



## Equality Action Plan 2025 - 2026

| Objective                                                                               | Action(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Led by                                                                        | Resources                                                                                         | Start date       | Review date                      | Success Criteria                                                                                                                                                                                                                                              | Monitoring Outcomes |
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| 1. To ensure our school community is represented and celebrated through our curriculum. | <p>Development and implementation of new curriculum to represent different cultures within our school community.</p> <p>Year group enrichments are planned with a clear purpose to build cultural capital and enhance the curriculum.</p> <p>Increased opportunities for our school community to come together to celebrate – DREAM assemblies, showcase events</p> <p>Family and community feedback in used to further develop our enhanced curriculum offer.</p> | <p>CB &amp; curriculum leads.</p> <p>Class teachers</p> <p>SLT</p> <p>SLT</p> | <p>Curriculum overview</p> <p>Essential Experiences</p> <p>Enrichment Map</p> <p>Parent Voice</p> | <p>Sept 2025</p> | <p>Jan 2026</p> <p>July 2026</p> | <p>Pupils see themselves represented through the curriculum.</p> <p>Pupils' awareness of other cultures increases.</p> <p>Pupils' access to experiences within the community and beyond increases.</p> <p>Positive attendance at parent/community events.</p> |                     |
| 2. To diminish the attainment/progress difference between specific pupil                | <p>Weekly Ashwood Aspire meetings to analyse data with increased focus on pupil groups e.g. EAL, PP, New to Country, SEND</p> <p>Staff CPD to acknowledge barriers to learning.</p>                                                                                                                                                                                                                                                                                | <p>CB</p> <p>SLT</p>                                                          | <p>Aspire Meetings</p> <p>CPD sessions</p>                                                        | <p>Sept 2025</p> | <p>Ongoing</p>                   | <p>Pupil barriers to learning will be analysed and planned for.</p>                                                                                                                                                                                           |                     |

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| groups in school.                                            | <p>Staff CPD to develop and embed our Adaptive Teaching to meet the needs of pupils through QFT.</p> <p>ASAP (Ashwood Support Allocation Panel) to ensure targeted and timely intervention.</p>                                                                                                                                                                                                                                                                                                         | EF & SM                                               | <p>ASAP referral docs</p> <p>Interventions booklet</p>                                                                              |           |         | <p>Staff will feel confident to support all learners within their class.</p> <p>Pupils will access learning adapted to meet their needs.</p>                                                        |  |
| 3. To reduce Persistent Absence to below the national level. | <p>Pupils at risk of PA (based on previous year's data) are highlighted.</p> <p>Support put in place for pupils at risk of PA (based on previous years) in the first two weeks of Autumn 2025/26.</p> <p>Inclusion Meetings held to analyse attendance data and put together a holistic support package for pupils/their family.</p> <p>Class teachers to support attendance communication with parents.</p> <p>ASAP (Ashwood Support Allocation Panel) to ensure targeted and timely intervention.</p> | <p>JW</p> <p>DM, JW, SM, EF</p> <p>Class teachers</p> | <p>Attendance data - Arbor</p> <p>Attendance action plan/meeting minutes</p> <p>ASAP referral docs</p> <p>Interventions booklet</p> | Sept 2025 | Ongoing | <p>Rate of persistent absence is lower than previous year.</p> <p>Rate of persistent absence is lower than the national level.</p> <p>Pupils struggling with attendance barriers are supported.</p> |  |