



# **Heartwood CE VC Primary and Nursery School**

## **Equality Information and Objectives**

**Chair of Governors:**

**Date: July 2025**

**Review Date: July 2029**

For further information or if you need this document in large print, audio, Braille, alternative format or a different language please contact the school office on (01760) 721357 or [office@heartwood.norfolk.sch.uk](mailto:office@heartwood.norfolk.sch.uk)

## Introduction

1. Heartwood CE VC Primary and Nursery School has a statutory duty to publish one or more equality objectives at least every four years by the 6 April each year. This document sets out our five equality objectives for 2025 – 2029.
2. The objectives seek to put key building blocks in place, to promote equality and accessibility across our school community. We have identified these objectives based on a range of evidence about the key issues for our school. Every four years, we review this evidence, and update our objectives accordingly. For more information about this evidence see below.
3. A theme running through our objectives is to maintain dialogue with pupils, families, staff and governors, to ensure we remain aware of any emerging issues and can address these effectively.
4. As well as setting out our objectives, this document summarises the legal context for equality and the issues informing our objectives.

## The legal context

5. Schools have a statutory duty under the Equality Act 2010 to pay ‘due regard’ to the following when exercising public functions:
  - Eliminate discrimination, harassment and victimisation and other prohibited conduct;
  - Advance equality of opportunity for people with protected characteristics<sup>1</sup>;
  - Foster good relations between people who share a relevant protected characteristic and people who do not share it.
6. The Act also requires schools to:
  - Publish equality objectives that are proportionate, specific and measurable
  - Report annually on progress
  - Publish a school accessibility plan.

## Norfolk’s diverse population & our school community

7. Norfolk is the fifth largest shire county in England, with 885,000 residents. Norfolk’s diverse communities are interwoven into the county’s history, spanning hundreds of years. For more information see [Norfolk Insight](#).

### The diverse population of our school

8. Our school community has its own unique make up:
  - A higher-than-average percentage of children with SEN, disabilities or other significant medical needs
  - An increasing percentage of children who are eligible for free school meals
  - A majority profile of white British families

## Issues that our objectives take into account

9. Our equality objectives address the following issues:

- Like many areas of the country, Norfolk saw an increase in racial tension and hate incidents following the EU referendum. This has stabilised to a 'new normal'. This 'new normal' is a concern, which is why we have continued to prioritise work to build a school culture that respects and values difference in our community.
- There is an imperative to ensure that access for disabled children and children with special educational needs is integrated into day-to-day practice at the school. This is a major issue because Norfolk has a higher number of disabled people than other parts of the country and increasing numbers of disabled young people.
- Accessibility is sometimes challenging because there is a perception that increased accessibility means increased costs. However, we strongly believe that forward planning can create many opportunities to embed good accessibility across our school community, to make good accessibility 'the norm'.

## **Our equality objectives for 2025 - 2029**

10. Our objectives are:

1. To consider how well the school ensures equality of opportunities for all pupils particularly those with special educational needs and/or disabilities and significant medical or personal health needs.
2. To promote the understanding of cultural diversity.
3. Actively close gaps in attainment and achievement between students and all groups of students; especially students who are Pupil Premium

11. Our action plan on the next page sets out more information.

## **Monitoring & governance arrangements**

12. Our Governing Body is responsible for monitoring delivery of our objectives on a half termly basis.

13. The date of the next formal review of these objectives is March 2029

## **Further information**

14. For further information please contact the school on (01760) 721357 or [office@heartwood.norfolk.sch.uk](mailto:office@heartwood.norfolk.sch.uk)

