Accessibility and Equality Duty 2025-2028 – 3-year plan – Year 2 of 3

AFI focus: L&G Ofsted framework link- all areas

Statement of intent: To be inclusive and flexible, reflecting our diverse community, where everyone is treated fairly and with respect. To ensure fair treatment, fair outcomes and equal access for all. To meet expectations of the Equality Duty.	**SLT Leads:** RG with SLT – CP plus BS NP BF SR
Related Action Plans:, B1. B2, A3	**Scrutinising Committee and/or link Governor: Finance & Wellbeing- Gianjeet Hunjan, Jo Mawby** **FGB- Steve Sparkes**

Related AFI from OFSTED: Leaders should ensure that the targets for pupils with special educational needs and/or disabilities are reviewed in a timely way so that their support is precisely matched and adapted to meet pupils' needs and enable them to build successfully on their learning. This is especially the case for pupils with EHCPs. Leaders should ensure that Early Years provision is carefully planned and based on what children know and can do to enable them to build on their prior learning more effectively so that they are prepared successfully for Y1.

Area	Main focus	Key objectives (underpinned by action plans)	Rationale including AFIs & additional info	Governing Committee
Belong B1 **RG CA SLT NT** **+ all staff**	**To protect and provide for our vulnerable groups.** Climate & sustainability*, family hub, equality* Pupil premium plan* inclusion plan*	**Reduce attendance gap of PP & all groups to be above or more in line with NA.** (Attendance) **Increase family hub participation, particularly linked to SEND strategy.** (Family hub)	Ferndale already prides itself in its inclusivity, including support for the wellbeing of all. The equality and diversity at the heart of our school and community is celebrated and continues to enhance the curriculum and culture, being one of only around 4 schools nationally for a renewal in the Equality GOLD award. A piece of work in 25/26 identified a number of children in additional vulnerability groups and it is important to continue the support we have for the whole child,	**Quality of Education** **FGB** **Finance and well being**

		To further enhance staff and pupil wellbeing. (Wellbeing) **To enhance provision for children classed as vulnerable.** *appendix climate plan & *equality plan website- Pupil premium plan* & inclusion plan*	considering all aspects of school life. With the incoming White Paper, it is essential to further adapt our provision to enhance opportunities for those most in need. School is increasingly aware of the impact it must have on the sustainability of the environment around us. Linking this into the vibrant Ferndale Family hub to support health & wellbeing in the community, and Health4Life initiatives working well since 2024, the next year it will further use the site, including as part of our community engagement, to support our vulnerable pupils. Staff are empowered to support daily attendance and for school to be a place where children want to be. We must continue to use effective, consistent strategies within a stimulating school environment to protect and support all in achieving high standards in all areas. Everyone celebrates themselves as individuals, recognising the positive contribution they can make today and in the future.	
Believe B2 **BS+ SLT**	**To use TLAC as a tool for all to thrive.**	**To further improve curriculum and teaching through TLAC strategies.**	In Spring and Summer 24, a pilot group was selected and trained in TLAC strategies, which includes regular coaching and personalised development	**Q of E** **FGB** **F&WB**

+ class based staff			opportunities. This was launched to all staff in Autumn '24, and remained priority throughout the academic year 25/26, resulting in key improvements to lesson participation and outcomes. The next phase of this will embed this further into 2026/27. A continued focus on staff being able to skilfully adapt learning to meet specific needs, building on fluency and providing effective feedback, will enhance outcomes and facilitate effective teaching and learning positively impacting children's metacognition and self-regulation culminating in an improvement in attainment, with a specific focus on those vulnerable and in developing groups. Through research into the best practice for personal and professional growth, staff are empowered to inspire pupils and each other. Pupils will enjoy enhanced opportunities that inspire them to flourish and grow.	
Achieve A3 **AD NP RG BF CP**	**To improve outcomes (RWM), particularly for those that are vulnerable and in developing group.**	**Increase the number of pupils reaching expected and GDS in writing.** **Increase the numbers of pupils**	QA and data analysis work of 25/26 showed that our vulnerable children and those in the developing group are those that need enhanced additional support, particularly with regard to those affected by the white paper proposals. With a focus on their achievement, children will	**Quality of Education**

+ all staff		**achieving GLD in EYFS taking account of mobility and SEN so closer to 75% Target.** **Close the gap to national Y1 & 2 phonics taking account of mobility and SEN.** **To further improve quality of intervention work that enhances outcomes for vulnerable pupils, particularly those in the developing group.**	be further encouraged and inspired to produce quality presented outcomes, rich in knowledge and understanding. Gaps between groups will close and all pupils meet their full potential. Embedded quality assurance systems continue to monitor and support provision. Our bespoke, adapted curriculum continues to be inclusive for all, offering a wealth of experiences and opportunities whereby all children gain skills which can be utilised in school and beyond to enable them to reach their full potential.

