

St Joseph's Catholic Primary School

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EQUALITY PLAN 2026-2029 STATUTORY

Adopted by the Governing Body
at its meeting on:

24th February 2026

Signed:

A handwritten signature in blue ink, appearing to read 'Hannah Rosa'.

Name:

Hannah Rosa

Position:

Chair of CAS committee

Date:

24.02.2026

Review Date:

Spring 2029

Responsibility:

Curriculum and Standards Committee

'Growing together with Jesus in our hearts, heads and hands'

EQUALITY OBJECTIVES 2026 – 2029

Here at St Joseph's we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by, or under, this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind, the Equality Plan has been drawn up with reference to the Local Authority pupils, parents, staff and governors of the school and covers the period from Spring 2025 to Spring 2028.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are similarly committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.

The Equality Plan will contain relevant actions to;

- Improve awareness of Equality and Inclusion.
- Improve access to the physical environment of the school, adding specialist features as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils – if a school fails to do this they are in breach of the 2010 Equality Act. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment which may assist pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

The following Action Plan outlines what will be achieved in the next three years with regards to meeting our Equality Duty.

Equality and Inclusion :					
Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementation?	Start date
Staff and governors familiar with the Equality Policy and work together towards these Equality Objectives. Parents are aware of the school Equality Objectives	Staff, Governors & Parents are aware of the school Equality Objectives - Objectives placed on school website - Equality issues are raised and discussed at governor meetings. - Staff are familiar with the principles of the Equality Policy and use them when planning lessons and creating displays. - Equality Objectives are reviewed annually in the summer term	Staff and governors are aware of equality issues and discuss these in meetings.	Every summer term and at appropriate Governing Body Meetings	Headteacher & Clerk to the Governors	Jan 26

Annual training to raise awareness of equality and disability issues.	Staff are familiar with the principles of the Equality Policy and use them when planning lessons and learning environment.	Governors informed about training via HT Report. Environment termly Audit by SLT and any issues related to Governors.	Termly	SENCO & SLT	Ongoing Training: Summer Term
Continue training for teachers and support staff on different aspects of SEN i.e. differentiation	Review the needs of the children with specific issues, provide all relevant training. (We recognise that this is an on-going process and that needs and requirements for specific expertise will change with time and pupils)	All staff trained and confident with accessibility and inclusivity in all areas of the curriculum.	Termly	SENCO & SLT	Ongoing
To record any incidents involving racial equality.	All class teachers to supply details of any racially motivated incidents including their responses and action taken Incidents are fully investigated and measures are taken to ensure no repeat incident. Report figures to the Governing Board on a termly basis	Headteacher will analyse returns and teachers' responses and report to Governors termly through the HT Report Consistent nil reporting is challenged by the Governing Board.	Termly	Headteacher	Ongoing
Equal opportunities for all pupils	Monitoring the opportunity of all group of pupils to make a positive contribution to the life of the school e.g. school responsibilities, school performances	Headteacher & SLT in SLT meetings	Termly	Headteacher & SLT	Ongoing
Physical Environment:					
Learning Environment - Ensure that displays in classrooms and communal display areas promote diversity in terms of race, gender, disability and ethnicity and reflect our school community	<ul style="list-style-type: none"> Monitoring of classroom environment includes objectives for Equality and Accessibility to ensure classrooms take objectives into consideration. Suggestions are made to individual class teachers to support them in meeting these objectives. Communal displays – multi-faith week 	Regular learning walks by SLT, Subject Leaders and School Improvement Partner.	Termly	Headteacher	Ongoing
Classrooms promote the participation and independence of all pupils and adults alike.	<ul style="list-style-type: none"> Review and implement a preferred layout of furniture and specialist/appropriate equipment as appropriate to support the learning process of the individual. 	Monitoring - Learning Reviews, Drop ins	Ongoing	SLT, HT & SENCO	Ongoing

