

Tollerton Equality Action Plan 2025-26



Tollerton School

Objective	Action Steps	Success criteria	Resources	Timescale	Monitoring	Review 06/25
To ensure that pupils with SEND, Looked After Children and those in receipt of Pupil Premium funding are given support to reach outcomes similar to National Statistics.	SEN pupils have full equality of access to the curriculum and this is adapted to meet each child's needs. Additional funding – Pupil Premium and SEN funding – is strategically allocated so as to support eligible pupils to make strong academic progress. Through individual support plans, pupils with SEN and disabilities are provided with targeted support bespoke to their individual needs. This support reduces any disadvantage they may experience as a result of their needs.	Pupils meet individual, end of year targets. Monitoring demonstrates that effective adaptations are in place for all pupils. PP pupils achieve in line with PP nationally, and close the attainment gap with non-PP pupils. SEN pupils achieve their individual targets.	External funding – PP grant, HLN/AFN funding Resources (including human resources) as identified in PP Plan and SEN Support plans.	Ongoing – half termly basis	Termly monitoring of progress data. Ongoing cycle of review of SEN Support Plan targets. Governor monitoring of PP funding plan. Class Teachers Head Teacher SENCo	
To ensure equality of opportunities for children within enrichment activities, including sports, and representation within leadership/ambassadorial roles.	Provide a broad range of extracurricular and other enrichment activities for all year groups. All enrichment activities to promote equality of opportunities, with no discrimination based on gender, ethnicity, disability or socio-economic factors (eg	All children are offered and take part in enrichment activities. There is a broad range of enrichment opportunities, and these are inclusive of all children. The % of	External funding – PP, Sports Premium. Resources (including human resources) as identified in PP Plan and Sports Premium plan.	Ongoing throughout academic year.	Termly monitoring – tracking % of pupils in receipt of enrichment opportunities. Annual monitoring of impact of PP and Sports Premium spending plans. Monitoring of	

	where there is a boys' team or club, there should also be a girls' team/club.) Use PP and Sports Premium funding to support broad range of pupils to access additional enrichment. Offer leadership / ambassadorial roles to a broad range of children, and actively monitor to ensure there is representation from different groups as appropriate, including EAL, SEN, PP and different ethnicities.	disadvantaged/SEN pupils who take part in enrichment activities is in line with the % of non-disadvantaged/non-SEN. Leadership/ambassadorial roles demonstrate broad representation of different pupil groups.			opportunities provided to ensure a broad representation of pupil groups.	
To ensure that EAL pupils have full access to the curriculum.	Provide training and leadership through EAL Lead to support teachers to adapt the curriculum so that this is accessible to EAL pupils.	Monitoring demonstrates that lessons are adapted effectively. EAL pupils make good progress from their starting point. EAL pupils make good progress in English acquisition when assessed via Bell Foundation criteria.	Widget resource Human resources – EAL Lead (release time for leadership – coaching and monitoring); TA time for small group or 1:1 intervention Bell Foundation materials	Ongoing monitoring and coaching throughout academic year. Additional assessment for EAL pupils newly-arrived to school.	Termly monitoring of progress data. Ongoing monitoring of classroom adaptations by EAL Lead. Termly assessment using Bell Foundation criteria.	
To ensure that the school site is accessible for, and meets the needs of, pupils with disabilities.	Ensure Y2 classroom is accessible and designed to meet the needs of pupil with HLN and physical disability.	Y2 classroom has bespoke area to meet needs of HLN pupil.		Y1 classroom – September 2024	.	

	Further develop sensory room to meet needs of HLN pupils.	Sensory room has been further developed with resources/equipment that meets needs of HLN pupils.	Grant applied for		SENCO/HT to monitor provision and use of sensory room.	
To ensure that the incidence of prejudice-related incidents remains low. To celebrate cultural diversity and increase pupil awareness and understanding.	Through assemblies and curriculum, promote school values of Respect and Kindness and teach children the term and meaning of 'Protected Characteristics' and British Values (specifically tolerance) Expose children to and celebrate a breadth of cultural events to embrace difference (religious events, Black History, Pride etc)	The incidence of prejudice-related incidents remains at or near 0. Children in KS2 know the term 'Protected Characteristics' and can name some of them. Children from Y1 know the term 'tolerance' and the meaning of this. Pupils from a range of groups belonging to protected characteristics report 0 or near 0 incidents of prejudice. Monitoring demonstrates positive pupil attitudes towards difference.		Termly monitoring of behaviour / incidents of prejudice-related bullying. Termly monitoring of pupil attitudes.	Reported back to FGB via HT report	
To ensure adequate staff members are trained in CPI handling and de escalation strategies	HT to ensure there has been a whole-staff training	All staff are trained and feel confident to work with/support pupils with handling needs.	CPI training	CPI training 10/2/25 25/11/25	Headteacher/ SENco	

	Update/implement behaviour plans for identified children, focusing on de-escalation.	Individual behaviour plans are in place for relevant pupils and are being applied consistently.			Link Governor for Behaviour.	
To ensure that pupils with SEMH needs have their needs met and that they are able to make good academic progress.	SENCO to continue developing resources and use of sensory room. Thrive used to provide 1:1 and small group intervention. Sensory breaks used to support self-regulation. Training for all staff on SEMH needs and impact on brain/learning.	SEMH pupils make academic progress in line with peers. All pupils on SEN register or concerns list with SEMH needs have intervention. Sensory room has been further developed and resourced in line with research. Staff questionnaire demonstrates understanding of SEMH needs. Monitoring demonstrates positive impact of SEMH interventions / sensory breaks.	Sensory room and Nest provision	Sensory room/Nest Autumn 2024 SEMH staff training Continual CPD on Thrive approach for SEMH Thrive / intervention – in place for all SEMH pupils by end Spring 2025	HT/SENCO monitor impact of intervention on individual pupils through pupil / parent / teacher voice. Termly monitoring of progress data.	
Religious days are agreed for pupils	Continue ongoing policy of authorisation of absences for religious observance. Liaise with parents as to setting work during absences as is appropriate.	Parents know that pupils are eligible for authorized absences based on religious observance. All requests for absences relating to religious observance are authorized.		Throughout academic year	Governors through Pupil Groups monitoring	
Accessibility of school reviewed throughout 25/26 for any further	Head to monitor on a needs basis as pupil travels through school.			Ongoing	Ongoing	

requirements for academic year 26/27						
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