



Equality policy; equality objectives; accessibility plan

May 2026

Introduction

We want our schools to be happy and healthy places to learn (St James': ...to achieve and believe) for **everyone**.

We are committed to advancing equality and promoting respect for difference and diversity in everything that we do. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Doing so will help to ensure the vision for our schools to be happy and healthy places.

The legal framework

We welcome our duties under [The Equality Act 2010](#) and [The Equality Act 2010 \(Specific Duties\) Regulations 2017](#). This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

The requirements under the **Equality Act 2010** include to:

- have due regard to the need to eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it – through tackling prejudice and promoting understanding

We are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

As a guide, when deciding whether an adjustment is reasonable, we consider:

- how effective the change will be in avoiding the substantial disadvantage
- the practicality of the change
- the cost
- our resources and size
- the availability of financial support



The act covers the following protected characteristics:

- age (as appropriate for schools)
- disability
- gender reassignment
- marriage and civil partnership (as appropriate for schools)
- pregnancy and maternity
- race
- religion and belief
- sex
- sexual orientation

Definitions of each characteristic are included as an appendix. Every person has several of the protected characteristics, so the act protects everyone against unfair treatment.

The **Public Sector Equality Duty** is a duty on public authorities to consider or think about how their policies or decisions affect people who are protected under the Equality Act, having due regard to:

- eliminating unlawful discrimination, harassment and victimisation
- advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- fostering good relations across all protected characteristics between people who share a protected characteristic and people who do not share it

Guiding principles

In fulfilling our statutory duties, we are guided by eight principles.

Principle 1: All members of the school and wider community are of equal value

We see all members of the school and wider community of equal value.

Principle 2: We recognise and celebrate diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote positive attitudes; mutual respect; positive interaction; good relations and dialogue; and an absence of prejudice-related bullying and incidents.

Principle 4: We ensure that the recruitment, retention and ongoing development of staff, volunteers and governors is undertaken in a fair and equitable manner to support our schools' vision and values

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between people.

Principle 6: We consult with stakeholders

People affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones, where appropriate.

Principle 7: We feel that the community as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life.

Principle 8: We work to ensure that everyone has access to a healthy lifestyle

Our aim is to be a happy and healthy place to learn and place to work. As such, we aim to ensure our provision (curriculum, wider provision, food in school etc) supports healthy living for all.

Principle 9: Our decision-making is objective, free from bias

Our approaches and practices are evidence-informed.

Principle 10: Our curriculum promotes equality, diversity and inclusion

We review and develop our curriculum taking into consideration how it might further develop and promote equality, diversity and community cohesion. (See Appendix: Living and Learning age-related expectations.)

Practical application

Eliminating discrimination, advancing equality of opportunity, and fostering good relations are all integral to ensuring Sphere Federation schools are happy and healthy places to learn (St James': ...to achieve and believe). Having due regard to the Public Sector Equality Duty and the principles above are therefore fundamental to what we do in school, in particular our curriculum for Living and Learning (our name for Personal, Social, Health and Economic Education; refer to the Living and Learning Curriculum Guide) which includes

- learning about protected characteristics
- learning about fundamental British values (democracy, rules and laws, individual liberty, respect and tolerance), and
- promoting pupils' spiritual, moral, social and cultural (SMSC) development.

Eliminating discrimination

The federation is aware of its obligations under the Equality Act 2010 and comply with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act (eg during meetings and in dedicated CPD).

Sphere Federation schools are opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality. There is guidance in the Positive Relationships Policy on how prejudice-related incidents are identified, assessed, recorded and dealt with. We report to the Governing Body about the numbers, types and seriousness of prejudice-related incidents at each of the Sphere Federation schools and how they were dealt with.

Teachers and school leaders challenge discrimination and stereotypes across the curriculum (eg the list of featured scientists, artists, designers which feature in the Science, Art and Design and Technology (refer to the Science Curriculum Guide and the Topic Curriculum Guide), and whenever it is required or appropriate (eg if a pupil were to make a homophobic remark, it would be challenged in an age-appropriate way, such as by saying '*You've used the word gay, but not in the right way*', with consequences – see the Positive Relationship Policy).

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the federation aims to advance equality of opportunity by removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (eg pupils with disabilities, pupils who are being subjected to homophobic bullying); taking steps to meet the particular needs of people who have a particular characteristic (eg considering Muslim pupils who fast during the period of Ramadan); and encouraging people who have a particular characteristic to participate fully in any activities (eg encouraging all pupils to be involved in the full range of Sports Day activities).

