

# Larkfields Infant School Equality Objectives Action Plan 2024-2027

Our aim is to ensure that Larkfields Infant School is proactive in ensuring equality throughout our school for pupils, parents and staff with regard to protected characteristics. We seek to embed equality of access, opportunity and outcome for all members of our school community.

## 2025-2026 Data – Current

### Religion

| Religion             | Group Size | % of Total |
|----------------------|------------|------------|
| Christian            | 34         | 19.7%      |
| Muslim               | 4          | 2.3%       |
| No Religion          | 129        | 74.6%      |
| Other Religion/Faith | 1          | 0.5%       |
| Roman Catholic       | 1          | 0.5%       |
| Sikh                 | 4          | 2.3%       |

### Ethnicity

| Ethnicity       | Enrolment | % of Total |
|-----------------|-----------|------------|
| Black - African | 2         | 1.2%       |
| Black Caribbean | 2         | 1.2%       |
| Indian          | 4         | 2.4%       |

|                                  |     |       |
|----------------------------------|-----|-------|
| Kashmiri Other                   | 1   | 0.6%  |
| Pakistani                        | 1   | 0.6%  |
| White - British                  | 141 | 84.4% |
| White-Irish                      | 1   | 0.6%  |
| White and Any Other Ethnic Group | 1   | 0.6%  |
| White and Asian                  | 2   | 1.2%  |
| White and Black Caribbean        | 4   | 2.4%  |
| White Eastern European           | 2   | 1.2%  |
| White European                   | 2   | 1.2%  |
| White Other                      | 3   | 1.8%  |

#### Gender

| <b>Sex</b> | <b>Enrolment</b> | <b>% of Total</b> |
|------------|------------------|-------------------|
| Female     | 78               | 46.7%             |
| Male       | 89               | 53.2%             |

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:-

| Equality Objectives  | Actions to be taken  | Responsibility and Timescale   | Review-<br>Mar 25, Mar 26, Mar 27  |
|--|--|--|--|
| <p>To ensure our shared vision of inclusion is embedded into our curriculum.</p>                             | <ul style="list-style-type: none"> <li>➤ Adaptive teaching CPD</li> <li>➤ Development of curriculum delivery – SDP 24/25</li> <li>➤ Subject leads to seek out opportunities to teach diversity, equality and inclusion within their subjects.</li> <li>➤ Curriculum maps produced to show the development of the knowledge across the year groups</li> <li>➤ Curriculum enrichment is planned to support the curriculum and also represents diverse cultures and experiences.</li> </ul>   | <p>Aut 24- Carla Smith</p> <p>Aut 25</p> <p>Aut 25</p> <p>Aut 25</p>   | <p>Mar 25- Adaptive Teaching CPD was received in the Autumn Term and will form a strand of the 25/26 SDP.</p> <p>Mar 26- Adaptive teaching is now embedded practice. Adaptive teaching curriculum guides have been produced. New curriculum formats show knowledge progression clearly.</p>  |
| <p>To ensure the school environment is inclusive to the needs of children and adults with sensory needs.</p> | <ul style="list-style-type: none"> <li>➤ Apply for Grant to purchase sensory equipment for temporary sensory area.</li> <li>➤ Temporary sensory area created.</li> <li>➤ Phase 1 of school refurbishment, consideration given when designing the classroom environments for 2 new classrooms- flooring, furniture, displays, sound and lighting</li> <li>➤ Regular termly sensory audits are done of classrooms and teaching spaces <a href="#">Sensory Audit Toolkit</a></li> <li>➤ Staff training on outcomes of sensory Audit</li> <li>➤ Phase 2 – Development of permeant sensory space and the removal of the open plan teaching spaces into 4 classrooms.</li> <li>➤ Development of the use of technology to support writing.</li> <li>➤ Development of alternatives to the dining hall at lunchtimes</li> </ul> | <p>Feb 24- Jane Maltby &amp; Julie Jones</p> <p>Jan-Apr 24- Nichola Irwin</p> <p>Feb-Sept 24- Nichola Irwin &amp; Carla Smith</p> <p>Termly- Carla Smith</p> <p>1 staff meeting per year- Carla Smith</p> <p>Jan 25 – Nichola Irwin</p> <p>Sept 26 – SLT</p> <p>Sept 26- SLT</p> | <p>Mar 25- Moto Foundation kindly donated £1,500 to purchase sensory equipment and the school capital grant was used to buy new furniture for the new area.</p> <p>The spare classroom from the phase 1 project has been converted into a SEND space called the Roost.</p> <p>The capex bid for phase 2 was not successful and this has been put on hold.</p> <p>Mar 26- A space has been created called the roost to support sensory regulation, this is a flexible space. This can also be used through lunchtime if necessary. Children prefer to be with peers in dining room and ear defenders have been used successfully.</p> |

|   |  |   |  |
|---|--|---|--|
| <p>To improve staff's understanding of EAL learners and create a clear menu of support.</p> | <ul style="list-style-type: none"> <li>➤ Appointment of EAL lead teacher.</li> <li>➤ Staff training on EAL learners – to include, language development in EAL learners, meeting the needs of EAL learners, website translating resources</li> <li>➤ Development of information sharing between home and school to better understand cultural backgrounds.</li> <li>➤ Creation of a EAL pathway for language assessment</li> <li>➤ Development of menu of support</li> <li>➤ Development of “survival vocabulary” identified in the curriculum.</li> <li>➤ Ensure pupils first language is represented in classrooms</li> <li>➤ Resource audit to establish all pupils in schools reflect backgrounds</li> <li>➤ Purchase of bilingual dictionaries</li> <li>➤ Improving communication with parents both face to face and in the written form.</li> </ul> | <p>Sept 23<br/>Begins Jun 24- Kerry Bear , Carla Smith</p> <p>All actions to be worked on 26/27</p> | <p>Mar 25- Purchased a new website with translation button so parents are able to access everything in their home language- due to go live in Sept 25</p> <p>Mar 26- EAL assessment tracker has been introduced to track pupils through school.</p> <p>Oracy curriculum and widget use has improved and is supporting pupils with additional language.</p> |
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