

St Saviour's Schools – Equalities Action Plan – September 2026 to September 2027

Scope: Nursery, Infant and Junior provision.

The proposed actions connect with St Saviour's priorities for removing barriers to learning, improving attendance and early reading, widening enrichment participation, and strengthening pupil voice and belonging.

Objective	Action to be taken	Timeframe	Success indicator	Responsibility	Review
1. Remove barriers to learning and improve equitable access	Build on cohort and class vulnerability profiles to identify individual barriers. Review assessment, attendance and engagement together; agree adaptive teaching and targeted support with pupils and families. Prioritise access to phonics, reading and the wider curriculum.	Baseline and individual targets Autumn 1 implement and review throughout 2026–27.	Every identified pupil has documented barriers, support and a review date. Termly reviews evidence progress against individual learning targets (PPM); provision is revised where progress is insufficient.	Heads of School; SENDCo; class teachers.	Through the SDP monitoring and evaluation cycle, as appropriate, using pupil progress evidence/ meetings
2. Ensure accessible learning environments and consistent reasonable adjustments.	Review curriculum access, communication and physical access across both sites. Agree any reasonable adjustments with families; check access to visits, play, clubs and transitions.	Initial audit by December 2026 Site walk HoS and Reginal Site Manger Autumn 2	Every identified access barrier has an agreed response and review date. Staff implement recorded adjustments. unresolved barriers are escalated with a clear plan.	Heads of School; SENDCo; class teachers.	Through the SDP monitoring and evaluation cycle, as appropriate, reviewing accessibility, provision and progress on outstanding barriers.
3. Further strengthen representation,	Book looks, resources, displays and curriculum plans for inclusive representation. Teach pupils how	Implement changes during Spring	Pupil discussions demonstrate growing understanding of	Heads of School	Through the SDP monitoring

respect and understanding through the curriculum.	to recognise unfair treatment and challenge prejudice respectfully through school values.	and Summer 2027.	fairness, respect and how to seek help.		and evaluation cycle
4. Improve attendance by identifying and addressing individual barriers fairly.	Use attendance patterns, family conversations and pupil voice to understand barriers affecting vulnerable learners. Agree practical support and appropriate adjustments, coordinate pastoral and external support where needed, and evaluate the impact of each plan.	Regular monitoring; support plans reviewed at least half-termly throughout 2026–27.	Each pupil identified as needing attendance support has an agreed plan and review date – Attendance Strategy. Attendance improves against individual baselines where support is effective. Persistent absence and identified attendance gaps reduce from the Autumn baseline; unsuccessful approaches are revised.	Heads of School; SENDCo;	Through the SDP monitoring and evaluation cycle, as appropriate, using attendance trends and evidence of support-plan impact. Routine attendance monitoring and individual support continue as needed.