Ensure that all areas of the school buildings and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	Consultants for SEND to audit the accessibility of the school building and grounds.	HT, SENCO, SBM & Caretaker to oversee/ implement any appropriate modifications to the school building/grounds.	SENCO Governor and Resources Committee.	SENCO & Resources Committee	Ongoing
Classrooms promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual.	Areas are optimally organised and all appropriate additional equipment is provided to support pupils Class Lessons will start on time without the need to make adjustments to support individual pupils	Ongoing	SENCO & HT	Ongoing
To continue improving communication for any hearing or visual impaired member of the school community.	To maintain and update Sound Field Systems in the school hall. To maintain acoustic ceiling in all classrooms Consider Sensory Consortium advice and its cost implications i.e. To provide visual material through enlargement or on a designated ipad. To seek audits from professionals i.e. Sensory Consortium.	Sensory Consortium Audit Monitoring feedback Pupils, parents and visitors with hearing impairments are better able to access verbal information.	Review annually.	Resources Committee SENCO	Ongoing
Ensure that any proposed new build project is physically accessible for everyone.	SBM/Project Manager appointed will ensure compliance with building regulations regarding accessibility.	Any new construction will be fully accessible to all	When any new building project is undertaken	SBM, SENCO Governor & Resources Committee	Ongoing
Curriculum					
Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementation?	Start date
Achievement variances	<ul style="list-style-type: none"> Analysis of termly teacher assessments - pupil achievement by race, gender and disability and any variance monitored termly through of term results. 	Termly reports to Curriculum & Standards Committee (CAS) and in HT data review to Full Governing Body.	Termly – CAS Meetings Annual data update to Governors in July	Headteacher & Leadership Team	Ongoing

	<ul style="list-style-type: none"> Any trends or patterns emerging that require additional support for pupils will be actioned Pupil progress meetings with class teachers take place termly. Each child is discussed on an individual basis. 	Class data demonstrates how the gap is narrowing for highlighted equality groups.			
Ensure that the curriculum promotes role models that young people positively identify with, which reflect the school's diversity in terms of race, gender and disability	<p>Role models embedded within the curriculum and introduced across the school have included:</p> <ul style="list-style-type: none"> Diverse authors & famous people integrated across the curriculum Visiting speakers. People who help us within the local community that are reflective of the children's backgrounds. 	Termly visitor reports to Curriculum & Standards Committee (CAS) and in HT Report to Full Governing Body	Termly – CAS Meetings	Headteacher & SLT	Ongoing
To ensure that the environment and materials model genders in a positive non-stereotypical way.	Curriculum team leaders will monitor all resources to ensure they foster gender equality.	Curriculum team leaders will interview samples of children about their views	Termly or when any issue is reported.	Headteacher & SLT	Ongoing
Increased awareness of different faith communities.	Engagement of children and parents in raising awareness of other faith celebrations through lessons and whole school assemblies e.g. multi-faith week, harvest assembly, Eid, Easter, Culture Day etc.	Monitored by RE Manager through the coverage of Multi-Faiths.	Termly	SLT & RE lead	Ongoing
All out of school activities are planned to ensure the participation of a whole range of pupils.	Review all out of school provision to ensure compliance with all legislation.	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative directives.	Ongoing	HT & SENCO	Ongoing
Access arrangements to meet individual needs when taking tests will be applied for and support provided as advised.	SENCO will ensure appropriate testing and reports are provided in order to apply for access arrangements.	All pupils will have their individual needs met and any barriers to achieving their full potential will be removed.	Ongoing.	Headteacher & SENCO	Ongoing

Written/Other Information					
Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementation?	Start date
Make available school brochures, newsletters and other information for parents/carers in any required alternative formats.	Review all current school publications and documents and promote the availability of such in any required format.	The school will be able to provide written information in different formats when required or requested, within a reasonable timeframe.	Ongoing	Ongoing	Ongoing
Availability of written material in alternative languages.	The school will use information and translations provided by the EAL Team, providing key information for EAL families.	School information available to all	Ongoing as needed	Ongoing	Ongoing
To continue improving communication for any hearing or visual impaired member of the school community.	To ensure parents know how to request amendments to communication methods.	Pupils, parents and visitors with hearing & visual impairments are better able to access school information.	Review annually.	Resources Committee SENCO	Ongoing