In fulfilling this aspect of the duty, we review outcomes (eg attainment data) to assess how pupils with different characteristics are performing in order to determine strengths and areas for improvement, and subsequently implement actions in response. We actively seek opportunities to review the curriculum in order to ensure that teaching and learning reflect the eight principles outlined above. We monitor the impact of our teaching in terms of sex, age, race, disability and other protected characteristic when appropriate and useful to do. In addition, we monitor in terms of socio-economic background, special educational need, and whether English is an additional language. We review the impact of teaching across years and across Sphere Federation schools and nationally to support the principles of equality set out here.

Fostering good relations

The federation aims to foster good relations between those who share a protected characteristic and those who do not share it by promoting tolerance, friendship and understanding. Our curriculum, in particular the curriculum for Living and Learning, plays an important part in promoting equality, particularly by fostering good relations across all characteristics, tackling prejudice, and promoting understanding (eg Living and Learning includes learning every year about the protected characteristics, and being the same and being different). Other subjects play a significant role, too eg teaching in RE, where pupils learn about and celebrate the diversity of faiths and beliefs in their community, and as part of teaching and learning in Reading, where pupils are introduced to literature from a range of cultures. School assemblies (St James': collective worship) and themed weeks (eg Me and My Communities) also play a role in fostering good relations.

Equality considerations in policies, practices and decision-making

We ensure we have due regard to equality considerations whenever significant decisions are made. We consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip cuts across any religious holidays, is accessible to pupils with disabilities, and has equivalent facilities for boys and girls.

We ensure that the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and assessment
- pupils' and staff personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff and governor recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community
- participation of groups in wider school activities
- preparing all members of the learning community for living and positively contributing to a diverse society

This policy links to our School Improvement Plans, our Curriculum Guides, our Positive Relationships Policy and others. Equality is fundamental to what we do, therefore this list is not intended to be exhaustive as the principles set out here are far-reaching.

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Roles and responsibilities

The governing body:

- ensures that all governors are aware of the importance of eliminating discrimination, advancing equality of opportunity, and fostering good relations, and has in place particular named roles/activities to achieve these three aims of the Public Sector Equality:
 - Inclusion Team, who work particularly closely alongside the head of federation
 - Living and Learning link governor, who works particularly closely with the Living and Learning curriculum leader
- ensures that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- delegates responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The head of federation:

- promotes knowledge and understanding of the equality objectives among staff and pupils
- monitors success in achieving the objectives and reports back to governors
- ensures staff and governors are offered the opportunity to engage in appropriate training and development

The heads of each Sphere Federation school:

- support the head of federation in fulfilling the above responsibilities
- have day-to-day responsibility for co-ordinating implementation of the policy statement

All school staff are expected to have regard to this document and to work towards fulfilling the aims and principles set out; for example (the following is not intended to be exhaustive), they:

- promote an inclusive and collaborative ethos in their classroom
- challenge and deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work
- ensure that pupils have the opportunity to have their voices heard with regards to equality issues

Breaches of the policy statement

Breaches will be dealt with through the relevant policies and procedures eg the grievance or disciplinary policy.

Monitoring and review

This document is reviewed by Sphere Federation leaders including governors in accordance with the Governing Board's schedule of policy review (or at least every four years). When reviewing this policy, we take account of quantitative data (such as data related to progress and attainment) and qualitative data (such as other monitoring and evaluating exercises).

We're always keen to hear the views of parents, pupils, staff and members of the local community, not least any views relating to the issues set out here. Please do let us know. Similarly, we consult and involve those affected by inequality in the decisions we take to promote equality.



ST JAMES'
Church of England
Primary School

St James' CE Primary only: Christian values


Although we follow the same agreed principles and practices that are set out in this policy, St James' CE Primary has a distinctive Christian ethos. To support this, we have adopted six core Christian values (see below). As you would expect, these values are fundamental to the dignity and respect for all. They play a major part in how we treat others around us, regardless of our differences. Examples are in brackets.

- compassion (*promoting compassion for others regardless of differences – 'love... binds everything together in perfect harmony'*)
- courage (*promoting courage to stand up to prejudice and ensure fairness in life*)
- forgiveness
- honesty (*we want our children to feel honest about who they are and confident they will be treated fairly and with regard for equality*)
- peace
- perseverance (*sometimes, we have to persevere to help others see beyond bias and prejudice, to promote happy relationships for all*)



Appendix: Living and Learning age-related expectations

Living and Learning age-related expectations that directly relate to equality are shown below. Those in blue relate directly. Refer to Living and Learning Curriculum Guide for up-to-date expectations and other content related to the Sphere Federation curriculum for personal development.

