Wollescote Primary School

Be Proud, Be Positive, Be Polite.

Equality Information and Objectives 2026-2029

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Last reviewed: March 2026
Next review due: March 2029

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1. Equality Information

Our School Context

Wollescote Primary serves a community facing significant social and economic challenge. Many families experience housing instability, limited early childhood opportunities and variable employment. These factors can affect pupils' readiness for learning, attendance and emotional wellbeing.

The school is highly diverse. Around 70% of pupils speak English as an additional language, creating a strong need for a curriculum with a clear focus on vocabulary, language development and oracy.

SEND Profile

SEND levels are above national averages. Approximately a quarter of pupils receive SEN Support, with additional pupils holding EHCPs. The most common areas of need are:

- Speech, Language and Communication Needs (SLCN)
- Social, Emotional and Mental Health (SEMH)

Our identification systems ensure that pupils are placed on the SEN Register only when they require provision additional to or different from that normally available. This includes:

- evidence of persistent difficulty over time
- at least two APDR cycles
- clear barriers to learning despite high-quality teaching
- alignment with one of the four areas of need in the SEND Code of Practice

Factors such as EAL, temporary difficulties, or attendance-related underachievement are not treated as indicators of SEND.

Barriers to Equality Identified

Our self-evaluation identifies the following barriers which may impact pupils:

1. Early language delay

Many children start school with communication skills below age-related expectations.

2. SEMH needs

A high level of emotional vulnerability exists across the community, influenced by mobility, social circumstances and early experiences.

3. English as an Additional Language

A large proportion of pupils require structured support to acquire vocabulary, sentence structure and academic language.

4. Persistent absence

Although improving, attendance patterns for some pupils remain a barrier to equality of access.

5. Additional needs requiring adaptations

Some pupils require tailored interventions, individual targets, specialist equipment or additional adult support to participate fully in the curriculum.

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2. How the School Meets the Public Sector Equality Duty

A) High-quality teaching for all

Teaching follows a structured, consistent approach across classrooms, with clear modelling and scaffolding to support all learners including those with SEND, EAL and SEMH needs.

B) Clear identification and tailored support

A precise identification policy ensures SEND provision is targeted and evidence-based. Staff understand criteria for each area of need and adapt teaching accordingly.

C) A strong graduated approach

Teachers take responsibility for all pupils, adjusting teaching as needed. Individual plans (IEPs) are specific, measurable and used actively.

D) Inclusive personal development

Wider opportunities such as Forest School, trips, music, clubs and leadership roles are designed to be accessible to all, particularly those facing socio-economic disadvantage.

E) Well-established safeguarding and pastoral systems

Pastoral support, mentoring and early help strengthen emotional wellbeing and ensure early intervention where concerns arise.

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3. Equality Objectives (2025–2029)

These objectives are written in clear, measurable terms without using explicit percentage targets.

Objective 1: Strengthen language access and early communication for all pupils, especially those with SLCN and EAL.

What we will do:

- Embed explicit vocabulary and oracy teaching across subjects.
- Strengthen early language foundations in EYFS.
- Provide targeted language interventions.
- Ensure classroom routines promote structured talk.

Evidence of success:

- More precise vocabulary use in lessons and pupil discussions.
- Improved early reading and communication outcomes.
- Stronger oral rehearsal before writing.

Objective 2: Improve equity of attendance, especially for pupils vulnerable to persistent absence.

What we will do:

- Track attendance weekly with early identification of risk.
- Use pastoral support to reduce barriers for individual pupils.
- Maintain consistent follow-up, home contact and action plans.

Evidence of success:

- Fewer pupils becoming persistently absent.
- Improved punctuality and daily engagement.
- Clear reduction in vulnerability-linked patterns.

Objective 3: Ensure pupils with SEND access the full curriculum through consistent adaptive teaching and effective individualised plans.

What we will do:

- Maintain consistency in classroom teaching expectations.
- Ensure IEPs are specific, reviewed regularly and used in planning.
- Apply APDR cycles reliably.
- Strengthen staff understanding of the four areas of need.

Evidence of success:

- Improved progress for pupils on SEND support and EHCPs.
- Consistent adaptive practice visible in lessons.
- Clear links between targets, provision and impact.

Objective 4: Increase precision and cohesion in writing across the school, particularly for disadvantaged and EAL learners.

What we will do:

- Enhance modelling, rehearsal and sentence-level teaching.
- Ensure vocabulary and grammar structures are explicitly taught.
- Support pupils with language vulnerabilities in extended writing.

Evidence of success:

- More accurate and cohesive writing in books.
- Improved outcomes in writing across year groups.
- Increased confidence in applying vocabulary in context.

Objective 5: Ensure equitable access to enrichment and wider personal development opportunities.

What we will do:

- Maintain inclusive, whole-class enrichment such as swimming and Forest School.

- Offer accessible clubs and activities with minimal financial barriers.
- Continue providing trips, workshops and visitors linked to the curriculum.
- Strengthen meaningful leadership opportunities for all backgrounds.

Evidence of success:

- Broad participation from groups facing disadvantage.
- Pupils reporting increased confidence and cultural exposure.
- Leadership roles taken up by a diverse range of pupils.

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4. Monitoring and Review

Progress against these objectives will be reviewed annually by:

- Senior Leadership Team
- Governing Board
- SENDCo
- Pastoral and safeguarding teams
- Self-evaluation cycles

A full review of this statement will be completed by **March 2029**, with updates published each year.