



West Wycombe School

Equality Objectives

Context

Schools are required under the Equality Act 2010 to publish information which is updated annually showing how they comply with the Public Sector Equality Duty and to set at least one equality objective every 4 years.

The need to advance equality of opportunity is defined in the Equality Act 2010 as having 'due regard' to the

Approved by:	Local Governing Board	Date: 31.7.25
---------------------	-----------------------	----------------------

Next review due by:	July 2026
----------------------------	-----------

need to:

- Eliminate discrimination
- Foster good relationships

- Advance equality of opportunity

At West Wycombe School we welcome our duties under the Equality Act 2010. We believe the act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality, and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups or individuals.

The objectives below represent our school's priorities and are the outcome of a careful review and analysis of data and other evidence. They also take into account national and local priorities and issues and should be read conjunction with the Great Learners Trust Equalities Statement.

Evidence of the progress made against our objectives will be published annually on our school website.

West Wycombe School Equality Objectives 2023-2027

Objective 1: By July 2026, to ensure that the attainment of EAL pupils in Phonics and Early Reading at the end of EYFS and KS1 is in line with National for this group.

Why we have chosen this objective and intended outcome:	Our recent work on reviewing reading within the school, specifically our chosen reading scheme has identified key barriers that are preventing our children achieving the national standard in phonics and reading. As a result of this analysis, a number of key steps have been taken to specifically address these barriers. Key staff have been identified for leading on phonics and early reading and follow through is held by all staff to ensure a whole school approach to the teaching and effective assessment of phonics and early reading, and tailored, ongoing support for the lowest attainers.
To achieve this objective we plan to:	• Use LSAs for interventions and additional support Train • staff in EAL pedagogy • Seek funding for additional resources
Evidence of progress made Year 1: To be updated in July 2024	We have developed our use of Widgit to support EAL children; this is a paid for programme that supports early language development. We hosted Phonics training in our January INSET (06.01.25), with a focus on supporting EAL children with early phonics. We use iPads for translating in lessons and all teaching materials have key vocabulary translated for our EAL children. Staff training- Spring 2024- EAL pedagogy and resources.

Evidence of progress made Year 2: To be updated in July 2025	• LSAs deliver short, frequent 'keep-up' phonics matched to class sequence (DfE/EEF aligned). • Regular phonics assessments identify next steps and prompt early support. • Pre-teaching of Tier 2/3 vocabulary and structured talk embedded to boost decoding and comprehension. • Teachers use text-to-speech and on-screen translation to model pronunciation, clarify instructions, and teach vocabulary. • Widgit symbols support routines, key concepts, and subjectspecific vocabulary. • Internal assessment instructions/materials translated where needed; bilingual dictionaries used to assess knowledge, not just English. • Key communications (curriculum overviews, home reading guidance) translated to engage families. • Monitoring shows consistent use of translated vocabulary, Widgit symbols, and talk routines matched to language level. • EAL pupils tracked half-termly as a distinct group to plan next steps. • Next steps: review impact of translations/symbols and remove scaffolds as proficiency grows.
	• Next steps: extend language-aware teaching into science and geography; staff to attend CLIL webinar (30 Sept). • Next steps: strengthen parent workshops on early reading with translated materials.
Evidence of progress made Year 3: To be updated in July 2026	
Evidence of progress made Year 4: To be updated in July 2027	

Responsible person:	Mr Gareth Ventin
---------------------	------------------

Objective 2:

By July 2026, to ensure that the attainment of pupils with Special Education Needs and/or disabilities (SEND) at the end of EYFS, Key Stage 1 and Key Stage 2 in Reading and Mathematics is in line with the National for this group.

Why we have chosen this objective and intended outcome:	The review in 2023 for Special Educational Needs provision identified that internal assessment was ambiguous and did not indicate the true capabilities of pupils. As a result of this, a clear procedure has been developed which will ensure that pupils with SEND have a clear pathway for assessment which will reflect their learning potential and ability. This is being developed in partnership with the Raising Standards Lead to ensure that children are accurately assessed and gaps are quickly identified to ensure that interventions can be put in place for example this could be through QFT, group of 1:1 support. This will ensure that the standards achieved by pupils at West Wycombe are in line with national.
To achieve this objective we plan to:	• Work with parents and external agencies • Deploy LSAs for additional interventions • Staff training in SEND strategies
Evidence of progress made Year 1: To be updated in July 2024	- SEND Training for staff, including regular updates to SEND Support Plans - LSA training on Quality First Teaching, resources and pre teaching - Tuition for Years 5 and 6 SEND children - SEND Audit- termly, with SEND Governor and Trust
Evidence of progress made Year 2: To be updated in July 2025	• Quality-first teaching with clear vocabulary instruction, visual supports (Widgit), and structured talk aids access to reading and maths language. • Effective use of TAs with scripts/templates for phonics and oral language interventions ensures consistency. • Planning increasingly identifies language demands and needed support; subject leaders ensure adaptations enable full curriculum access. • Assistive technology (text-to-speech) improves access to instructions and vocabulary. • Internal assessments rephrase/translate instructions where appropriate to assess understanding; statutory access arrangements applied in line with STA/DfE guidance. • Next steps: continue CPD on diagnosing decoding vs language comprehension barriers to tailor support.

