Public Sector Equality Duty

Annual Equality Objectives Action Plan and Compliance Statement 2026 – 2027

Every four years, The Good Shepherd Trust reviews it's PSED Equality Objectives Statement. The latest iteration dates from July 2025 and confirms the Trust's six equality objectives as follows:-

- To ensure that staff and those responsible for governance are aware of current legislation surrounding equality and diversity, have completed relevant training and understand the Trust's responsibility;
- To promote cultural understanding, awareness, and mutual respect for different religious beliefs across the diverse ethnic groups within our school communities;
- To promote mental health awareness and develop appropriate interventions where necessary;
- To develop use of performance data and target setting to monitor pupil achievement and respond to variations between groups of learners, subjects, key stages and trends over time.
- To embed the positive and accurate representation of all protected characteristics across the curriculum and wider school life, ensuring that all pupils develop a secure, age-appropriate understanding of these characteristics and their importance in promoting equality, respect and inclusion.
- To actively consider and implement initiatives to ensure our recruitment processes are fair, inclusive, and ultimately lead to a workforce that is more representative of the diverse society we serve.

The Equality Act 2010: advice for schools provides guidance on how an academy school can show it has complied, as required by the Equality Act 2010 and the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017.

Annual Equality Objectives Action Plan and Compliance Statement 2026 – 2027

Last Updated and Presented to Local Committee on: 28.09.26

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria	Current Status
Increase access to the curriculum for students with a disability	Our school offers a differentiated curriculum for all students. We use resources tailored to the needs of students who require support to access the curriculum.	**Short Term** Staff are continuously trained to employ Quality First Teaching (QFT) strategies in the first instance in response to individual needs All staff have the relevant training from outside agencies where appropriate, to support the specific needs of some of our most vulnerable students. This	Curriculum resources include examples for people with disabilities. Curriculum continually adapted in response to changing needs as informed by the SENDCo/SEND leads Plan and deliver bespoke training opportunities with outside agencies when the need arises	CLT/ SENDCo/ Teachers SENDCo/ Teachers SENDCo/ CLT	Ongoing Ongoing Ongoing	Learning Walks and book scrutiny ensure this is embedded in lessons	

	Curriculum progress is tracked for all students, including those with a disability. Targets are set effectively and are appropriate for students with additional needs The curriculum is reviewed to ensure it meets the needs of all students. The school liaises with the Local Authority and primary schools regarding children with specific needs each annual intake. The school identifies students who may need additional / alternative provision each intake after liaising with primary schools and the Local Authority	should include accessibility of equipment and activity	Invest in resources such as ICT for students to use in the classroom.	SENDCo/ CLT		Students are making expected or better progress. Staff are confident at using suggested strategies, and students benefit from an adapted delivery of curriculum appropriate to needs Students have access to resources to meet their needs	
		<u>Medium Term</u> Staff receive the relevant CPD in order to meet students' needs	Employ staff willing to undertake a specialism and provide the relevant CPD	SENDCo	Spring Term	Staff training and qualifications in place to ensure the learning and physical needs of	

		Performance Management and further professional learning needs identified Line Managers advise and direct training needs for staff	Staff are required to make a SEND performance management target for themselves, annually. identified SEND confidence questionnaire and CPD requests logged	CLT/Line Managers CLT/Line Managers/ SENDCo	Ongoing	all students are met School focus on SEND and improved SEND provision Staff feel knowledgeable to teach a range of SEND in the classroom.	
		<u>Long Term</u>	Investigate funding and strategic plan for lower ability students /SEMH students to access the curriculum To make the school ASD/Attachment friendly wherever possible.	SENDCo		Interventions and staff are in place to support students of varying abilities who may have complex additional needs, and those with SEMH	
Improve and maintain access to the physical environment	The environment is adapted to the needs of students as required. This includes: ● Lift ● Corridor width	**<u>Short Term</u>** Students with specific needs have all of the appropriate equipment and furniture necessary	Audits undertaken of students with physical needs	Progress Leaders/ SENDCo/ Office Staff/ Medical Lead	Summer Term	Students can fully access the school site and feel safe	Compliant

	• Accessible parking bays • Accessibility toilets and changing facilities • Seating • Desks PEEPs are in place for specific students with temporary physical restrictions.	for them to make progress Personal evacuation plans for identified vulnerable students. Timetables for identified students are checked to ensure designated classrooms in each subject area are accessible both in size and positioning in the school building	Ensure that PEEPs for specific students are in place and staff know how and how often to access these TAs informed of which students they are responsible for in an emergency situation. PEEP forms stored with emergency evacuation information Staff are continuously informed of all students with mobility issues and create a suitable timetable to meet their need.	SENDCo	Now Ongoing Ongoing	All student who require PEEPs have them in place Staff are aware of students with PEEPs and what their responsibility would be in an emergency PEEPs are kept with other emergency evacuation paperwork Medical updates and list maintained and distributed regularly, so	

						timetables can be considered.	
		Medium Term Staff to ensure their rooms allow for inclusive practice	Classroom audit undertaken by teachers to ensure best practice for all students	Class Teachers	Summer Term	Teachers identify areas of concern in their classroom environment and alert appropriate staff, so issues can be resolved	
		Long Term	Continue to ensure the physical needs of students are considered when changes are planned	CLT/ Business Manager/ SENDCo/ Teachers	Ongoing	All staff and students can fully access all buildings	Compliant

Purpose
The plan ensures compliance with the Equality Act 2010 and Public Sector Equality Duty by improving curriculum and physical access for students with disabilities.

Curriculum Access
Differentiated curriculum and tailored resources are in place. Continuous staff training on Quality First Teaching (QFT) and SEND strategies. Short-term: Adapt curriculum resources and provide external training. Medium-term: Embed SEND-focused performance targets and CPD. Long-term: Strategic planning for SEMH and ASD-friendly practices.

Physical Environment Access
Site adaptations include lifts, accessible toilets, parking bays, and PEEPs for students with mobility issues. Short-term: Ensure equipment, PEEPs, and safe timetabling. Medium-term: Classroom audits for inclusive practice. Long-term: Consider accessibility in all building changes.

Success Criteria
Students make expected progress. Staff confident in SEND strategies. All students can safely access the site and resources.

Compliance Status
Short-term objectives largely met (compliant). Medium- and long-term actions ongoing for continuous improvement.