West Tytherley Church of England Primary School

Equality Information and Objectives Statement 2026–2029

Approved by:	FGB	**Date:** September 2026
Last reviewed on:	September 2026	
Next annual review due by:	September 2027	
Next full review of equality objectives	September 2029	

1. Our Commitment to Equality

At West Tytherley Primary School, we are committed to providing equality of opportunity for every member of our school community. We want every child to feel that they belong, that they are valued and listened to, and that they are able to participate fully in the life of our school.

As a small Church of England primary school, our commitment to equality and inclusion is closely connected to our Christian vision and our values of Courage, Creativity and Compassion.

- Courage: recognising and challenging discrimination, prejudice, stereotypes and barriers to participation.
- Creativity: finding different approaches and reasonable adjustments so that individual pupils can participate, communicate and succeed.
- Compassion: listening carefully, seeking to understand the experiences and needs of others and treating everyone with dignity, kindness and respect.

Everyone belongs. Everyone is heard. Everyone is supported to flourish.

We recognise that equality does not necessarily mean treating everyone in exactly the same way. Some children may require different approaches, reasonable adjustments or additional support in order to experience genuine equality of opportunity.

2. Our School Context

West Tytherley is a small rural primary school. Our school community currently has relatively low levels of ethnic and cultural diversity. We recognise that this places an important responsibility upon us to ensure that pupils encounter, understand and value the diversity of modern Britain and the wider world through our curriculum, collective worship, literature, resources and wider school experiences.

The school has a comparatively high proportion of pupils with special educational needs and/or disabilities (SEND), including pupils with neuro-developmental differences and a range of sensory, communication, social, emotional and learning needs. Consequently, accessibility, neurodiversity and inclusion are particularly important aspects of our equality work.

We recognise that barriers to participation are not always immediately visible. We therefore seek to understand the individual child and consider what adjustments to teaching, communication, routines, expectations or the environment may enable that child to participate successfully.

3. Legal and Statutory Framework

This statement reflects the school's responsibilities under relevant legislation and statutory guidance, including:

- Equality Act 2010;
- Section 85 of the Equality Act 2010, relating to pupils, admissions and treatment in schools;
- Section 149 of the Equality Act 2010, which establishes the Public Sector Equality Duty;
- Schedule 10 of the Equality Act 2010, relating to accessibility for disabled pupils;
- Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017;
- Children and Families Act 2014;
- Special Educational Needs and Disability Regulations 2014; and
- SEND Code of Practice: 0 to 25 years.

The school also takes account of relevant Department for Education and Equality and Human Rights Commission guidance.

4. The Public Sector Equality Duty

Under Section 149 of the Equality Act 2010, the school must have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act.
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not.
- Foster good relations between people who share a relevant protected characteristic and people who do not.

Advancing equality includes considering the need to remove or minimise disadvantages experienced because of a protected characteristic, take steps to meet different needs and encourage participation where participation may otherwise be disproportionately low. We understand that achieving equality may therefore require us to treat individuals differently according to their needs.

5. Protected Characteristics

The Equality Act 2010 identifies nine protected characteristics: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.

The application of particular protected characteristics varies according to the provisions of the Act and the context of school education. The relevant protected characteristics for the purposes of the general Public Sector Equality Duty are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The school will not tolerate discrimination, harassment or victimisation and will respond appropriately to discriminatory language, behaviour, bullying or stereotyping.

6. Disability, SEND and Reasonable Adjustments

The school recognises its duties towards disabled pupils under the Equality Act 2010, including its duty to make reasonable adjustments. We recognise that disability may include physical, sensory, cognitive, neuro-developmental and mental health impairments where the statutory definition of disability is met.

We seek to anticipate potential barriers rather than waiting for difficulties to arise. Reasonable adjustments may include changes to:

- teaching approaches, communication methods and classroom organisation;
- routines, transitions and sensory environments;
- methods of recording or demonstrating learning;
- access to equipment, resources, movement and regulation;
- participation in visits, clubs, collective worship and wider school activities; and
- the ways in which pupils are able to seek help or communicate a need.

We recognise particularly that pupils with autism, ADHD and other SEND may experience aspects of the school environment differently from their peers. Our approach therefore focuses not simply on asking a child to cope with an environment, but also on considering whether the environment, communication or adult practice can reasonably be adapted to remove barriers.

7. Accessibility

Our Equality Information and Objectives Statement works alongside our statutory Accessibility Plan. Our Accessibility Plan addresses the school's duties to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment to enable disabled pupils to take advantage of education, benefits, facilities and services; and
- improve the availability and accessibility of information for disabled pupils.

The Accessibility Plan is kept under review and revised where necessary. Accessibility is considered as part of our everyday school improvement rather than solely in response to an individual pupil experiencing difficulty.

8. Pupil Voice – Listening to Children's Experiences

Pupil voice has been instrumental in establishing our current equality and accessibility priorities.

