

EQUALITY ACTION PLAN 2025–2028

SECTION 1 – WHOLE-SCHOOL EQUALITY DUTIES - ALL 9 CHARACTERISTICS

(Equality Act 2010, Public Sector Equality Duty, DfE Behaviour in Schools 2024, SEND & AP Plan 2023–24)

Outcome	Issue to Address	Actions	Key Staff	Time	Success Criteria
Compliance with Equality Act across all partners	Ensure consistent availability of Equality Policies from external learning partners	<ul style="list-style-type: none"> • Create simple External Provision Equality Checklist • Refer to Sandgate's Equality Checklist when working with external partners • Provide a Sandgate template to any partner without a policy 	KB /CB/SLT	Autumn annually	All partners have visible Equality / Safeguarding policies
Strengthen staff understanding of discrimination, indirect discrimination & prejudice-based incidents	Indirect discrimination is now a key legal focus; staff need clarity in challenging inappropriate or discriminatory language and ensuring consistent recording.	<ul style="list-style-type: none"> • Use pathway-appropriate case studies (MEADOWS/SEAS/LAKES) to model discriminatory language • Include clear RSE language expectations in staff training • Embed equality expectations into Sensory and Communication Frameworks • Provide CPD using HSB, RSE and sensory-related scenarios, including indirect discrimination • Reinforce a simple whole-school script for responding to harmful language • Record all prejudice-based incidents consistently using the agreed system 	KB /CB/SLT	Autumn annually	Staff challenge discriminatory language swiftly, confidently and consistently, and incidents are recorded accurately
Ensure staff and pupil voice around equality is maintained.	Maintain a simple escalation route for equality concerns: Staff - Line Manager - SLT	<ul style="list-style-type: none"> • Line Managers continue to share emerging themes regularly with SLT • SLT retains a standing equality item on all meeting agendas • Pupil voice flows through class teams - Line Managers - SLT • Actions, decisions and next steps reported back to staff through briefings 	SLT	Ongoing	Staff and pupils use the agreed route to raise concerns; equality themes are routinely reviewed by Line Managers and SLT; and pupil voice is gathered consistently and shared back through briefings.

SECTION 2 – DISABILITY EQUALITY (*SEND Code of Practice; Equality Act disability duty; Sandgate sensory and communication framework*)

Outcome	Issue to Address	Actions	Key Staff	Time	Success Criteria
Sensory regulation and emotional regulation are delivered as connected, mutually reinforcing strands	Ensuring staff and pupils understand that sensory and emotional regulation work together, not separately.	<ul style="list-style-type: none"> • Teach sensory and emotional regulation together so pupils understand how body signals link to feelings and strategies. • Use shared language to show how sensory tools support emotional control and readiness to learn. • Pathway-specific sensory diet maps (MEADOWS sensory immersion, SEAS structured regulation, LAKES independence & self-advocacy) • Embed both strands across daily teaching so pupils learn: body input - sensation - emotion - strategy. 	JM / Sensory Lead / Class teams	Ongoing	Improved regulation across pathways

		<ul style="list-style-type: none"> • Clear progression in sensory independence & self-advocacy 			
NAS re accreditation readiness	Need clarity on the process, expectations, evidence requirements and realistic time frame for re-accreditation.	<ul style="list-style-type: none"> • Assess where we are and where we need to be before re-accreditation. • Identify clear strengths and priority areas • Map what evidence the school already has (e.g., sensory profiles, sensory diet maps, communication passports, regulation frameworks, environment audits). • Create a simple NAS readiness checklist for classroom teams to self-audit predictability, structure and autism-friendly practice. • Build NAS priorities into learning walks and environment checks (e.g., sensory load, routines, visual supports). 	JW/Pathway Leads	TBC	Clear whole school roadmap towards NAS re-accreditation
Continue to strengthen support, adjustments and inclusive practice for neurodivergent staff across all roles.	More staff are identifying as neurodivergent and need predictable systems, accessible communication and confidence that disclosure leads to support.	<ul style="list-style-type: none"> • Share clear information on reasonable adjustments (quiet spaces, sensory-friendly environments, communication and technology supports). • Line managers use a simple, supportive conversation framework (strengths, needs, triggers, communication preferences). • Make documents and meetings accessible (visuals, clear steps, low sensory load, processing time). • Ensure wellbeing and performance processes are neuroinclusive and predictable. • Record agreed adjustments consistently and review them regularly. • Promote acceptance and openness to reduce stigma. 	CB/SLT/ Line managers	Ongoing	Neurodivergent staff report feeling understood, supported and able to work at their best Adjustments are applied fairly and consistently Improved staff wellbeing, retention and confidence

SECTION 3 – GENDER EQUALITY *(Anti-sexism, equal access, DfE Behaviour expectations)*

