



Upwell Academy Equality Statement September 2023

The Equality Act 2010 applies to maintained and independent schools in England and Wales and covers all aspects of school life related to how a school treats pupils, parents and carers, employees, volunteers and all members of the school community.

It requires us to report to you on how we are showing due regard to inequalities within our school. The governors and staff at Upwell Academy are committed to:

- Eliminating unlawful discrimination, harassment and victimisation
- Advancing equality of opportunity
- Fostering good relationships between all groups

Our two specific duties are:

- To publish information to show how we are complying with the Equality Duty
- To publish measurable equality objectives

Our Equalities Policy, positive behaviour policy and Anti-Bullying Policy clearly state how the whole school community works together to eliminate all forms of discrimination, harassment and victimisation. Policies are reviewed regularly and are available to view on the school website. The Academy Council monitors school policy and practice annually.

Our Academy development Plan incorporates areas of inequality shown through our data or communicated to us by members of the school community.

Upwell Academy Contextual Information

Number on Roll: 206

Gender

Boys: 49% Girls: 51%

Disability

The school has full disabled access within the building and premises. Reasonable adjustments are made for pupils and staff who have disabilities in order for them to participate fully and fulfil their role within the school.

1% of children (10% of those with SEND) have a disability and progress for these children is good.



At Upwell Academy we believe in participation for all. We have classes from reception to Year 6. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

Our SEN profile for 2023-2024 shows that 14.9% of the children on the school roll are identified as having SEN, and 6.8% of those children have an Educational Health Care Plan – which is below the national average.

Of the children identified as having Special Educational Needs:

30% are identified as having a primary SEN linked to Communication and Interaction

26.6% are identified as having a primary SEN linked to Cognition and learning

26.6% are identified as having a primary SEN linked to Social, Emotional and Mental Health Difficulties

16.6% are identified as having a primary SEN linked to Sensory and/or Physical Needs

Although some attainment is below national expectations, children with SEN at Upwell Academy make good progress across EYFS, KS1 and KS2.

Ethnicity

The largest ethnic groups in the school are: White British (97%), White Eastern European (less than 1%), Gypsy/Roma/Traveller (less than 1%), White and Black African (less than 1%) and Western European (less than 1%).

Currently 2% of children in the school are identified as learning English as an additional language.

The school has support in place for these pupils in order to assess and monitor their language acquisition where needed.

Religion/Belief

We have no information on religion for 13% of pupils.

60% are identified as having no religion, 25% of children are identified as Christian, 2% are identified as 'other religion', including Lutheran.

How the School Advances Equality of Opportunity

Through Curriculum – Ensure access for all children – Differentiation – Reasonable adjustment – Personalisation to meet needs

Nurture groups and access to key staff members

Interventions to accelerate progress

Tracking – focus on individual child's attainment and progress – Links to provision mapping of intervention groups – Reasonable adjustment – personalised

Ensure access to wider curriculum and sports for all children

Provision of extra Teaching Assistants through Pupil Premium

Implementation of equal opportunity through staff and employment policies

Attendance meetings held regularly to support parents whose children have high absence

Pupil council input into decision making

Staff training available for all

Appropriate health plans are in place to ensure full participation in school activities and reasonable adjustments are made

Statutory assessments

How we foster good relations

Involvement of Academy Council members in the school

Links with the local community such as visits to local churches

Pupil voice and pupil council engagement in decision making and school events

Friends Of School Association – events

Parents' meetings, reports, regular letters and website

Work with outside agencies carried out to achieve the best outcomes for all within the school and community

Pupil Premium

The pupil Premium is awarded to schools based on the number of Looked After Children and children on free school meals in the school. The government awards this money in order for school to tackle inequality that may be caused by socio-economic disadvantage. The school uses the money to improve pupil outcomes and progress. Information about the Pupil Premium is available on the school website.

Objective	How?	What will success look like?
All pupils to make at least expected progress or better, including disadvantaged in English and maths	Quality first teaching Regular tracking of each pupil's progress Setting of specific targets Appropriate support and/or intervention, during and/or after school Provision of additional resources to use in school and at home	Most pupils make accelerated progress between key assessment points if they are working below age related expectations More children are working at age related expectations
To continue to raise attainment for more able pupils throughout the school, particularly in reading, writing and maths	Staff training Observations from learning walks Focus on the Mastery Curriculum High expectations Provision of additional resources to engage and extend learning Staff and children will have high expectations	Increase in levels of attainment so that pupils in each year group attain above age related expectations at least in line with national expectations These children demonstrated higher levels of attainment throughout the foundation curriculum
To improve attendance and punctuality for disadvantaged and SEND	Newsletter Letters/phone calls home and meetings Attendance assemblies and regular rewards (class and individual) Ensure children feel happy in school and have everything they need to feel	The attendance gap between different groups of children will diminish Children want to attend school Parents/carers have a positive view of school. The number of attendance letters issued decreases

	<p>a part of the academy eg uniform and access to trips</p> <p>Access to breakfast club</p> <p>Utilise the policy and attendance letters</p>	
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