	Next steps: extend language-aware approaches across subjects (e.g., science/geography) to reduce literacy barriers in wider curriculum and maths problem solving.
Evidence of progress made Year 3: To be updated in July 2026	
Evidence of progress made Year 4: To be updated in July 2027	

Responsible person:	Mr Gareth Ventin
---------------------	------------------

Objective 3: By July 2026, to have improved the outcomes for Disadvantaged Pupils in reading, writing and mathematics so that they are aligned with the outcomes for Disadvantaged Pupils nationally and closer to National All Other data.

Why we have chosen this objective and intended outcome:	Our recent review of Pupil Premium funding for Disadvantaged Pupils has identified key barriers that are preventing these children from achieving the national standard in reading, writing and mathematics. As a result of this analysis, a number of key strategies have been identified to specifically target these barriers from Early Years through to Key Stage 2. Key staff have been identified on leading these action plans so that the implementation and follow through is held by all staff and will ensure a whole school approach to driving change. It is essential that these improvements are implemented to bring our data in line with National Disadvantaged Pupil statistics. In addition, targets have been set to address the well-being of the whole child so that children are able to manage their learning with the appropriate support to reduce stressors and inhibitory factors.
To achieve this objective we plan to:	• Utilise the PP funding to provide resources, financial support and experiences for disadvantaged children • Analyse data and provide additional support to ensure disadvantaged children make progress • Elect a PP Champion to work with families and staff
Evidence of progress made Year 1: To be updated in July 2024	- Free breakfast clubs and after school clubs - Tuition for Years 5 and 6 - Free trips and events - Bespoke training on barriers for disadvantaged children - PP Champion elected and trained on how to improve outcomes - Bespoke data analysis meetings for PP children - A comprehensive overview of the barriers each PP child faces and our provision to address/ overcome these barriers
Evidence of progress made Year 2: To be updated in July 2025	• Quality-first teaching (vocabulary, visual supports, structured talk) strengthens core understanding for disadvantaged learners. • Targeted early reading support (keep-up phonics and regular assessment) addresses gaps quickly. • Translated communications and home reading guidance strengthen family engagement and home learning. • Monitoring (learning walks, book/planning reviews) shows adaptations matched to language level, supporting equitable access. • Next steps: strengthen parent workshops on early reading (translated materials) to build home support for phonics, story language, and oral language.

Evidence of progress made Year 3: To be updated in July 2026	
---	--

Evidence of progress made Year 4: To be updated in July 2027	
---	--

Responsible person:	Mr Gareth Ventin
---------------------	------------------

Objective 4: To continue to educate pupils and staff, and to have clear systems and processes in place to actively stand up to prejudice and stereotypes through a variety of approaches.

To have clear systems for improving the impact and outcomes for BAME people in all aspects of school life.

To encourage the whole school community to commit to a society that faces the above challenges and advocates for the 1948 Universal Declaration of Human Rights.

Why we have chosen this objective and intended outcome:	The school has an inclusive approach and works hard to educate pupils about prejudice and stereotypes. It also follows up any incidents that occur robustly with consistent implementation of our policies and agreed procedures. We wish to continue to focus on these aspects of our work as a school in order to maintain a harmonious environment for learning in which all pupils are motivated to achieve well. We continue to aim to reduce incidents of victimisation, discrimination, racism, bullying, harassment and historical bias arising from colonisation and slavery through consistent high expectations, clear, effective processes and an inclusive culture.
---	--

To achieve this objective we plan to:	• Staff training on equality and diversity • Workshops for children and parents • External agencies supporting with training and resources
---------------------------------------	--

Evidence of progress made Year 1: To be updated in July 2024	- Our British Values assemblies - Neurodiversity Week - Black History Month - Assemblies on discrimination, racism and equality - PHSE programme- focus on inclusion
Evidence of progress made Year 2: To be updated in July 2025	• Inclusive classroom practices (translations, Widgit symbols, structured talk) promote equitable access and high expectations. • Staff development (effective TA deployment; scripts/templates; language-aware planning) builds capacity to meet diverse needs. • Compliance with STA/DfE assessment guidance ensures fair access arrangements and maintains integrity. • Tracking EAL pupils and matching adaptations to language level provides a clear system for monitoring and responding to need. • Family engagement through translated communications strengthens trust and participation. • Next steps: staff to attend CLIL webinar and extend language-aware training beyond EYFS/KS1 to embed inclusive practice.

Evidence of progress made Year 3: To be updated in July 2026	
Evidence of progress made Year 4: To be updated in July 2027	

Responsible person:	Mr Gareth Ventin
---------------------	------------------