Outcome	Issue to Address	Actions	Key Staff	Time	Success Criteria
Challenge gender stereotypes	Gendered assumptions in resources and activities	<ul style="list-style-type: none"> • Gender-neutral language guidance • Review reading books, sensory stories, job roles in curriculum • Build representation into arts projects • Stereotype language decreases 	ED&I lead / SLT	Ongoing	Pupils see men/women/non-binary people in diverse roles
Strengthen support for men and boys mental health and wellbeing across staff teams.	Men may be less likely to seek support, disclose concerns or access wellbeing guidance. Increased clarity, normalisation and proactive support are needed.	<ul style="list-style-type: none"> • Annual wellbeing signposting inclusive of men. • Line managers check workload and wellbeing in supervision. • Promote Wellbeing Champions, external support and OH. • Build confidence to ask for support without stigma. 	ED&I lead / SLT		Men and boys report feeling clearer about how to access wellbeing support. Staff confidence in seeking support without stigma improves, shown through feedback or supervision records.

SECTION 4- PREGNANCY, MATERNITY AND MENOPAUSE					
Outcome	Issue to Address	Actions	Key Staff	Time	Success Criteria
Pregnancy, maternity, menopause support (achieved — maintain and review)	Need to ensure guidance remains consistent, up to date and applied fairly as staffing changes.	<ul style="list-style-type: none"> • Re-share the Pregnancy, Maternity and Menopause guidance annually. • Review the combined Reproductive Health & Inclusion Policy each year for accuracy and consistency. • Check that adjustments are recorded, applied fairly and reviewed at agreed intervals. • Ensure new staff and line managers are briefed so practice stays consistent as teams change. • Monitor feedback to identify any gaps or updates needed. 	CB	Ongoing	Staff report feeling informed, safe, supported
SECTION 5 – SEXUALITY EQUALITY (LGBTQ+ INCLUSION) <i>(RSHE, safeguarding, SoSafe, representation)</i>					
Outcome	Issue to Address	Actions	Key Staff	Time	Success Criteria
Confident, safe teaching around sexuality	Pupils need representation of diverse relationships	<ul style="list-style-type: none"> • RSHE plans updated with specific mapping for MEADOWS / SEAS / LAKES • Add resources into sensory stories (family structures, same-sex couples, adoption, fostering) • Use simple scripts for staff to respond neutrally to sensitive questions 	Class teachers/ED&I lead	Ongoing	Pupils access accurate, safe information at their cognitive level
SECTION 6 - SAFEGUARDING & SUPPORTING PUPILS AROUND GENDER IDENTITY <i>(Draft DfE Guidance, Safeguarding, RSE)</i>					
Outcome	Issue to Address	Actions	Key Staff	Time	Success Criteria
Staff understand boundaries and expectations around gender identity in line with the DfE Draft Guidance on Gender Questioning Children (2023).	Staff need clear, consistent guidance on safe, lawful and neutral responses.	<ul style="list-style-type: none"> • Provide simple guidance for staff on responding neutrally and appropriately • Include short CPD scenarios linked to safeguarding and RSE • Use consistent scripts and expectations for communication with parents • Update relevant policies to reflect the latest DfE guidance 	ED&I Lead / SLT	Annual review	Staff respond safely and consistently Parents informed appropriately
SECTION 7 – RELIGION & BELIEF EQUALITY <i>(SMSC, RSHE, representation)</i>					
Outcome	Issue to Address	Actions	Key Staff	Time	Success Criteria
Pupils encounter fair, respectful representation of different religions and beliefs through SMSC, RSHE and a balanced, inclusive assembly programme	Need a more consistent, accessible assembly framework for Lower School Students.	<ul style="list-style-type: none"> • Create a simple, inclusive Lower School assembly plan with clear themes. • Ensure assemblies use accessible visuals, routines and communication supports. • Link assembly themes to SMSC, FBV and equality aims. • Review delivery termly and adjust based on pupil engagement. 	SMSC/RE Leads/ Heads of School	Ongoing	Lower School assemblies follow a consistent, predictable structure. Content is accessible for all pathways (MEADOWS, SEAS). Assemblies clearly support SMSC and equality aims.

					Improved pupil engagement and staff confidence in delivery.
SECTION 8 – INTERSECTIONALITY (<i>Overlapping disadvantage: disability + ethnicity + gender + trauma</i>)					
Outcome	Issue to Address	Actions	Key Staff	Time	Success Criteria
Identify & reduce intersectional disadvantage	Some learners face overlapping challenges (e.g., ASc + SEMH, disability + poverty, trauma + communication difficulties)	<ul style="list-style-type: none">• Use sensory profiles + regulation plans + RSE/HSB risk profiles• Review attendance, exclusions, behavioural incidents through intersectional lens• Multi-agency involvement earlier (OT, SALT, CAMHS, Social Care)	SLT/ Teachers	Ongoing	Improved outcomes in engagement, attendance, regulation and participation