

## Leigh Academy Dartford Equality Objectives 2025/26

The school is required to conform to the wishes of the Equal Opportunities Commission that opposes all forms of discrimination and states that schools should provide equal opportunities for all children and staff. The philosophy of ‘inclusion’ encompasses equal opportunities for all.

### Aims

- To endorse the principle of inclusion for all at our school.
- To provide equality of opportunity for all children and staff whatever their age, ability, disability, gender, religion, race, background or culture.
- To work to ensure that our expectations, attitudes and practices are in line with inclusion for all.
- To provide equality of opportunity through its ethos and working practices.

	Objective	Strategies
1	Promotion of cultural understanding and awareness of different religious beliefs between different ethnic groups in the local community.	<ul style="list-style-type: none"> <li>- Identify opportunities in the curriculum to look at other cultures/countries, study famous people from ethnic minorities and with a variety of abilities, and to celebrate diversity.</li> <li>- Use assembly times as an opportunity to celebrate festivals of a range of cultures and countries.</li> <li>- Use global events like the World Cup, Olympics, and Remembrance day as an opportunity to explore other cultures.</li> <li>- IB curriculum is taught throughout the academy with an emphasis on students being global citizens, part of their local communities and the wider global community.</li> <li>- Carefully planned and implemented the PSHE program.</li> </ul>
2	Improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition	<ul style="list-style-type: none"> <li>- Appointment of EAL coordinator.</li> <li>- Information about new pupils is shared across staff working with them.</li> <li>- Teachers to make early assessments of EAL needs and identify appropriate interventions,</li> </ul>

		<p>through EAL Passports.</p> <ul style="list-style-type: none"> <li>- Use evidence-based strategies from the Bell Foundation to enhance our EAL and communication and language provision.</li> <li>- Tracking of EAL via Bell Foundation Trackers, students assessed by class teachers and EAL coordinator 3 times per year.</li> <li>- EAL Passports for each EAL pupil that requires specific strategies, these are matched to the code they are working at via the Bell Foundation Trackers and key strategies highlighted by class teachers.</li> <li>- Home visits by Family Liaison and Attendance officers if required.</li> <li>- Ensuring that new vocabulary is repeated many times in different contexts</li> <li>- Use of digital platforms through our digital strategy.</li> <li>- Displaying key vocabulary and using visual prompts.</li> <li>- Immersing the child in a language-rich environment.</li> </ul>
3	<p>Actively close gaps in attainment, especially students eligible for free-school meals, looked after children and students from minority ethnic groups.</p>	<ul style="list-style-type: none"> <li>- Tracking of different groups through in-year achievement data and outcomes of summative assessments each term. This will be reviewed through the regular modular reviews and the next steps agreed at pupil progress meetings.</li> <li>- Plan and deliver interventions to address gaps in learning as identified through ongoing assessment.</li> <li>- Quality first teaching enhanced through a comprehensive CPD program.</li> <li>- Ensure efficient AFL strategies are used in all curriculum areas to inform the next steps of learning.</li> </ul>

4	Ensure all children with SEN make good progress given their starting points and that this can be evidenced through data, workbooks, etc.	<ul style="list-style-type: none"><li>- Tracking of different groups through in-year achievement data and outcomes of summative assessments each term. This will be reviewed through the regular modular reviews and the next steps agreed upon at pupil progress meetings.</li><li>- Plan and deliver interventions to address gaps in learning as identified through ongoing assessment and personalised plans.</li><li>- EHCPs will be reviewed annually and targets on their provision plans evaluated and discussed with parents at least three times each year.</li></ul>
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