Citizenship: Living in the wider world	Citizenship: Living in the wider world	Citizenship: Living in the wider world
<p>The areas below are non-statutory content but contribute to children’s personal development, too:</p> <p>British values:</p> <ul style="list-style-type: none"> • Democracy: I know that democracy means going with the preference of the majority after a vote. • Individual liberty: I can talk about rights and responsibilities. • Respect and tolerance: I respect myself and others. • Respect and tolerance: I respect equality and diversity in a diverse community. • Respect and tolerance: I listen to and consider the views of others and respond politely. • Rule of law: I know the importance of rules in school and in the UK. • Rule of law: I know what is right and wrong, good and bad. <p>Protected characteristics:</p> <ul style="list-style-type: none"> • I know that it’s important to treat everyone around me fairly. <p>Me and my money (this is one of four themed weeks):</p> <ul style="list-style-type: none"> • I know money is an important part of most people’s lives. • I know the difference between something I need and something I might want. • I understand that people make different choices about how to save and spend money. • I know I have choices about saving and spending my money. • I know I can keep my money in different places and some places are safer than others eg a bank or a money box. • I can compare the cost of some everyday products. • I can describe where my money comes from eg earning, finding, borrowing, being given. <p>Staying safe (this is one of four themed weeks):</p> <ul style="list-style-type: none"> • I know that it’s important to stay safe in different settings. 	<p>The areas below are non-statutory content but contribute to children’s personal development, too:</p> <p>British values:</p> <ul style="list-style-type: none"> • I can explain why British values (democracy, rule of law, individual liberty, tolerance and respect) are important. • Democracy: I know what democracy means, and can describe examples of democracy in school and nationally. • Individual liberty: I know that having rights comes with having responsibilities. • Individual liberty: I know the importance of responsible behaviours and actions. • Respect and tolerance: I’m aware of different groups and communities, and understand the importance of respecting these. • Respect and tolerance: I listen to and consider the views of others and respond respectfully, even when I disagree. • Rule of law: I know the importance of rules, and can imagine what life might be like without them. • Rule of law: I can consider the impact on others of what is right and wrong, good and bad. <p>Protected characteristics:</p> <ul style="list-style-type: none"> • I can talk about protected characteristics. • I know that it’s important to treat everyone fairly. <p>Me and my money (this is one of four themed weeks):</p> <ul style="list-style-type: none"> • I can make spending choices based on my priorities, needs and wants. • I know why people use current accounts and savings accounts. • I know people can pay for things using cash or electronically. • I know that sometimes people save money and can describe reasons why. • I know that sometimes people borrow money (eg for a house) but they have to pay it back and this can have consequences such as getting into debt. • I have an awareness of the price of some everyday products. • I know there is a range of jobs – paid and unpaid. • I understand that some people choose to donate to charity. <p>Staying safe (this is one of four themed weeks):</p> <ul style="list-style-type: none"> • I am aware of risks associated with different situations and the importance of staying safe in these settings. 	<p>The areas below are non-statutory content but contribute to children’s personal development, too:</p> <p>British values:</p> <ul style="list-style-type: none"> • I can talk about British values. • I can explain why British values (democracy, rule of law, individual liberty, tolerance and respect) are important and relevant. • Democracy: I know that democracy is important, and the decisions I make should be careful and informed. • Democracy: I know that democracy is precious, and can imagine what life might be like without it. • Individual liberty: I know that having rights comes with having responsibilities and I consider this in different situations in society. • Individual liberty: I am aware of a delicate balance between rights and responsibilities. • Respect and tolerance: I respect and value equality and diversity in a diverse country. • Respect and tolerance: I listen to and consider the views of others and articulate a well-thought-out response. • Rule of law: I can consider what is right and wrong, good and bad, and how the decisions we make should be careful and informed. <p>Protected characteristics:</p> <ul style="list-style-type: none"> • I can explain why protected characteristics are important and relevant in a diverse society. • I would be ready to question or challenge if I was aware of someone or a group being treated unfairly. <p>Me and my money (this is one of four themed weeks):</p> <ul style="list-style-type: none"> • I understand the importance of budgeting to help me stay in control of my money. • I understand features of a bank account: balance, overdraft, interest. • I know that interest may be added to money I save (benefits) and borrow (risks and consequences). • I understand the difference between debit cards and credit cards. • I can compare the price of products by checking the unit price. • I know that the money people earn is taxed and what this tax is used for. I understand that people have different views and values about money and jobs. <p>Staying safe (this is one of four themed weeks):</p> <ul style="list-style-type: none"> • I understand risks associated with different situations and the importance of staying safe in these settings.

