

Eccleston Mere Primary School
Equality and Diversity Objectives (Action Plan)



Objectives (revisited before September 2025)	Actions
<p>To ensure equality in attainment and achievement between groups in school, narrowing any gaps where they might occur.</p>	<ul style="list-style-type: none"> - Analyse pupil progress termly at Pupil Progress Meetings, focusing on individual progress of vulnerable individuals. - Regular analysis of progress of vulnerable groups (EAL, Gender, FSM, PP, SEND, Disadvantaged, other) by senior leaders. - Develop use of FFT to support with assessment tracking, through filtering of key groups. - Subject Leaders to ensure equality of offer within individual subjects. - Using data to ensure that all pupils are receiving a broad, balanced and challenging curriculum. - Increase awareness and inclusion of all gender groups in all subjects.
<p>Further develop children’s understanding, tolerance and appreciation of diversity in our community (at all levels – school, local, national, world).</p>	<ul style="list-style-type: none"> -Embedding of Jigsaw programme to support PSED in KS2. The continued development of PSED in EYFS and KS1, through refined planning and knowledge progression. <ul style="list-style-type: none"> • Investigate the use of Stonewall to support our existing whole school approach to inclusion. • Maximise opportunities to promote cultural diversity through curriculum work (Curriculum Subject Leaders to lead in own areas). • Develop the use of modelling and representation through curriculum resourcing, school displays and texts. • Take opportunity of specific enrichment days to highlight diversity. • Review the range of trips, visits and extra-curricular activities offered and available to increase range and options. • Involve local charities and community groups in school work to raise awareness. • Ensure the school assembly timetable reflects national and international events and celebrations.
<p>Ensure the best use of intervention and technologies to support children in all vulnerable groups to access learning.</p>	<ul style="list-style-type: none"> • Investigate the use of technology to support children with SEND. • Develop use of individual learning interventions and platforms and bespoke learning paths for all children (e.g. Living Language, Sensory Science, InSync, Nessy, TTRS, Reading Plus, Spelling Shed) • Utilising external service advice and intervention to enhance practice (e.g. SALT, OT, LSS).
<p>To continue to offer high quality CPD to all staff in supporting vulnerable groups.</p>	<ul style="list-style-type: none"> • Utilise LA training and support, as indicated from planning and consultation meetings. • Provide training in-house, through INSET time and staff meeting times. • Respond to the individual needs of pupils as they arise, through bespoke CPD.