This will be done by:

TLAC -Curriculum & Teaching

- Improve to 100% strong or with strong elements of teaching
- Improve to YN-6 83% enhanced TLAC practitioners

RWM- achievement

- Maintain/improve KS 2 Reading , Writing and Maths ARE & GDS above NA.
- Improve In school reading (*middle attainers, GDS) writing (*developers, GDS) and maths data (mobility dependent), particularly in Y2&5.

Curriculum & Teaching

- Implement curriculum review changes as applicable

- Further enhance curriculum leader skills in data analysis leading to improved subject data outcomes

Inclusion

- Implement appropriate EEF research-based intervention and zone strategy resulting in improved outcomes for SEN K, EHCP & 'developing' children.
- OFSTED TARGET- as above
- Further improve outcomes for EAL acquisition
- Enhance adaptations, intervention and provision for school's vulnerable groups resulting in better outcomes.

Objectives	**Teaching and Learning focus:**
	To narrow the gap for all children in Reading, Writing and Mathematics standards between our children and those attained Nationally at all levels in school, particularly for those children in receipt of Pupil Premium funding or within identified vulnerable groups. To maintain a very low rate or eradication of (reduce the incidence of) prejudice-related bullying and hostility throughout the school in relation to the protected characteristics. To continue to promote and enhance community and cultural cohesion and a sense of shared belonging in the school, and in the school's neighbourhood, underpinned by a sense of Fundamental British Values. To promote positive attitudes to personal development through the teaching of the curriculum, assemblies and RE, alongside the wider offer of enrichment at Ferndale, with particular reference to issues of celebrating equality and diversity.

	To continue to consult with users of the building to ensure equality and access for all. 'belong-believe-achieve' **Assessment for learning focus:** To ensure the curriculum is adapted to provide for all groups. **Equality Duty links:** • increase the extent to which disabled pupils can participate in the curriculum; • improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and • improve the availability of accessible information to disabled pupils.	
Impact Milestones	Curriculum –when planning for implementation account taken of equality and how eg community and Ferndale 50 actions incorporated, links to values and learning 9 throughout daily life – Personal Development, SMSC, PSHME, RSE, Preparation for Adulthood & aspirational careers links Democracy - election system set up for JLT & school council etc to emulate key Fundamental British Value and Life in Modern Britain- increase of uptake in PP children who access this	***Monitoring*** HT report to Governors indicates progress towards targets- RG –SIP RAG rate termly Data analysis –CP/BS feed to SLT – any exclusion or bullying statistics

	following implementation of debate club in 25/26 Debate club supports Personal Development criteria Racism awareness improved–during assemblies, embedded in curriculum, values, Learning 9 etc Assemblies used to positively promote images of disabled people, possible visitors in – eg use WBA foundation links. Community and cultural cohesion - Pupils gain a greater understanding of some of the needs of children in the international community – tolerance and respect Links made with local religious leaders to engage with the school curriculum to enhance learning/awareness in assembly, speakers and visits. Developed community contact with pupils through various activities that celebrate their interests and talents– eg reading, sport. debate, project and competition work Promoted cross-cultural and inter-faith contact - Links continued with other schools eg football matches, temple – supported children's understanding of different cultures and the diversity in Britain today. Imagination Studio used to experience ideas of different places of worship, faiths, cultures, beliefs. Parents offered educational, parenting and wellbeing opportunities within	

	school- awareness of outcomes from the Poverty Proofing Audit of Summer 23 and subsequent learning. Consider use of spare space within grounds to enhance community support. Use of Family hub to further enhance and signpost families and reduce poverty gap. RE curriculum includes links to diversity and equality in line with NC Consideration of all vulnerable groups and how barriers can be reduced- consultation with staff and users as required. Equality award GOLD renewed in 2028.	
Required resources	Capital funding for building alterations eg for community use of building at top and bottom areas – family hub spoke funding link Future use of bungalow	Family hub spoke possible funding - further years under review
3-year intent and financial planning	**Long term Statement of Intent:** To meet expectations of Duty, enhancing provision, environment and ethos. **Any links to other plans: what gaps remain?** Consider any bullying and exclusion statistics of specific groups eg SEND, PP	**Resource implications to consider for 2027/28:** Any accessibility implications from new users?