Appendix: Definitions of the protected characteristics

Source (black text): Equality and Human Rights Commission

<https://www.equalityhumanrights.com/equality/equality-act-2010/protected-characteristics#age>

Other sources information and examples can be found here:

<https://www.dundee.ac.uk/corporate-information/protected-characteristics-explained>

<https://www.bbk.ac.uk/about-us/equality/protected-characteristics>

Age

A person belonging to a particular age (eg 32 year olds) or range of ages (eg 18 to 30 year olds).

Disability

A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Gender reassignment

Where a person undergoes, or proposes to undergo, a process for the purpose of reassigning their sex.

Marriage and civil partnership

Marriage is a union between a man and a woman or between a same-sex couple.

Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race

A race is a group of people defined by their colour, nationality (including citizenship), ethnicity or national origins. A racial group can be made up of more than one distinct racial group, such as Black British.

Religion and belief

Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex

A man or a woman.




Sexual orientation

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

Appendix: Equality data (December 2025)

As part of the Public Sector Equality Duty, schools are required to share information relating to any 'persons who share a relevant protected characteristic who are affected by its policies and practices.' This means broadly reporting the demographic information at your school for the protected characteristics. However, some of the characteristics apply to very small numbers (if any at all) and others don't apply to primary schools. In line with [The UK General Data Protection Regulation \(GDPR\)](#) and [DfE Equality Act 2010: advice for schools](#):

- we do not currently supply information on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, and sexual orientation
- we have aggregated numbers in any category where there are fewer than five children

	 SCHOLES Scholes (Elmet) Primary School	 MOORTOWN Primary School	 ST JAMES' Church of England Primary School
total number of pupils	332	207	163
Sex			
male	171	101	84
female	161	106	79
Race			
Arab	-	-	-
Asian and any other ethnic group	-	-	-
Any other ethnic group	-	-	-
Any other mixed background	5	-	5
Bangladeshi	-	-	-
Black and any other ethnic group	-	-	-
Black Caribbean	-	-	-
Chinese	-	9	-
Egyptian	-	-	-
Greek	-	-	-
Gypsy / Roma	-	-	-
Indian	-	38	-
Kashmiri Pakistani	-	-	-
Lebanese	-	-	-
Other Asian	-	7	-
Other Black African	-	-	-
Other Pakistani	-	31	-
Refused	-	-	-
White British	289	76	131
White Irish	-	-	-
White and any other Asian background	-	9	5
White and any other ethnic group	-	-	-
White and Black African	-	-	-
White and Black Caribbean	14	-	-
White European	-	-	-
White other	12	-	7
Aggregated numbers where there are fewer than five pupils	12	37	15
religion or belief			
Christian	62	30	27
Hindu	-	8	-
Jew	-	-	-
Muslim	-	52	-
No religion	237	57	106
Other religion	-	6	12
Refused	-	-	-
Sikh	-	25	-
Not specified	29	29	16
Aggregated numbers where there are fewer than five pupils	4	6	2

Appendix: Equality objectives 2025-28

This version stems from an early review and revision of previous the Equality objectives and Accessibility plan; some targets are completely new, some have a revised focus, and some have been carried over to this new period.

Sphere Federation schools are committed to securing the principles of equality at all times. We have on-going equality objectives which include

- narrow gaps in attainment by monitoring and analysing pupil achievement by race, sex, socio-economic background and other characteristic
- act on any trends or patterns in the data that require additional support/challenge for pupils
- increase levels of parental and pupil engagement in learning and school life, across all activities, to ensure equity and fairness in access and engagement

As part of the Public Sector Equality Duty, schools are required to set equality objectives every four years. The objectives listed below are in addition to on-going objectives. We've placed the objectives under three headings which correspond to the Public Sector Equality Duty. See also the Accessibility Plan (below). The objectives, and progress towards them, are reviewed annually.

