

Whitehouse Primary School

Published Equalities Objectives 2024-2027

To live our mantra of knowing our children and families, community and each other well, we will foster a sense of belonging within and across our organisation, enabling our young people, staff and volunteers to thrive. By becoming a trust of sanctuary, we will create a welcoming and safe environment for all.

Objective 1: Characteristic – Disability

Vulnerable Learners

The school will ensure that all children, regardless of their needs have access to board and balanced curriculum, including individualised curricula where appropriate to each individual.

Vulnerable Learners

School curriculum intent:

‘When I leave Whitehouse Primary School, I will be a confident, resilient and independent learner, prepared for the next stage of my education and ready to deal with any challenges ahead....’

Context

Whitehouse Primary School has the same ambition for all learners regardless of their needs.

This above statement impacts all areas of learning and life within school.

'Vulnerable learners' may be characterised by some or all of the following: poor attendance, low engagement when in school, challenging behaviour, low self- esteem, high levels of mobility between school placements, undiagnosed and diagnosed SEMH needs (pupils with severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations), Adverse Childhood

Experiences (ACEs) and other aspects of neurodiversity (ASD, sensory, dyslexia, for example).

School has also seen a significant increase in the amount of children who have an EHCP and have additional needs. Whitehouse is ambitious for all of these children and is doing a great deal of work to ensure that appropriate adaptations ensure they have access to a broad and balanced curriculum. Work to ensure staff have a sound understanding of making adaptations to their curriculum in all areas will reduce inequality in this area. Work to support school identifying barriers to learning at the earliest possible opportunity is ongoing and use of 'Windscreen' helps school identify these barriers and put appropriate plans in place for children who experience one of the above mentioned barriers to learning.

School have access to trained counsellors and appropriate resources - including our member of staff responsible for Care, Guidance and Support - to provide key intervention for pupils who find school difficult. This includes those who are persistently absent and this causes them to be disadvantaged to their peers.

A review of our SEND policy, intent and procedures, will also provide staff with really clear guidance of fundamental support to offer pupils at the earliest possible opportunities should they need it.

Measurable

- **A coordinated and structured strategy led by the Trust's Vulnerable Learners Lead**
- **Intensive literacy and phonics support for children who need them..**
- **Mobilising resources for vulnerable children whose families are hard to reach**
- **An emerging picture of available resources and a range of graduated responses to vulnerability via the windscreen approach being pioneered and developed in the Trust with a particular focus on social and emotional health and wellbeing.**
- **To consistently ensure that attendance remains above National Average and further reduce our persistent absenteeism.**
- **Improved outcomes for children with SEND.**

Objective 2: Specific Characteristics - sex, race, religion and belief, disadvantage. Internationalism and global learning

To increase participation in extracurricular activity for all pupils, particularly those who come from disadvantaged backgrounds, and provide appropriate cultural capital experiences that raises all pupils' aspirations. To create a culture of tolerance and mutual respect through introduction of appropriate personal development curriculum.

Context

Whitehouse primary school serves an area with above average indices of deprivation and many pupils do not have access to cultural capital experiences which raise their ambitions. Use of the NEAT experience will tailor which activities children get to participate in.

For some pupils, experiences that will develop ambition, character, and inspire pupils to make a difference in the world may not be attainable.

Through an ambitious program linked to the curriculum and using appropriate subsidisation, more children will have access to experiences which support their understanding of the world beyond our school gates.

School will red develop and define our school motto and personal values to make them more relevant to all our cohort. A well thought out personal development program and opportunities for school to give pupils experience where they can develop these will be effective in creating a culture of mutual respect and tolerance.

Measurable

- **Quantifiable data about vulnerable pupils who attend extracurricular activity.**
- **A significant increase in the activities many children get to experience.**
- **Children record their experience during their time at school using the NEAT experience.**