbeing and school engagement.
1.4	Promote a culture of belonging, respect and inclusion.	Monitor pupil wellbeing and experiences through surveys, pupil voice and pastoral support systems. Implement actions to address any identified barriers to inclusion.	Executive Headteacher (CR) Head of Schools (HC / LG) Inclusion Lead (AP) Learning Mentor (RV)	Ongoing, reviewed annually	Survey tools, staff training, wellbeing resources	Analysis of wellbeing data, behaviour records and pupil feedback.	Pupils report feeling safe, respected and included within the school community.	Stronger sense of belonging and improved wellbeing support positive learning outcomes and personal development.
1.5	Monitor equality of outcomes for different pupil groups.	Analyse attendance, attainment, progress and behaviour data to identify and address any disparities between groups. Implement targeted support where required.	Senior Leadership Team	Termly review	Assessment systems, attendance and behaviour tracking systems	Termly data analysis and governor reporting.	Any identified gaps are reduced over time and barriers to achievement are addressed promptly.	Improved equity in outcomes ensures all pupils have the opportunity to achieve their full potential.

1.6	Develop staff knowledge and understanding of equality, diversity and inclusion.	Deliver regular professional development on equality, diversity, inclusion and unconscious bias. Ensure staff understand their responsibilities under the Equality Act.	Headteacher / Equality Lead / Subject leads	Ongoing, reviewed annually	CPD budget, training materials, external providers where appropriate	Staff feedback, training records and performance management processes.	Staff demonstrate confidence in promoting equality and responding appropriately to issues of discrimination or prejudice.	Enhanced staff knowledge supports an inclusive environment and improves experiences and outcomes for all members of the school community.
-----	---	---	---	----------------------------	--	--	---	---

Subject Area Action Plan – Sept 2026-2029

Accessibility Plan

School Lead: Mrs Angela Poole

Lead Governor: Jade Wright

Baseline: the Equality policy has been rigorously reviewed this year. Consultation is taking place with all members of the school community in order to ensure that the policy is proactive, progressive and supportive to all.

	Objectives	Actions – What will happen?	Lead Person – who will do it?	Completion Date	Resources needed	Monitoring Procedures	Success Criteria	Impact
1.1	Increase access to the curriculum for pupils with disabilities and additional needs.	Ensure reasonable adjustments are made to teaching, learning resources and assessment arrangements. Provide staff training where required.	SENDCo / Assistant Headteacher / SLT	Ongoing	SEND budget, training, specialist resources	Learning walks, provision reviews, pupil progress meetings	Pupils with disabilities and SEND can access the curriculum alongside their peers.	Improved engagement, progress and achievement for pupils with additional needs.
1.2	Improve access to the physical environment.	Review accessibility of classrooms, outdoor areas and shared spaces. Address barriers identified through audits.	Headteacher / Assistant Headteacher / Site Manager	Annual review by July each year	Premises budget Audit tool	Site audits and governor monitoring	School environment remains accessible and safe for all users.	Increased independence and participation for pupils, staff and visitors.

Subject Area Action Plan – Sept 2026-2029

Accessibility Plan

School Lead: Mrs Angela Poole

Lead Governor: Jade Wright

Baseline: the Equality policy has been rigorously reviewed this year. Consultation is taking place with all members of the school community in order to ensure that the policy is proactive, progressive and supportive to all.

	Objectives	Actions – What will happen?	Lead Person – who will do it?	Completion Date	Resources needed	Monitoring Procedures	Success Criteria	Impact
1.3	Improve access to information.	Ensure key information is available in accessible formats where required. Use visuals, technology and alternative communication methods to support understanding.	SENDCo / Admin Team	Ongoing	Translation services, visual resources, assistive technology	Parent feedback and SEND reviews	Information is accessible to all pupils, parents and carers.	Improved communication and engagement with the wider school community.
1.4	Promote the effective use of assistive technology and adaptive resources.	Review and implement appropriate technology and resources to support access to learning.	Inclusion Lead (AP) SENDCo	Reviewed annually each Summer Term	ICT resources, specialist equipment	Provision mapping and SEND reviews	Pupils access learning more independently.	Increased participation and improved outcomes.
1.5	Ensure educational visits and enrichment activities are accessible to all.	Risk assess visits and activities to ensure reasonable adjustments are made where necessary.	Educational Visits Coordinator / Class Teachers	Ongoing	Staffing and transport arrangements	Visit evaluations and pupil participation data	All pupils can participate fully in enrichment opportunities.	Increased inclusion, confidence and sense of belonging.

Subject Area Action Plan – Sept 2026-2029

Accessibility Plan

School Lead: Mrs Angela Poole

Lead Governor: Jade Wright

Baseline: the Equality policy has been rigorously reviewed this year. Consultation is taking place with all members of the school community in order to ensure that the policy is proactive, progressive and supportive to all.

	Objectives	Actions – What will happen?	Lead Person – who will do it?	Completion Date	Resources needed	Monitoring Procedures	Success Criteria	Impact
1.6	Develop staff knowledge and understanding of equality, diversity and inclusion.	Deliver regular professional development on equality, diversity, inclusion and unconscious bias. Ensure staff understand their responsibilities under the Equality Act.	Headteacher / Equality Lead / Subject leads	Ongoing, reviewed annually	CPD budget, training materials, external providers where appropriate	Staff feedback, training records and performance management processes.	Staff demonstrate confidence in promoting equality and responding appropriately to issues of discrimination or prejudice.	Enhanced staff knowledge supports an inclusive environment and improves experiences and outcomes for all members of the school community.