Eliminating discrimination:

Awareness and understanding of protected characteristics

Why is this an objective?	What actions are needed?	Which school?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
There is very little discriminatory behaviour amongst pupils currently and we want to ensure this continues to be addressed so that no serious incidents take place at all. we also want to instil in our pupils an appreciation for and respect of protected characteristics.	Implement a new long-term plan for Living and Learning which features protected characteristics even more explicitly. June 2025 actions: 1. In the revised structure of our Living and Learning curriculum, ensure that protected characteristics and British values have an even greater prominence, possibly by revisiting the learning more often than annually. 2. Add some extra detail and guidance about the learning, so 'protected' and 'individual liberty' are not neglected. 3. Develop awareness and knowledge for more pupils and at greater	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	Head of Federation Living and Learning leader Teachers	2022-23, with explicit reference to protected characteristics in Autumn 1	Learning conversations with children, with agreed success criteria as to children's awareness and attitudes

	depth through greater direction for teachers to consider how the concepts connect and to develop appreciation of their value by considering their absence in the world. 4. Governors' challenge: incorporate more quantitative measures alongside qualitative.				
<p>June 2025 review notes: Partially achieved. Carry forward to continue 2025-28.</p> <p>May 2026 review notes: DR learning conversation with four Y6 pupils at each school (majority socio-economically disadvantaged and/or with SEND). Pupils across all schools show a strong appreciation of British values and protected characteristics and were able to demonstrate this through describing what the country / world would be like without. Next steps are for teachers to include in their teaching more about practicalities: real life scenarios for pupils and adults (eg recruitment).</p>					

Eliminating discrimination: Review wraparound care provision

Why is this an objective?	What actions are needed?	Which school?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
Wraparound care across all three Sphere Federation schools is now in-house, and we have a newly appointed coordinator to monitor provision. This person is part of the SEND team, so this is an opportunity to check that wraparound in no way discriminates.	As part of regular monitoring that is being put in place (Summer 2024), incorporate checks around equality and accessibility. June 2025 action: Checks in 2025-26 will incorporate specific checks, including quantifiable measures.	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	Wraparound Care Coordinator	Full review: July 2025	Completed review; any areas for improvement identified are actioned
<p>June 2025 review notes: Partially achieved. Carry forward to continue 2025-28.</p> <p>May 2026 review notes: CW identified no concerns as part of regular monitoring across 2025-26.</p>					

Advancing equality of opportunity: Review of SEND processes to raise SEND profile

Why is this an objective?	What actions are needed?	Which school?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
<p>June 2025: Ofsted inspections at Moortown Primary and Scholes (Elmet) Primary identified at least good provision. However, at St James' CE Primary, provision for some pupils was identified as an area to develop. We are using this as a prompt to review processes so that inclusion remains a high priority.</p>	<ol style="list-style-type: none"> 1. Visit other schools to explore processes 2. Review of paperwork and processes to greater consistency and compliance 3. Delegation of more responsibilities for SEND to curriculum leaders, further raising awareness of expectations around SEND so that they are better-equipped to monitor for compliance and evaluate provision 4. Delegation of more responsibilities for SEND to teachers, ensuring compliance and more consistently high quality provision. 5. Curriculum leaders to provide support and training to ensure teachers are able to prioritise and more consistently meet the needs of pupils with SEND. 6. Roll out new programme of support for support staff, replacing some of the online training currently used. 	<p>St James' CE Primary Moortown Primary Scholes (Elmet) Primary</p>	<p>Head of Federation</p>	<p>Changes in place across 2025-26, and then monitoring in 2026-27 and 2027-28.</p>	<p>Overall: improved provision and outcomes for specific pupils with SEND</p> <ol style="list-style-type: none"> 1. Updated paperwork and processes which are clear and with consistent compliance 2a. Curriculum leaders are able to talk with confidence and awareness of SEND needs and support 2b. All teachers are able to demonstrate appropriate adaptations and compliance with specific SEND expectations
<p>June 2025 review notes: This is a new Equality Objectives action.</p> <p>May 2026 review notes: Senior leaders have visited a small number of other schools, and have carried out extensive desktop review of processes in other schools.</p>					

Stemming from this, revised paperwork and processes are now in place, leading to greater consistency and compliance, and also a more comprehensive overview of various aspects of SEND, including SEND Register and assessment.

The delegation of more responsibilities for SEND to curriculum leaders has been partially achieved, although there are barriers in doing so while they deliver work in other areas. We need to continue to work with curriculum leaders so they have awareness of expectations around SEND and are therefore better-equipped to monitor for compliance and evaluate provision.

