

Equality Objectives 2025-28

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 child 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 pupils.
7. We ensure that our children 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 2025 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 pupils with complex speech, language and communication needs (Yellow Pathway) to develop strategies to communicate their wants and needs effectively.</p> <p>Success Indicators:</p> <ul style="list-style-type: none"> • The majority of pupils on the Yellow Pathway can independently use their agreed communication strategies (e.g., PECS, AAC devices, signing) in daily routines by the end of the academic year. • Termly assessments show measurable improvement in pupils' ability to express basic wants and needs (e.g., requesting items, expressing choices) compared to baseline data. • More families than average for similar settings report to feeling their child's SEND needs are well supported by the school as evidenced by trust surveys. 	<ul style="list-style-type: none"> • Many of our pupils have difficulties around speech, language and communication, in particular those children accessing the Yellow Pathway, which can be a barrier to feeling a sense of belonging. • The academy takes a total communication approach, utilising a variety of different communication strategies including Makaton, PECS (Picture Exchange Communication System), Signs and Symbols, ALD's (Aided Language Displays) and braille to aid communication for all pupils, allowing those in Yellow Pathway to feel heard and understood. • The academy works closely with SALT (Speech and Language Therapist) and a teacher for the visually impaired to develop interventions for individual pupils. • Leaders provide CPL opportunities to upskill staff and Communication Champions within the staff team share skills, knowledge, resources and best practice. • All staff are trained in Makaton to at least Level 1. • Weekly whole school assemblies include Makaton signs of the week to embed this practice as part of the school culture.

<p>To ensure fair access to activities and experiences including offsite visits, and CEIAG regardless of SEND.</p> <p>Success indicators</p> <ul style="list-style-type: none"> • All pupils across all pathways will engage in a variety of enriching offsite experiences as evidenced by the Trips and Experiences log. • All pupils will build up a CEIAG experiences evidence portfolio on COMPASS+ 	<ul style="list-style-type: none"> • Many of our pupils face barriers to inclusion and wider cultural experiences. • At Woodlands we strive to provide as many opportunities as possible for our pupils and work to overcome barriers presented by SEND and help them to build their cultural capital. • We aim to provide offsite visits to all pupils, including opportunities for residential trips and international visits where possible. • Pupils engage in regular enterprise projects in school. • We support pupils to work towards next steps and life after school through careers education, guidance and experiences and by working with external partners on supported internships. • We work closely with Futures to support pupils and families to plan towards next steps.
<p>To promote and develop a love of reading regardless of learning level through daily encounters with texts and symbols, especially for disadvantaged pupils.</p> <p>Success indicators</p> <ul style="list-style-type: none"> • Regular use of the school library and Educational Library service by all classes. • Positive pupil voice gathered around reading. • At least 75% of pupils making progress in their annual phonics screening scores. 	<ul style="list-style-type: none"> • The Academy follows the Raleigh Education Trusts Phenomenal Phonics programme. • When pupils complete the phonics programme, the development of reading fluency is supported by book banded books. • Pupils are screened termly for phonics progress. • The school day starts with reading activities and interventions and there is access to the library for all classes. • Pupil Reading Champions have been identified to work with less confident reader to support them and build their confidence. • The English curriculum exposes to a diverse range of fiction and non-fiction texts above their reading age to develop their empathy, cultural capital and social, emotional development as well as their comprehension skills including retrieval and inference. • Drama lessons are linked to the English curriculum aid support a love of reading and understanding of texts.

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.

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 wellbeing, ELSA, and Zones of Regulation interventions to support pupils in understanding and regulating their behaviour. The work done by academy staff is further supported by engagement with external agencies; The Mental Health Support Team conduct regular sessions on wellbeing, Remedi support through restorative practice.