EBOR ACADEMY TRUST

Ebor Equality Objectives

The Public Sector Equality Duty (PSED)

We are dedicated to fostering an environment where all individuals are treated fairly and have equal opportunities. We take proactive steps to promote diversity, prevent discrimination, and advance inclusivity across our school community.

The following equality objectives were set in autumn 2022:

Quality of Education

- All learners will have access to the highest quality of teaching and will be able to access a rich, deep curriculum with fulfilling life experiences.

Achievement

- Our aspiration is to raise outcomes for all pupils, creating a learning environment where all pupils feel supported, rewarded and inspired, accelerating the progress of less advantaged pupils and those with special educational needs.

Wellbeing

- Foster an inclusive, safe and healthy environment, where everyone can be themselves, give their best and feel proud to work and learn within the family of schools at Ebor Academy Trust. We believe that wellbeing is an entitlement for all. We will embed our staff wellbeing strategy, fostering a culture of nurture, personal and professional growth.

School Objective

- Pupils who use eye pointing to communicate have equal access to a progressional framework, working towards high tech eye gaze programmes before the end of KS2.

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Annual Review of Objectives 2023, 2024, 2025, Autumn 2026

OBJECTIVE	PROGRESS TO DATE	EVIDENCE
Quality of Education All learners will have access to the highest quality of teaching and will be able to access a rich, deep curriculum with fulfilling life experiences.	• induction training new teachers • Subject leader deep dives • Teaching and learning observations • Phase leader meetings and curriculum documents shared • Induction training in place for all new staff • accredited training in place within the academic year ie Makaton, Attention Autism • Roll out of Ebor Teaching Standards, Autumn 1 foci - Standard 1. • P4A well embedded and celebrated	• Lesson observation feedback • Shared curriculum drive • Newsletters and curriculum documents shared with families • Monitoring and Evaluation Policy October 2024 • Assessment and Achievement Policy Reviewed November 2024 • Step Lab • Oak Targets tracked and celebrated each assessment cycle. • Celebration assemblies - golden leaf awards.
Achievement Our aspiration is to raise outcomes for all pupils, creating a learning environment where all pupils feel supported, rewarded and inspired, accelerating the progress of less advantaged pupils and those with special educational needs.	• Classroom handbooks have been reviewed and monitored in classes to ensure safe and enabling working environments. • Golden leaf celebration assemblies. • Data capture and LAM meetings. • Phase and subject leader data shared to support targeted groups. • WEB intervention timetable created to model and support as well as accelerate learning. • As Above	• classroom observations • Learning looks • Classroom Handbooks • Learner Achievement Meetings • Assessment and Achievement Policy Reviewed November 2024 • Pupil data is collated on INSIGHT

	• Pupil data is captured via INSIGHT, this includes Teacher assessment, One of A Kind (OAK) Targets and EHCP Short Term Outcome	
Wellbeing Foster an inclusive, safe and healthy environment, where everyone can be themselves, give their best and feel proud to work and learn. We believe that wellbeing is an entitlement for all.	• safeguarding audits completed by all class teams and monitored by NE. • Wellbeing training day planned for all staff and SLT. • PPA space cleared for quieter working space. • BP2W in place for all staff to be a part of • Staff Wellbeing meetings are actioned to be supportive when staff have had a period of absence • PPA to be taken at home if preferred. Offer of 1 day or ½ weekly to support wellbeing/workload.	• safeguarding audits per class • SAS wellbeing links and training planned • April 2024 Opportunity for all staff to speak with DW (CST) about the roles within school • Individual plans in place where required to support staff.
School Objective Pupils who use eye pointing to communicate have equal access to a progressional framework, working towards high tech eye gaze programmes before the end of KS2.	• AW targeted support. - Meetings with CM around SLT input and technology needed. • Audit of pupils communication pathway to an eye gaze programme. • Newly appointed NHS SALT inducted into HMO. Working closely with Barnsley AAC Hub re: Referrals for AAC devices - Eye Gaze not currently applicable for current	• target pupils identified and timetable in place. • Large core boards are in all communal areas of school, this is not an eye gaze evidence as such but does evidence the strong Total Communication we have in place across our school community.

	learners.	