Teachers have anecdotally reported they feel better equipped to fulfil their responsibilities for SEND. However, a new 2026-27 action is for them to be better skilled in using Excel to track outcomes for all pupils, including those who may face barriers in their learning – see below ‘Monitoring pupil outcomes’.

Curriculum leaders have provided some support and training to ensure teachers are able to prioritise and more consistently meet the needs of pupils with SEND. In 2026-27, their focus will shift in part from subject knowledge to aspects of pedagogy which is intended to advance equality of opportunity.

The roll out of a new programme of support for support staff, replacing some of the online training currently used, has not been adequately actioned in 2025-26 due to staffing constraints.

Increased SEND capacity at St James' CE Primary has improved provision and processes at the school.

In addition, with six people working in the SEND Team, there is greater SEND capacity across Sphere Federation. Regular meetings with senior leaders are leading to a greater coherence and direction in the work being done.

Advancing equality of opportunity: Improve monitoring of the outcomes for different pupil groups

Why is this an objective?	What actions are needed?	Which school?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
Excel is used as the core tool to record teacher assessments and test outcomes. We want teachers to have more skills in using Excel to monitor the outcomes of different groups of pupils eg those with SEND, different heritage groups etc	<ol style="list-style-type: none"> 1. Review and enhance formulae used for improved abilities to review pupil outcomes. 2. Lead a series of support sessions for teachers. 3. Ensure inclusion and equalities are a focus for Performance and Inclusion Meetings in 2026-27. 	<p>St James' CE Primary Moortown Primary Scholes (Elmet) Primary</p>	<ol style="list-style-type: none"> 1. Head of Federation 2. Head of Federation 3. Sphere Federation senior leaders 	<ol style="list-style-type: none"> 1. June 2026 2. July 2026, with some continuing CPD in 2026-27 3. 2026-27 and continuing thereafter 	<ol style="list-style-type: none"> 1. Accurate formulae in place 2. Teachers' feedback and subsequent use 3. Senior leaders' feedback around awareness and focus on inclusion
<p>May 2026 review notes: This is a new Equality Objectives action.</p>					

Advancing equality of opportunity: Review curriculum enhancements

Why is this an objective?	What actions are needed?	Which school?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
The long-term schedule for class trips was over-hauled in 2023-24. It needs to be reviewed to ensure that there is equality of opportunity.	Ahead of trips, consideration is always made to accessibility and learning needs. June 2025 action: Put in place changes to respond to teachers' feedback.	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	All teachers planning trips Educational Visits Coordinator Science and Foundation Subjects Leader	2024-25 Cycle B and 2025-26 Cycle A of the curriculum and corresponding schedule of trips	Teacher feedback Individual pupil feedback where applicable
<p>June 2025 review notes: Partially achieved. Carried forward to continue 2025-28.</p> <p>May 2026 review notes: Changes to the long-term schedule for class trips reflecting teachers' feedback have been made.</p>					
Why is this an objective?	What actions are needed?	Which school?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
June 2025: Forest School provision at St James' CE Primary is firmly embedded as a curriculum enhancement (linked to PE and Living and Learning). It supports Equality of Opportunity: additional time is provided for selected pupils to develop social, emotional and learning skills.	We want to explore whether there is possibility to introduce across Sphere Federation: 1. Investigate costs – long-term affordability? 2. Consider timetabling implications	Moortown Primary Scholes (Elmet) Primary	PE Leader Heads of School Resources Manager	Possible implementation 2025-26	Teacher feedback Individual pupil feedback where applicable Senior leader observations
<p>June 2025 review notes: This is a new Equality Objectives action.</p> <p>May 2026 review notes: Forest School provision is now in place in all three Sphere Federation schools. Initial reports are that this is successful. Next steps are to monitor this more closely in terms of advancing equality of opportunity.</p>					

Fostering good relations:

More children can talk with understanding, confidence and positivity about different religions

