

Accessibility and Equality Duty 2025-2028 – 3-year plan – Year 1 of 3
AFI focus: L&M 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 – CS plus BS NP BF SR
Related Action Plans: , B1. B2, A3	Scrutinising Committee and/or link Governor: Finance & Wellbeing- Gianjeet Hunjan FGB- Steve Sparkes

Related AFI from OFSTED: Leaders are not consistently setting clear targets for some pupils with SEND or pupils who have EAL. As a result, staff do not know as precisely as they should how to adapt work to best meet these pupils' needs. Leaders should ensure that reliable procedures are in place to assess these pupils' progress, identify their next steps and communicate this information to those who teach them.

Strategic Improvement Plan 25/26

Area	Main focus	Key objectives (underpinned by action plans)	Rationale including AFis & additional info	Governing Committee
Belong B1 RG CA SR NT BS CS + all staff	To protect and provide for our community, climate* and site. Climate & sustainability*, family hub, equality*	Reduce attendance gap of PP & all groups to be above or more in line with NA. (Attendance) Increase family hub participation. (Family hub) *appendix climate plan & *equality plan *improve the availability of accessible information to disabled pupils.	Ferndale already prides itself in being inclusive. The equality and diversity at the heart of our school and community is celebrated and continues to enhance the curriculum, with last year being one of only 4 schools nationally for a renewal in the Equality GOLD award. 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 worked well in 24/25 and the next year is essential for embedding this, including as part of our community engagement. Staff are empowered to support daily attendance and for school to be a place where children want to be. Use effective, consistent strategies within a stimulating school environment to protect and support all in achieving high standards in all areas. The sustainability and protection of this environment is enhanced. Everyone celebrates themselves as individuals, recognising the positive contribution they can make today and in the future.	Quality of Education FGB Finance and well being
Believe B2 SLT + all staff	To support a community that thrives in its wellness and aspirations.	To further improve staff and pupil wellbeing through use of site. (Wellbeing and environment) To provide a range of career aspirations. (Careers and preparation for next steps)	Ferndale already prides itself in being inclusive and supportive of wellbeing for all. This will further enhance aspirations to continue previous years of careers focus work whilst embracing diversity. Pupil voice on how they want their school to be is key to embedding ideas from 24/25. . 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.	Q of E FGB F&WB

<p>Achieve A3</p> <p>AC NP RG BF</p> <p>+ all staff</p>	<p>To improve outcomes (WEP- writing, eyfs, phonics).</p>	<p>Increase the number of pupils reaching expected and GDS in writing.</p> <p>Increase the numbers of pupils achieving GLD in EYFS taking account of mobility and SEN.</p> <p>Close the gap to national Y1 & 2 phonics taking account of mobility and SEN.</p> <p><i>*improve the availability of accessible information to disabled pupils.</i></p>	<p>In Spring and Summer 24, a pilot group was selected and trained in TLAC strategies, which includes regular coaching and personalised development opportunities. This was launched to all staff in Autumn '24, and remained priority throughout the academic year, resulting in key improvements to lesson participation and outcomes. The next phase of this will embed this further into 2025/26.</p> <p>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.</p> <p>Children are encouraged and inspired to produce quality presented outcomes, rich in knowledge and understanding.</p> <p>Gaps between groups will close and all pupils meet their full potential.</p> <p>Improved outcomes across the school, beginning with a quality year in Reception.</p> <p>Embedded quality assurance systems continue to monitor and support provision.</p> <p>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.</p>	<p>Quality of Education</p>
<p>Inclusion</p> <p>Implement EEF research-based intervention and zone strategy resulting in improved outcomes for SEN K, EHCP & 'developing' children.</p> <p>Further improve outcomes for EAL acquisition</p>				
<p>Objectives</p>	<p>Teaching and Learning focus:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>To continue to consult with users of the building to ensure equality and access for all.</p> <p style="text-align: center;">'belong-believe-achieve'</p> <p>Assessment for learning focus: To ensure the curriculum is adapted to provide for all groups.</p> <p>Equality Duty links:</p>			

	<ul style="list-style-type: none"> ● 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	<p>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, Preparation for Adulthood links</p> <p>Democracy - election system set up for JLT & school council etc to emulate key Fundamental British Value and Life in Modern Britain</p> <p>Debate club supports Personal Development criteria</p> <p>Racism awareness improved–during assemblies, embedded in curriculum, values, Learning 9 etc</p> <p>Assemblies used to positively promote images of disabled people, possible visitors in – eg use WBA foundation links.</p> <p>Community and cultural cohesion - Pupils gain a greater understanding of some of the needs of children in the international community – tolerance and respect</p> <p>Links made with local religious leaders to engage with the school curriculum to enhance learning/awareness in assembly, speakers and visits.</p> <p>Developed community contact with pupils through various activities that celebrate their interests and talents– eg reading, sport. debate, project and competition work</p> <p>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.</p> <p>Imagination Studio used to experience ideas of different places of worship, faiths, cultures, beliefs.</p> <p>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.</p> <p>RE curriculum includes links to diversity and equality in line with NC</p> <p>Equality award GOLD renewed in 2028.</p>	<p>Monitoring</p> <p>HT report to Governors indicates progress towards targets- RG –SIP RAG rate termly</p> <p>Data analysis – CS/BS feed to SLT – any exclusion or bullying statistics</p>
Required resources	Capital funding for building alterations eg for community use of building at top and bottom areas – family hub spoke funding link	Family hub spoke £10k 2025-2026
3-year intent and financial planning	<p>Long term Statement of Intent: To meet expectations of Duty, enhancing provision, environment and ethos.</p> <p>Any links to other plans: what gaps remain? Consider any bullying and exclusion statistics of specific groups eg SEND, PP</p>	<p>Resource implications to consider for 2026/27:</p> <p>Any accessibility implications from new users?</p>