We recognise that adults should not assume that they fully understand the barriers children experience. We actively seek pupils' views about when and where they feel safe and included; what helps them learn; sensory experiences; how easy or difficult they find it to ask an adult for help; whether adults listen and respond; and changes that could improve their experience of school.

Recent pupil voice work has directly informed our Accessibility Plan and our equality objectives.

Sensory needs

We recognise that noise, movement, busy spaces, transitions and other sensory experiences can affect some pupils' ability to regulate, concentrate and participate. We will therefore continue to develop sensory-aware environments and approaches.

Communicating with adults

Pupil voice has highlighted the importance of children having effective ways to communicate with adults during learning. For some pupils, particularly those with communication, anxiety, sensory or regulation needs, verbally approaching an adult or asking publicly for help may be difficult.

We will therefore develop clear, consistent and discreet ways for pupils to communicate that they need help, clarification, reassurance, regulation or a break during class time.

Feeling heard

Children need to know not only that they can speak to an adult but that adults will listen and respond appropriately. We will continue to use pupil voice to evaluate the impact of changes and, wherever appropriate, explain to children what has changed as a result of their views.

9. Equality, Behaviour and Belonging

Our commitment to inclusion extends to every pupil. We recognise that SEND, communication differences, sensory processing, trauma, emotional regulation and other additional needs can influence how a child experiences and responds to school. We seek to understand behaviour in context and make reasonable adjustments where required.

At the same time, inclusion requires us to consider the safety, dignity and wellbeing of all pupils. We therefore maintain clear expectations for safe and respectful behaviour while supporting individual pupils to develop the skills and strategies they need to meet those expectations.

No child's additional needs should result in another child's experience or concerns being dismissed. Our aim is to create a community in which individual needs are understood while every child has the right to feel safe, respected and included.

10. Diversity within the Curriculum

Because our immediate school community has relatively low levels of diversity, we recognise the importance of intentionally broadening children's experiences. Through curriculum content, literature, images, resources, visitors, collective worship and wider opportunities, pupils will encounter people with a range of cultures and ethnic backgrounds; religions and beliefs; disabilities and neuro-divergent experiences; family structures; life experiences; and contributions to society.

We aim to avoid tokenistic representation and instead ensure that diversity is naturally and meaningfully represented across school life. We teach pupils, in an age-appropriate way, to recognise stereotypes, prejudice, discrimination and unfairness and to understand their responsibility to treat others with dignity and respect.

11. Equality Objectives 2026–2029

The Governing Body has agreed the following four equality objectives following consideration of our school context, SEND profile, accessibility priorities and, importantly, the views expressed by pupils.

Objective 1 – Improve sensory accessibility

Objective: To further develop a sensory-aware school environment so that pupils with sensory differences are increasingly able to regulate, learn and participate successfully throughout the school day.

We will:

- identify sensory barriers in classrooms and shared areas
- develop consistent approaches to sensory and regulation needs
- ensure appropriate sensory/regulation strategies are accessible
- develop staff understanding of sensory needs
- explicitly teach pupils how to recognise and communicate their own regulation needs
- use pupil voice to evaluate the effectiveness of changes

Measures of success:

- pupils can identify strategies or adjustments that help them
- staff demonstrate increased consistency in supporting sensory needs
- appropriate adjustments are evident in classroom practice
- identified sensory barriers have been addressed wherever reasonably possible
- pupil voice demonstrates improved access to learning and participation

Monitoring: Headteacher/SENDCo, staff and governors

Reviewed: At least annually.

Objective 2 – Improve pupils' ability to communicate their needs to adults

Objective: To ensure that all pupils, including pupils with SEND or communication and emotional regulation needs, have accessible, effective and, where appropriate, discreet ways of communicating their needs to adults during lessons and throughout the school day.

We will:

- establish consistent methods for communicating a need for help, clarification, reassurance, regulation or a break
- provide alternatives where verbal communication is difficult
- explicitly teach and model these approaches

- ensure staff recognise and respond consistently to agreed communication methods
- regularly ask pupils whether the systems are effective

Measures of success:

- pupils can explain how they can seek help in class
- pupils who find verbal communication difficult have an appropriate alternative
- classroom monitoring demonstrates consistent approaches
- pupils report that they know who to approach and how to communicate a need
- pupil voice indicates increased confidence that adults listen and respond

Monitoring: Headteacher/SENDCo, class teachers and governors

Reviewed: At least annually.

Objective 3 – Strengthen pupil voice and participation

Objective: To ensure that pupils, particularly pupils with SEND and pupils who may experience barriers to participation, have meaningful opportunities to influence decisions affecting their experience of school.