Why is this an objective?	What actions are needed?	Which school?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
<p>External monitoring and anecdotal evidence suggests there is confusion amongst pupils about religions and we believe greater subject knowledge will act as an important foundation stone on which to build positive attitudes.</p>	<p>June 2025 actions:</p> <ol style="list-style-type: none"> 1. To support children's experiences of religion as 'living', we have invested in membership of NATRE (National Association of Teachers of Religious Education), which gives access to teaching materials and resources. 2. Review the RE curriculum again, to reflect teaching and learning materials available through NATRE. 3. Develop language of 'some', 'many' and 'most' to reflect diversity within religions. 	<p>St James' CE Primary Moortown Primary Scholes (Elmet) Primary</p>	<p>Head of Federation Foundation Subjects Leader RE teachers</p>	<p>RE long-term plan to be completed for September. CPD to take place periodically throughout 2022-23.</p>	<p>Learning conversations with children, with agreed success criteria as to children's awareness and attitudes</p>
<p>June 2025 review notes: Partially achieved. Carried forward.</p> <p>May 2026 review notes: The language of 'some', 'many' and 'most' is being used. Next steps might be what appears a small change, but a significant one, in terms of language: at least partially replace use of the religion name with the follower. Where we talked about studying 'Christianity', 'Islam', 'Hinduism' etc, instead talk about studying Christians, Muslims, Hindus. This stems from reasoning set out in Diocesan Syllabus for Religious Education (Dioceses of Leeds and York, 2022) which might help to promote greater understanding.</p>					

Appendix: Accessibility plan 2025-28

This version stems from an early review and revision of previous the Equality objectives and Accessibility plan; some targets are completely new, some have a revised focus, and some have been carried over to this new period.

Under the Equality Act 2010, all schools are required to have an accessibility plan. We include our Accessibility Plan here as it clearly links to the Equality Policy and the Equality Objectives: by making aspects of our schools more accessible, we're also having due regard to the Public Sector Equality Duty by advancing equality of opportunity.

The purpose of this plan is to show how Sphere Federation schools will continue to ensure as far as reasonably possible accessibility for pupils with particular needs.

Our schools are committed to providing an environment that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

This Accessibility Plan sets out the proposals of the Governing Body to increase access to education for pupils in the three areas required by the planning duties in the Equality Act 2010:

- improving access to the curriculum for pupils with a disability
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to pupils with a disability

Definitions and legalities

According to the Equality Act 2010, a person has a disability if he/she has a physical or mental impairment; and the impairment has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Documents and policies

The Accessibility Plan should be read in conjunction with various other school policies, strategies and documents, including the Sphere Federation Equality Policy (above), Special Educational Needs Policy; Positive Relationships Policy; School Improvement Plans; aims and ethos. The complaints procedure covers the Accessibility Plan.

Training

Whole school training recognises the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Review and evaluation:

The Accessibility Plan is resourced, implemented, reviewed and revised as necessary. Below is our action plan showing how we will address the priorities identified in the plan. The plan is valid for three years and is reviewed annually.

Improve access to the curriculum for pupils with a disability

Objectives	Which school?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
<p>June 2025: Based on feedback from and observations in an existing school, introduce standing desks for use by all pupils (useful for some collaborative learning) but in particular for pupils with some SEND needs (eg ADHD)</p>	<p>St James' CE Primary Moortown Primary Scholes (Elmet) Primary</p>	<p>School finances are at their most stretched state so careful trial is needed: 1. Decide on desks to purchase, based on consultation with Y5,6 teachers 2. Purchase for Y5,6 classrooms where teachers have expressed interest in trialling 3. Senior leaders carry out two reviews of their use and impact in 2025-26 4. Decision as to whether schools invest in more across KS2 / whole of primary</p>	<p>All senior leadership Y5,6 teachers</p>	<p>Initial trial 2025-26 Possible wider implementation 2026-27</p>	<p>Feedback from teachers Feedback from pupils Observations of use</p>
<p>June 2025 review notes: This is a new action in the Accessibility Plan. May 2026 review notes: Mixed results: standing desks are being used, but not always as consistently as intended. Cost and quality is also an issue. They will continue to be used and we will continue to monitor, but no further purchases at this time.</p>					
Objectives	Which school?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
<p>June 2025: Implement updated CPD programme for support staff to develop awareness and confidence to adapt and respond to support pupils</p>	<p>St James' CE Primary Moortown Primary Scholes (Elmet) Primary</p>	<p>Put in place a new way to support TAs to support pupils. (This was well-received in 2024-25 trial)</p>	<p>Heads of School</p>	<p>Autumn term: first phase to be completed</p>	<p>TA feedback Heads of School feedback</p>
<p>June 2025 review notes: This is a new action in the Accessibility Plan. May 2026 review notes: There was some very positive impact but capacity issues meant this could not be implemented more widely. We will return to this in 2026-27.</p>					

Objectives	Which school?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
Ensure those with SEND (special educational need or disability) are able to access all class trips.	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	Review of class trips	Educational Visits Coordinator Science and Foundation Subjects Leader	2024-25 Cycle B and 2025-26 Cycle A of the curriculum and corresponding schedule of trips	Teacher feedback individual pupil feedback where applicable

June 2025 review notes:

Achieved, but carry forward to monitor 2025-28.

