



Equality Statement

At Westgarth Primary School, we are committed to ensuring equality of opportunity for all pupils, staff, governors, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background.

We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life. We tackle discrimination through the positive promotion of equality, by challenging intolerance and stereotypes, and by creating an environment which champions respect for all. We believe that diversity is a strength which should be respected and celebrated by all within our community.

Our Equality Objectives are:

1. To ensure that all pupils achieve their full potential;
2. To identify barriers to learning and to close any gaps in achievement between identified groups;
3. To promote a strong awareness, understanding and appreciation of the diversity of local, national and global communities.

We shall aim to achieve these Objectives by:

1. Maintaining the highest expectations of all pupils, in terms of their academic, social and emotional development and progress;
2. Identifying vulnerable groups and individuals and developing teaching and learning that is tailored to individual needs, thus ensuring good progress is sustained and achievement gaps are closed.
3. Identifying every opportunity in the curriculum and in all the activities of the school for deepening the appreciation, understanding and respect we have of diversity.

As a result of the Public Sector Equality Duty, we publish the following information about our pupils (as of January 2022):

- 97% of pupils are recorded as White British.
- 0% of pupils have EAL
- 6.4% of pupils have SEN support
- 0.6% of pupils have an EHC plan
- 11.5% of pupils have been eligible for free school meals at any time in the last 6 years.

All pupils are have access to the same broad and balanced curriculum, which is adapted

We monitor the progress of pupils identified as “vulnerable” to ensure that their needs and aspirations are met to the best of our abilities, and to ensure that they are not disadvantaged in relation to other pupils.