# Our Equality Objectives for 2025 - 2029

Objective	Actions	Timescale	How will we know we've achieved this objective?	Responsibility
<p>To consider how well the school ensures equality of opportunities for all pupils particularly those with special educational needs and/or disabilities and significant medical or personal health needs.</p>	<p><b>Policy Development &amp; Review</b></p> <ul style="list-style-type: none"> <li>• Review and update the <b>Equality Policy</b> and <b>SEND Policy</b> annually to ensure compliance with legal frameworks (e.g., Equality Act 2010, SEND Code of Practice).</li> <li>• Ensure policies clearly outline how the school removes barriers to learning and participation.</li> </ul> <p><b>Leadership Commitment</b></p> <ul style="list-style-type: none"> <li>• Assign a senior leader to oversee inclusion and equality.</li> <li>• Regularly report to governors on progress toward inclusion goals.</li> </ul> <p><b>Identification &amp; Assessment</b></p> <ul style="list-style-type: none"> <li>• Ensure early identification of pupils with SEN, disabilities, or health needs through rigorous assessments.</li> <li>• Work closely with families, health professionals, and external agencies in assessment and planning.</li> </ul> <p><b>Individual Support Plans</b></p> <ul style="list-style-type: none"> <li>• Develop and regularly review <b>Education, Health and Care Plans (EHCPs)</b> or <b>Individual Health Care Plans</b> for students who require them.</li> <li>• Include pupil voice and parental input in planning support.</li> </ul> <p><b>Staff Training &amp; Development</b></p> <ul style="list-style-type: none"> <li>• Deliver regular CPD to all staff on:               <ul style="list-style-type: none"> <li>○ Adaptive teaching strategies</li> <li>○ Understanding hidden disabilities</li> </ul> </li> </ul>			

Objective	Actions	Timescale	How will we know we've achieved this objective?	Responsibility
	<ul style="list-style-type: none"> <li>○ Managing medical needs</li> <li>○ Promoting neurodiversity and inclusive practice</li> </ul> <p><b>Inclusive Curriculum &amp; Teaching</b></p> <ul style="list-style-type: none"> <li>● Ensure the curriculum is <b>accessible and engaging</b> for all learners, including adaptive resources and flexible grouping.</li> <li>● Use technology and assistive tools where appropriate (e.g., speech-to-text software, visual aids).</li> </ul> <p><b>Pastoral &amp; Health Support</b></p> <ul style="list-style-type: none"> <li>● Provide access to mental health support, medical care plans, and personalized pastoral support.</li> <li>● Have trained first aid and medical staff available at all times.</li> </ul> <p><b>Pupil and Parent Voice</b></p> <ul style="list-style-type: none"> <li>● Actively seek input from pupils with additional needs and their families through surveys, meetings, and councils.</li> <li>● Use feedback to shape provision and policy.</li> </ul> <p><b>Multi-agency Collaboration</b></p> <ul style="list-style-type: none"> <li>● Collaborate with external professionals (e.g., speech therapists, occupational therapists, CAMHS) for holistic support.</li> <li>● Ensure effective transition planning between phases or to/from other schools.</li> </ul> <p><b>Data Analysis</b></p> <ul style="list-style-type: none"> <li>● Track progress and outcomes for pupils with SEND and health needs in: <ul style="list-style-type: none"> <li>○ Academic attainment</li> <li>○ Attendance</li> <li>○ Participation in extracurricular activities</li> <li>○ Behaviour and wellbeing</li> </ul> </li> </ul>			

Objective	Actions	Timescale	How will we know we've achieved this objective?	Responsibility
<p>To develop children's knowledge and understanding of cultural diversity.</p>	<p><b>Embed cultural diversity into all subjects</b></p> <ul style="list-style-type: none"> <li>• Include diverse perspectives, texts, and examples in English, History, Geography, Art, Music, and RE.</li> <li>• Highlight contributions of individuals from a range of ethnic, cultural, and global backgrounds.</li> </ul> <p><b>Thematic units or projects</b></p> <ul style="list-style-type: none"> <li>• Celebrate specific awareness months (e.g. Black History Month, Gypsy Roma Traveller History Month, Diwali, Eid, Hanukkah, Chinese New Year) through cross-curricular links.</li> </ul> <p><b>Educational visits and speakers</b></p> <ul style="list-style-type: none"> <li>• Arrange trips to cultural centres, museums, or places of worship.</li> <li>• Invite guest speakers from diverse backgrounds (authors, artists, musicians, etc.) to share stories and traditions.</li> </ul> <p><b>Inclusive displays and visuals</b></p> <ul style="list-style-type: none"> <li>• Use displays to reflect a range of cultures, family structures, and languages.</li> <li>• Showcase work celebrating global citizenship and intercultural understanding.</li> </ul> <p><b>Diverse reading materials</b></p> <ul style="list-style-type: none"> <li>• Audit and expand the school library and classroom bookshelves to include authors, characters, and stories from a variety of cultures and backgrounds.</li> </ul> <p><b>CPD and reflection</b></p> <ul style="list-style-type: none"> <li>• Provide training for staff on cultural competency, unconscious bias, and anti-racism.</li> </ul>	<p>Ongoing over the four years</p>	<p>Children will demonstrate greater knowledge and understanding of a broader range of cultures, other than their own. They will be able to reflect their adoption of our school values (friendship, respect, responsibility, courage, compassion, service) in their own discussions and reflections about culture and diversity.</p>	<p>All staff</p>

