



Leigh Academy Peninsula East Equality Objectives 2025/26

The school is required to conform to the wishes of the Equal Opportunities Commission that opposes all forms of discrimination and states that schools should provide equal opportunities for all children and staff. The philosophy of 'inclusion' encompasses equal opportunities for all.

Aims

- To endorse the principle of inclusion for all at our school
- To provide equality of opportunity for all children and staff whatever their age, ability, disability, gender, religion, race, background or culture
- To work to ensure that our expectations, attitudes and practices are in line with inclusion for all
- To provide equality of opportunity through its ethos and working practices

At LAPE as of September 2025, we have 5% of children with English as an additional language, 22% of children from disadvantaged backgrounds (entitled to the Pupil Premium grant) and 14% of pupils with special educational needs or disabilities (SEND).

	Objective	Strategies
1	Promotion of cultural understanding and awareness of different religious beliefs between different ethnic groups in groups in the local community.	Identify opportunities in the curriculum to look at other cultures/countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversity. Use assembly times as an opportunity to celebrate festivals of a range of cultures and countries. Use global events like the World Cup, Olympics, Remembrance day as an opportunity to explore other cultures. IB curriculum is taught throughout the academy with an emphasis on students being global citizens, part of their local communities and the wider global community. Carefully planned and implemented PSHE program.
2	Improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition	Information about new pupil shared across staff working with them. Teachers to make early assessment of EAL needs and identify appropriate interventions. Home visits by Family Liaison and Attendance officers if required. Ensuring that new vocabulary is repeated many times in different contexts. Displaying key vocabulary and using visual prompts. Immersing the child in a language rich environment. Access to Widgit used consistently across the school. Staff trained in the use of Makaton to support language development.
3	Actively close gaps in attainment, especially students eligible for free school meals, looked after children and students from minority ethnic groups.	Tracking of different groups through in year achievement data and outcomes of summative assessments each term. This will be reviewed through the regular modular reviews and next steps agreed at pupil progress meetings. Plan and deliver interventions to address gaps in learning as identified through ongoing assessment. Ensure efficient AFL strategies are used in all curriculum areas to inform the next steps of learning.

4	<p>Ensure all children with SEN make good progress given their starting points and that this can be evidenced through data, work books etc.</p>	<p>Tracking of different groups through in year achievement data and outcomes of summative assessments each term. This will be reviewed through the regular modular reviews and next steps agreed at pupil progress meetings.</p> <p>Plan and deliver interventions to address gaps in learning as identified through ongoing assessment.</p> <p>Individual Provision Plans that are reviewed 3 times a year for children on the SEND register.</p> <p>EHCPs will be reviewed annually and targets on their provision plans evaluated and discussed with parents at least three times each year.</p>
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