

GREAT CHESTERFORD C. OF E. PRIMARY ACADEMY



Two are better off than one, because together they can work more effectively.

Ecclesiastes 4:9

Equality Information and Objectives for 2026-2027

‘Together we are great’

At Great Chesterford C. of E. Primary Academy, we aim to provide the best possible education for each child within a caring, Christian community. Our values promote inclusion, respect and empathy whilst our broad and balanced curriculum inspires aspirational, lifelong learners.

All staff and governors are committed to working together to provide a safe, nurturing and inclusive learning environment to ensure every pupil is part of the school community, whatever their ability or need.

From April 2012 schools were expected to meet the requirements of the Equality Act. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

Great Chesterford C. of E. Primary Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Related policies:

Accessibility Plan

Relationships and Behaviour Policy

SEND information report

Supporting Pupils with Medical Conditions Policy

Gender Questioning Policy

Equality Objective 1
Disadvantaged pupils make progress in line with or better than their peers.
Actions:
1. HT/Assessment Lead to oversee the progress of all groups termly – Vulnerable Group Tracking Grid 2. HT/Assessment Lead maintains an overview of provision for disadvantaged pupils – Vulnerable Group Tracking Grid 3. SENCO to review interventions and their impact 4. Class teachers to report on class-based interventions taking place for disadvantaged pupils – termly 5. Access is provided to Learning Mentor and Art / Play Therapist 6. Accessing CPD for staff where appropriate
Outcomes:
Progress made will be assessed at SMT pupil progress reviews – January and June Progress will be measured against non-disadvantaged children – January and June Progress made will be used in evaluating the effectiveness of intervention programmes for disadvantaged pupils – January and June
Review date: June 2028

Equality Objective 2
All pupils within school continue to have equal access to learning.
Actions:
1. All staff to be made aware of any barriers to learning that any pupil may have 2. SENCO / Assistant to obtain resources advice from external agencies when required 3. Learning Mentors, Intervention Tutor and Art / Play Therapist accessed if required 4. New staff trained in TPP and relationship approaches 5. Staff aware of potential barriers to learning including access to technology
Outcomes:
Potential barriers to learning are identified and removed where possible Lessons are stimulating and engaging Resources are appropriate and do not increase / create barriers All children make good rates of progress – June
Review date: June 2028

Equality Objective 3
All pupils within school have equal access to extra-curricular opportunities.
Actions:
1. Review attendance at each event / provision of each group 2. Ensure that disadvantaged pupils are supported 3. Pupil premium letter outlining provision for parents to be updated 4. The school will communicate with parents of disadvantaged pupils to ensure that they are clear as to the support available to them 5. Evaluate provision to ensure that there is no bias towards one particular group, e.g. girls 6. Track groups of pupils
Outcomes:
Findings of attendance at events / clubs for specific groups are shared with governors in the summer term Future planning of extracurricular opportunities takes account of any discrepancies There are no misconceptions of any groups / individuals being unable to access activities / opportunities Pupil premium funds are used effectively to support extra-curricular provision
Review date: June 2028

Equality Objective 4
To enrich the curriculum with planned opportunities to celebrate diversity.
Actions:
1. Staff awareness raised when ordering new resources to ensure diversity is considered 2. Seek enrichment opportunities within theme weeks and worship to promote diversity, individual liberty and reflect our school community 3. Visitors to school, including Theme Weeks, are explicitly invited to represent protected groups 4. Further extend links with people and groups who have specialist knowledge about particular characteristics 5. Continual CPD for staff under the TPP lens to support
Outcomes:
There will be a wider range of inclusive resources available Wider range of resources available Planning will show diversity and positive imagery School Council / pupil feedback will recognise this progress.
Review date: June 2028