Objective	Actions	Timescale	How will we know we've achieved this objective?	Responsibility
	<ul style="list-style-type: none"> <li>Support staff in embedding inclusive practices and identifying gaps in representation.</li> </ul> <p><b>Review and audit provision</b></p> <ul style="list-style-type: none"> <li>Conduct an audit of curriculum content, resources, and pupil experiences to evaluate how well cultural diversity is reflected.</li> <li>Use pupil and parent feedback to inform improvements.</li> </ul> <p><b>Link to British Values and SMSC</b></p> <ul style="list-style-type: none"> <li>Explicitly link cultural diversity education to British Values (e.g., mutual respect, tolerance of different faiths) and SMSC (Spiritual, Moral, Social, and Cultural development).</li> </ul>			
<p>Actively close gaps in attainment and achievement between students and all groups of students; especially students who are Pupil Premium</p>	<p><b>Appoint a Pupil Premium Champion</b></p> <ul style="list-style-type: none"> <li>Designate a senior leader to strategically lead, monitor, and evaluate Pupil Premium (PP) provision.</li> </ul> <p><b>Pupil Premium Strategy Plan</b></p> <ul style="list-style-type: none"> <li>Create and publish a 3-year PP strategy, updated annually, outlining: <ul style="list-style-type: none"> <li>Barriers to learning</li> <li>Use of funding</li> <li>Intended outcomes</li> <li>Evidence base (e.g., EEF Toolkit)</li> </ul> </li> </ul> <p><b>Data-driven progress tracking</b></p> <ul style="list-style-type: none"> <li>Monitor attainment and progress of PP students termly.</li> <li>Use internal and external data to identify gaps and respond promptly.</li> </ul>	<p>Ongoing over the four years</p>	<p>The gap between PP children and non PP children will reduce when analysing PiXL tests, end of KS tests, MTC, PSC and GLD.</p> <p>Children with compound vulnerabilities will have made good progress.</p>	<p>All staff</p>



Objective	Actions	Timescale	How will we know we've achieved this objective?	Responsibility
	<p><b>Governor Oversight</b></p> <ul style="list-style-type: none"> <li>• Ensure governors review impact of PP strategy and challenge school leaders where progress is limited.</li> </ul> <p><b>Prioritise excellent Quality first teaching</b></p> <ul style="list-style-type: none"> <li>• Invest in staff CPD focused on: <ul style="list-style-type: none"> <li>○ Adaptive teaching</li> <li>○ Explicit vocabulary instruction</li> <li>○ Scaffolding and retrieval practice</li> <li>○ Feedback and metacognition</li> </ul> </li> </ul> <p><b>Use of data in planning</b></p> <ul style="list-style-type: none"> <li>• Teachers to use pupil data and contextual knowledge to adapt lessons and seating plans for equity.</li> <li>• Pupil data to be discussed in detail at half termly pupil progress meetings</li> </ul> <p><b>Evidence-informed interventions</b></p> <ul style="list-style-type: none"> <li>• Deliver short-term, high-impact interventions in English and Maths for PP students below age-related expectations.</li> <li>• Use trained staff and monitor fidelity and impact.</li> </ul> <p><b>In-class support</b></p> <ul style="list-style-type: none"> <li>• Deploy TAs and support staff to enable access to learning, not dependency.</li> <li>• Train staff in structured intervention programmes</li> </ul> <p><b>Review provision</b></p> <ul style="list-style-type: none"> <li>• Measure impact of interventions through academic data, pupil voice, and attendance.</li> <li>• Adjust approaches that are not showing results.</li> </ul>			

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<sup>i</sup> The characteristics protected under the Act are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex and
- sexual orientation