May 2026 review notes:

Changes to the long-term schedule for class trips reflecting teachers' feedback have been made.

Objectives	Which school?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
June 2025: For pupils with social and emotional health needs (but potentially benefitting all pupils), develop social and emotional learning and improve mental health	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	1. Introduce weekly Feelings First sessions 2. Embed expectations around pausing/reflecting (and at St James' CE Primary: developing sense of connection/spirituality) 3. For teachers, more regular check-ins (as part of wellbeing discussion)	Head of Federation Heads of School Living and Learning Leader Teachers	Across 2025-26	Teacher feedback Observations across school Extent to which pupils refer to language used and talk favourably about dysregulation strategies

June 2025 review notes:

This is a new action in the Accessibility Plan.

May 2026 review notes:

Feelings First sessions are embedded as a weekly element of our Living and Learning provision. Monitoring of the sessions highlighted some improvements, particularly for Key Stage 1, but, overall, they appear to have the potential to improve emotional literacy. Next steps are to continue to monitor and to explore how we can ensure vocabulary is being referred to beyond the sessions themselves.

Expectations around pausing/reflecting are evident, and we are beginning to see pauses in and in between sessions, but more must be done to develop this in terms of consistency and the 'quality' of the pause. To help, a new term ('Reflect and Connect') is to be used.

Teacher check-ins have been happening. In 2026-27, closer performance management/coaching, including Performance and Inclusion Meetings, will be a further opportunity for teacher check-ins.

Objectives	Which school?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
June 2025: For pupils with social and emotional health needs	Scholes (Elmet) Primary	Plans in place for logistics: staffing, timetabling, provision	senior leaders	Autumn 2025 and subsequent monitoring	senior leaders

(but potentially benefitting all pupils), develop use of a new space in school for regulation	Moortown Primary: look to do similar if funding can be found	First priority: application for grants	Head of Federation Head of School Resources Leader	across 2025-26	success of grant application(s)
<p>June 2025 review notes: This is a new action in the Accessibility Plan.</p> <p>May 2026 review notes: Scholes (Elmet) Primary: The Nest is in place and being used, although some refinements might benefit more children. Moortown Primary: plans remain at early stages; planning permission is being sought.</p>					

Improve and maintain access to the physical environment

Objectives	Which school?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
Develop school grounds using gifted land in a way that develops accessibility for all	Moortown Primary	Continue to explore ways to develop grounds, being mindful of accessibility June 2025 action: New equipment will be purchased shortly; ensure this is accessible as far as reasonable.	Resources Management	On-going	Actioned and in use
<p>June 2025 review notes: Partially achieved. Carried forward to continue 2025-28.</p> <p>May 2026 review notes: Forest School is one way the land is being used, plus a trim-trail has been installed.</p>					
Objectives	Which school?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
June 2025: Be more able to manage access to swimming lessons	Scholes (Elmet) Primary Moortown Primary	Introduce swimming lessons via a temporary swimming pool on-site (starting with Scholes (Elmet) Primary in 2025-26 and alternating between schools)	Resources Management PE Leaders	2025-26	Monitoring
<p>June 2025 review notes: This is a new action in the Accessibility Plan.</p>					

May 2026 review notes:

In process of preparing for temporary swimming pool at Scholes (Elmet) Primary for Summer 2 2025-26.

Improve availability of accessible information to those with a disability

Objectives	Which school?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
Monitor quality of communication	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	Review parent/carer feedback about quality of communication; take any appropriate actions	Head of Federation	July 2023	School improvement plans will include any appropriate actions, planned out
<p>June 2025: Achieved, but carried forward to monitor 2025-28.</p> <p>May 2026 review notes: Small minority of parents/carers raise some issues, matched by similar or more who are more positive. Next steps are to explore whether DoJo might be used.</p>					
Objectives	Which school?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
Positive language to be used	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	Not directly impacting on written information to pupils, but to all communications to all stakeholders: people-first language to be used	Head of Federation	On-going	Awareness and informal monitoring in discussions
<p>June 2025: Achieved, but carried forward to monitor 2025-28.</p> <p>May 2026 review notes: Continue to monitor.</p>					