

DSHS Equality Objectives for 2025-2029

Our new school improvement plan (SIP) and recent equality, diversity and inclusion (EDI) review have informed the equality objectives that we identify for 2025-2029.

Our equality objectives are grouped below as objectives regarding student attainment and experience taken from our new SIP, key priorities for 2025/6, also from the SIP, and further objectives from our EDI review.

SIP equality objectives

Improve the attainment and experiences of SEND students

SPECIFIC	<ul style="list-style-type: none"> Reduce the attainment gap between students with SEND and their non-SEND peers, while also quantifying their experience of school
MEASURABLE	<ul style="list-style-type: none"> Narrow the attainment gap by <u>at least 5% each academic year</u> (based on assessment data). <u>Termly</u> surveys of SEND students experiences (feeling supported, included, and challenged).
ACHIEVABLE	<ul style="list-style-type: none"> Through tailored interventions, staff training and proactive pastoral and SEND support.
RELEVANT	<ul style="list-style-type: none"> Ensures high expectations and quality of opportunity for all students.
TARGET	<ul style="list-style-type: none"> By <u>July 2026</u>, reduce the attainment gap by <u>at least 5%</u> compared with the 2024/25 baseline. Achieve <u>SEND students' satisfaction at least at a 90% positive response rate.</u>

Improve the attainment and experiences of Pupil Premium students

SPECIFIC	<ul style="list-style-type: none"> Reduce the attainment gap between students PP and their non-PP peers, whilst ensuring PP students have equally positive experiences of school like
MEASURABLE	<ul style="list-style-type: none"> Narrow the attainment gap by <u>at least 5% each academic year</u> (based on assessment data). <u>Termly</u> surveys of PP students' experiences (equal access to enrichment, positive relationships, and feeling well supported).
ACHIEVABLE	<ul style="list-style-type: none"> By embedding high-quality first-wave teaching, targeted support, mentoring, and increased participation in enrichment opportunities.
RELEVANT	<ul style="list-style-type: none"> Tackles disadvantage, improves outcomes, and strengthens inclusion.
TARGET	<ul style="list-style-type: none"> By <u>July 2026</u>, reduce the attainment gap by at least 5% compared with the 2024/25 baseline. Achieve <u>PP student satisfaction at least at 90% positive response rate.</u>

SIP Key Priorities for AY 2025/26

PRIORITY	FOCUS	OBJECTIVE	ACTIONS
1	SEND	To ensure quality SEND provision for every student, tailored to their needs.	<ul style="list-style-type: none"> • Ensure that Year 8 IEPs are reviewed early enough to identify issues/areas to amend. • Complete QAR of SEND provision, identifying potential gaps in provision or areas for development. • Offer staff CPD to ensure that adaptive teaching methods and SEND specific strategies are being shared and implemented. • Streamline the SEND referral process and ensure a more, "joined up" approach with the Pastoral Team.
2	Pupil Premium	To remove barriers that hinder student progress, particularly those created by disadvantage	<ul style="list-style-type: none"> • Continue work on the RADY project to raise the profile of PP strategies across school. • Continue to challenge misconceptions about PP students and how to support them. • Explore further opportunities to develop interventions for disadvantaged students. • Offer staff CPD to ensure that adaptive teaching methods and formative assessment is embedded in the curriculum.

Objectives from our EDI review

Roles and responsibilities

- Formally identify who is responsible for aspects of EDI and ensure that we explicitly relate these responsibilities to our EDI policy, including statutory reporting.
- Mainstream EDI matters in relation to strategic development, HR, and students in our new SIP.

Communicating our EDI approach

- Require all staff to show that they have read and understood the policy at induction and annually, using an online quiz as we do for safeguarding policy.
- Produce a short guide to EDI in policy for consistency.
- All-staff training in our EDI policy will be delivered by the end of the 2025-26 academic year.
- Staff training will also include consideration of matters such as inclusion, representation, and avoiding stereotypes, when developing curriculum content and in their delivery of it.
- Further develop our HR approach to EDI.
- Ensure that PD & PSHE content is informed by our EDI policy.
- Explore ways to develop opportunities for student EDI leadership.
- In line with our responsibility to take reasonable steps to prevent third party harassment of staff, we will ensure that, as well as students being made aware of our expectations around how they

behave towards staff, parents, carers and visitors to School are also aware. We will put posters in reception and update our home school agreement.

Insight

- Improve voice and feedback opportunities in general by creating a schedule of surveys. These will include EDI related questions.
- Monitor for differences in students experience, engagement, and outcome for protected characteristics, beyond our current SEND & PP monitoring.
- Explore ways to monitor for harassment and expressions of prejudice or hate related to protected characteristics by students towards staff.
- Record and monitor staff protected characteristic data.

Decision Making

- Mainstream consideration of whether our decisions could have implications that are discriminatory, excluding, or inaccessible for people with particular protected characteristics.
- Create a procurement EDI “things to consider” guide.

Accessibility

- The new School website will be designed for Double-A W3C WAI web accessibility compliance.
- Provide guidance to staff who add web content to ensure accessibility is maintained.
- Develop staff knowledge and skills in the areas of digital/information and physical accessibility as appropriate.
- Explore the accessibility of our digital resources more broadly.
- Ensure that our record of physical inaccessibility of our site and buildings is up to date by carrying out an accessibility site walk.
- Further develop the “Pupil Passport” document that is currently being piloted as a way to record reasonable adjustments and SEN accommodations.
- Consider further how we ensure suitable reasonable adjustments for disciplinary matters where behaviour is related to SEND.

Inclusivity

- Explore providing student equality groups in addition to our LGBTQIA+ group.
- Explore areas of our school that are gendered, and whether any changes of policy are needed.
- Create displays around school that reflect diversity and challenge stereotypes.
- Staff training will include consideration of matters such as inclusion, representation, and avoiding stereotypes, when developing curriculum content and in their delivery of it.