

## West Pennard C of E Primary School

# **Equality Data and Objectives**

March 2024

Tony Wheat	Sylvia Smith
Headteacher	Chair of Governors

Ratified by: ...... Date: ...........

Chair of Governors

Review date: March 2026

## EQUALITY DATA AND OBJECTIVES March 2024

## **Welcome to West Pennard CE Primary School**

West Pennard CE Primary School has used the following process to assist them in identifying some of the barriers to their pupils in accessing education provision.

## Stage 1: Understanding Our School Community – Pupils

What is the school profile?

218

- How many children are on roll at the school?
- What information on pupils is collected by protected characteristics?

## Using the SIMs data the following information was available.

Ethnic Categories						
White British	193	White & Black Caribbean	2	Indian	Any other black background	
Irish		White & Asian	5	Pakistani	Refugee	1
Any other white background	9	White & Black African		Bangladeshi	Asylum Seeker	
Traveller of Irish Heritage		Any other mixed background	3	Any other Asian background	Any other Ethnic Group	
Gypsy/Roma	5	Chinese		Black Caribbean	Information Refused	
Other Gypsy/Roma		Any other Chinese background		Black African	Information not obtained	
White European						

## **Disability Categories**

Not collected		No disability	Problems with mobility	2	Problems with hand function	
Problems with personal care		Problems with eating and drinking	Needs medication		Problems with incontinence	1
Problems with communication	6	Problems with hearing 1	Problems with vision	2	ASD/Aspergers	4
Other Disability/Health problem	1					

Special Educational Needs (SEN)	Percentage	Actual No.
No SEN	90.8%	199
SEN without EHCP	6.4%	14
SEN with EHCP	2.3%	5

Gender	
Girls	52.8%
Boys	47.2%

Religion and Belief						
Anglican		Church of England		Sikh		
Baptist		Hindu		No religion	106	
Buddhist	1	Jewish	1	Other religion	4	

Catholic		Methodist	Unknown	2
Christian	99	Muslim 1		

## No information was available on the following protected characteristics which are not relevant to the Primary Age Range:

- **Gender Reassignment –** The school did not have any information on whether any of the children on roll had reassigned their gender as the question had never been asked as it was not appropriate to the Primary age range.
- **Sexual Identity** The school did not have any information on whether any of the children on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked as it was not appropriate to the Primary age range.

## Stage 2: Understanding the Information Gathered

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Engagement in school activities
- Exclusions
- Prejudice related incidents
- Rewards and sanctions
- Representations on school bodies e.g. school council

## **Equality Objectives:**

1. To develop a greater understanding and empathy with the individual needs of pupils with SEND

### Why:

The school's SEND population is gradually changing with a slight increase in the number of EHCPs in place and/or applied for. There had also been two further children diagnosed with Autism recently, which increased the number to those already diagnosed. Although not significant, there is an increase of mental health concerns at a low level which are not necessarily children with SEND but within the school population. This may be impacted from the COVID 19 pandemic. There is an overall need to educate the schools community thereby developing greater tolerance and empathy in relation to the needs of SEND pupils.

#### How:

CPD for all class teachers to improve their knowledge and understanding of how to remove potential barriers and maximise progress for SEND pupils and those showings signs of mental health needs (training ASD & Com Team, Wellbeing INSET, engagement of new MHST, PFSA EHCP progress, review provision maps/SEND Concerns procedure from universal /wave 1). To establish disability implications for participation in school life and take reasonable steps to enable participation.

#### Outcome:

Staff have improved skills and understanding of the needs of SEND pupils and those with mental health needs and are more confident in adapting the curriculum to meet those needs and providing the appropriate support.

2. Our data indicates that the composition of our school is predominately White, British, Christian with minority representation in other ethnic and religious groups.

### Why:

In order to address and celebrate our cultural diversity we will continue to deliver a PSHE Programme which explores and values cultural differences alongside robust RE syllabus which incorporates visits to different places of worship as part of our school curriculum activities to develop an understanding of other cultures.

#### How:

Cultural diversity will be celebrated across the curriculum with an understanding of a range of cultures/faiths. Pupils are encouraged to recognise and consider the feelings and viewpoints of others. Learning opportunities will not only be part of in school teaching, but also extended to first hand school trips, workshops and visitors invited into school. School will explore global links with other schools and engage in international charities, as well as threading British Values through the curriculum.

#### Outcome:

To use the curriculum as a vehicle to teach pupils about British Values and extend beyond their own personal experience into areas such as citizenship and democracy and traditional heritage. We activity aim to instil aspiration and ambition in our pupils by exposing them to a wide range of cultural experiences and opportunities to get involved. Their learning is taken beyond where they live, but into a more global experience to deeper their knowledge and understanding of the diversity within the world they live in.

Attendance will continue to be monitored regularly to ensure there are no discrepancies between the attendance of different groups. Any patterns of non-attendance are addressed. There is a proactive approach in tackling attendance issues.

The equality objectives for West Pennard CE Primary School are contained within the school improvement plan and are monitored termly by the Senior Leadership Team and the Governing Body. This also includes close attainment/progress monitoring to ensure pupil progress is maximised across all groups.