

Equality Objectives 2022-25

The Equality Act 2010 requires us to publish information that demonstrates we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

Woodlands Academy is an inclusive school, where we focus on the well-being and progress of every student and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners are of equal value
2. We recognise and respect difference
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging
4. We observe good equalities practice in staff recruitment, retention and development
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our students. We ensure that our students are exposed to and taught about all protected characteristics through our curriculum.

The objectives below are our priorities for the next 3 years from December 2022. Our Equality Objectives are based on our analysis of data and other information, and focus on those areas where we have agreed to act to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Equality Objective	What this means for Woodlands Academy
<p>To support all pupils to develop strategies to be able to communicate their wants and needs effectively.</p>	<p>Many of our pupils have difficulties around speech, language and communication, which can be a barrier to inclusion. The academy prioritises the implementation of a wide variety communication strategies including Makaton, PECS (Picture Exchange Communication System), Signs and Symbols to aid communication for all pupils. We work closely with SALT (Speech and Language Therapist) to develop interventions for individual pupils. Leaders provide CPD opportunities to upskill staff.</p>
<p>To ensure fair access to activities and experiences including offsite visits, regardless of SEND.</p>	<p>Many of our pupils face barriers to inclusion and wider experiences which build cultural capital. At Woodlands we strive to provide as many opportunities as possible for our pupils and work to overcome barrier presented by SEND. We aim to provide offsite visits to all pupils, including opportunities for residential trips and international visits where possible.</p>
<p>To promote and develop a love of reading regardless of learning level through daily encounters with texts and symbols.</p>	<p>Reading was identified as being an area of priority during the last inspection and in the school development plan. All of our pupils have SEND with an Educational Health care plan in place. The majority of pupils have a standardised reading score of less than 85. The reading improvement strategy is now in place and intervention pathways identified. Lexonik programme is delivered in English lessons and CPD delivered to upskill staff. The school day starts with reading activities and there are timetabled library sessions for each class. Pupil reading champions have been identified to work with less confident reader to support them and build their confidence. Pupil voice has been captured to demonstrate the positive impact of this strategy.</p>

<p>To give children the tools to understand and regulate their own behaviour, to minimise barriers to inclusion both at school and in the wider community.</p>	<p>Woodlands is committed to being an attachment aware and trauma informed school. Staff receive awareness training and mental health first aid training that will support them in responding effectively to the needs of all pupils, particularly in relation to behaviour and well-being. The provision includes interventions such as ELSA interventions to support pupils in understanding and regulating their behaviour.</p>
<p>To ensure the curriculum meets the needs of all pupils and provides them with the skills, knowledge and cultural capital to prepare them for life after school feel included in wider society</p>	<p>Curriculum development is a priority at Woodlands to ensure it is ambitious, sequenced and takes into account the wide range of needs and abilities of our pupils. Each of our 3 learning pathways has it's own intent. We have an overall aim of developing life skills, communication and independence in all of our pupils. We provide a wide range of experiences to build the cultural capital of our pupils.</p>
<p>To help children understand diversity and accept and celebrate difference, including how their own difference can be enriching to school and the wider community.</p>	<p>Woodlands is an inclusive school which promotes tolerance and diversity. Quality assurance of the PSHE provision and pastoral care will be implemented to ensure that pupils are aware of their responsibility to challenge discrimination so that there is a robust response to any incidents of discriminatory behaviour in the academy including, where necessary, engagement of external agencies. Our academy CPOMS will be used to log incident of discrimination so that there can be an identification of any educational needs for our students, parents, and other key stakeholders. We look for opportunities to celebrate diversity through the curriculum, assemblies and celebrations.</p>