We will:

- gather pupil views through accessible methods
- provide individual or small-group opportunities where appropriate
- ensure pupils with SEND are represented within pupil voice activity
- use pupil feedback when reviewing accessibility and provision
- communicate to children how their feedback has influenced decisions

Measures of success:

- a broad range of pupils participate in pupil voice
- pupils with SEND are appropriately represented
- school improvements can be evidenced as having been influenced by pupil feedback
- pupils can identify examples of adults responding to their views
- pupil voice indicates that pupils increasingly feel heard and included

Monitoring: Headteacher/SENDCo and governors

Reviewed: At least annually.

Objective 4 – Broaden understanding of equality and diversity

Objective: To ensure that pupils experience a curriculum and wider school culture which prepares them to understand, respect and participate positively in the diversity of modern Britain and the wider world.

We will:

- review texts, images, curriculum resources and examples for breadth of representation
- ensure pupils encounter diverse cultures, ethnicities, religions and beliefs, disabilities and family experiences
- teach pupils age-appropriately about equality, stereotypes, discrimination and respect
- challenge prejudicial and discriminatory language
- use collective worship and our Christian values to explore dignity, compassion, justice and belonging
- seek opportunities to broaden pupils' experiences beyond those represented within their immediate community

Measures of success:

- curriculum monitoring demonstrates meaningful representation of diversity
- pupils demonstrate increasingly secure and respectful understanding of people whose experiences differ from their own
- pupils can explain why discrimination and stereotyping are unfair
- incidents involving discriminatory or prejudicial language are appropriately challenged, recorded and followed up
- pupil voice demonstrates an understanding that difference is normal, valuable and worthy of respect

Monitoring: Headteacher, subject leaders and governors

Reviewed: At least annually.

12. How We Demonstrate Due Regard

The school considers equality as part of decision-making and school improvement. Evidence used to evaluate our compliance with the Public Sector Equality Duty may include:

- pupil voice
- SEND monitoring
- accessibility reviews
- curriculum monitoring
- participation in clubs, visits and wider opportunities
- behaviour and bullying records
- safeguarding information
- attendance information
- attainment and progress information where appropriate
- parent/carer feedback
- staff observations and feedback
- reasonable adjustments made for individual pupils
- staff training and professional development
- governor monitoring

Because ours is a very small school, data must be interpreted carefully. Percentages based on very small cohorts can be misleading and publication of detailed information may risk identifying individual pupils. We will therefore use quantitative information alongside qualitative evidence, professional knowledge and pupil voice and will not publish information where doing so could identify an individual child.

13. Annual Review and Publication

The school will publish information demonstrating how it complies with the Public Sector Equality Duty and update this information annually. The Governing Body will review progress towards the equality objectives at least annually.

The equality objectives themselves will be formally reviewed and new objectives published at least every four years, or earlier where changes to the school's context, evidence or priorities make this appropriate.

The annual review will consider progress against each equality objective; pupil voice; changes in the needs and profile of the school; SEND and accessibility information; participation and inclusion; relevant behaviour, bullying and safeguarding information; curriculum developments; feedback from pupils, parents and staff; progress against the Accessibility Plan; and whether further actions or adjustments are required.

A brief record of progress will be maintained so that the school can demonstrate how its equality work is having an impact.

14. Responsibilities

The Governing Body

- ensure that equality information is published and updated appropriately
- agree and monitor the school's equality objectives
- consider equality implications when exercising their functions and making strategic decisions
- monitor progress towards the objectives at least annually
- monitor the implementation of the Accessibility Plan
- ensure that the school fulfils its responsibilities towards disabled pupils
- provide appropriate challenge and support to school leaders

The Headteacher

- ensure equality considerations inform school decision-making
- ensure staff understand their responsibilities
- ensure discrimination, harassment, victimisation and prejudicial behaviour are appropriately addressed
- ensure reasonable adjustments are considered and implemented where required
- ensure pupil voice contributes to school improvement
- monitor progress towards the objectives
- provide governors with sufficient information to fulfil their monitoring responsibilities

All Staff

- promote equality, inclusion and belonging
- model respectful language and behaviour
- challenge discrimination, prejudice and stereotypes
- recognise and respond appropriately to individual needs
- implement agreed reasonable adjustments
- listen to pupils and take their concerns seriously
- demonstrate Courage, Creativity and Compassion in professional practice

15. Links with Other School Documents

- Accessibility Plan
- SEND Policy
- SEN Information Report
- Behaviour Policy
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Relationships Education/RSE Policy
- Curriculum documentation
- Christian vision and values

16. Our Commitment

Equality is not demonstrated simply by having a policy or statement. For a child, equality is experienced in everyday moments: whether they can enter a classroom and participate; understand what is expected; manage the sensory environment; communicate when they need help; see themselves and others represented positively; feel safe; contribute their views; and know that adults will listen.

Courage enables us to challenge prejudice, discrimination and barriers. Creativity encourages us to find different ways for children to access, communicate, participate and succeed. Compassion requires us to listen, understand and respond to individual experience with dignity and care.

I belong. I can be heard. I can participate. I can flourish.