

Equality objectives

Taken from our Equality policy and Objectives (see policies page)

Objective 1: By summer 2026

Ensure that anti-racist practice is an integral part of the ethos and practice in our schools and that all staff have a clear understanding of what it means to be anti-racist and how to embed this into their professional practice.

Why we have chosen this objective:

At ETAT we have always fought racism and promoted equality, equity, and inclusivity through education, both within our schools and the communities they serve. We are very proud of our richly diverse school community and as a Trust, we do not tolerate any form of racism or discrimination.

There is compelling evidence of the racial imbalance in our society, including in the areas in which the Trust operates:

- In one area where the Trust operates, over 60% of racially minoritized groups live in areas of economic disadvantage
- Bristol is ranked 7th worst out of 348 districts in England and Wales for inequalities experienced by groups and communities who are racially minoritized
- A UN report (UN's Working Group of Experts on People of African Decent) has highlighted that a decade of economic austerity measures in the UK has exacerbated racism, racial discrimination and other intolerance which people of African descent encounter thereby eroding their rights
- The Runnymede Trust (2017) demonstrated that ethnic minorities in Bristol experience greater disadvantage than national average in education and employment

To achieve this objective we plan to:

1. Work alongside the organization "Representation matters" founded by Aisha Thomas to create and embed a clear anti-racist strategy for our Trust
<https://www.repmatters.co.uk>
2. From the work with Representation Matters, develop and embed our own framework of anti-racist practice so that there is a deep rooted and effective legacy of our anti-racist approach

Progress we are making towards this objective:

- Aisha has led staff meetings at each school and the Education Development team
- Whole Trust INSET training delivered on Anti-racist practice
- Aisha has led 1:1 sessions with each of the head teachers and met with members from the board of Trustees
- Aisha has carried out an audit of each school environment
- School survey was sent out to all members of staff, governors and Trustees
- Working party established to consider the development of a Trust Anti-Racist Framework, which will inform all of the Trust's future work

Objective 2: By Summer 2026

For each school to advocate a culture of neurodiversity and have a shared understanding of the aims we aspire to in creating a “core offer” that ensures an inclusive learning environment and high quality teaching to remove or reduce any barriers to children with learning difficulties or disabilities accessing their education

Why we have chosen this objective:

In light of the SEND green paper and the current national context for SEND, we know that numbers of children with SEND are increasing and there are not enough spaces available within specialist provision. We are also aware that families and children experience a huge discrepancy in the quality of provision they receive at SEND support level within mainstream schools, depending on the area they live in. As a Trust we are committed to providing an excellent standard of inclusive teaching practice within our schools and ensuring clarity for anyone connected with our school about what we can offer to children with SEND.

To achieve this objective we plan to:

Work with staff to agree the aims we are aspiring and publish this as our “core offer” within our SEND information report. Ensure that all members of staff understand and have the training to deliver every aspect of the core offer. Create resources to share with parents and families so they can understand and see examples of each part of the core offer.

Progress we are making towards this objective:

Summer 2023

- First version of Core offer published in SEND information report (working document to be reviewed with staff each year)
- Training delivered on key aspects include whole Trust inset on Word Aware, Colourful Semantics and Zones of Regulation. Individual schools have had additional training according to need.
- Audits have taken place of the core offer provided at Somerdale and areas for development and focus have been identified.
- Training for staff on the core offer we provide has taken place during INSET meetings.

Summer 2024

- Self-audits were carried out by all teachers before performance development reviews (PDRs) and each teacher asked to identify an area of development to work
- New Trust-wide guidance on High Quality Teaching created and core offer integrated within this document
- Review for next year to continue to ask teaching staff to audit new document and include objectives within PDRS and support staff to complete relevant approach
- At Somerdale we have chosen to take part in the BANES ‘Partnership for Inclusion of Neurodiversity In Schools (PINS) programme. This programme aims to bring health and education specialists and expert parent/carers into mainstream primary settings to:
 - Help shape whole school SEND provision
 - Provide early interventions at a whole school level.
 - Upskill school staff.
 - Support strengthening of partnerships between schools and parent carers.

Summer 2025

- Audits have taken place of the Somerdale SEND core offer with focus areas of development identified.
- At least one objective for staff members within PDRs to be based around the core offer.
- This year we have completed the first year of the BANES 'Partnership for Inclusion of Neurodiversity In Schools (PINS) programme. During this year we have accessed 27 hours of additional training focusing on a range of neurodiversity topics. These sessions have included staff training on:
 - Understanding neurodiversity with a particular focus on autism
 - 'Quick wins' for supporting neurodiverse learners within the classroom
 - Dyslexia
 - Virtual Reality Autism Experience
 - 3 BANES Parent/Carer Forum training workshops around neurodiversity
 - Weekly neurodiversity newsletters for parents/carers
 - A range of webinars for parents/carers around neurodiversity

Summer 2026

- Audits of the core offer embedded within Somerdale have taken place across the year through learning walks and feedback from the other SENCOs within the trust on SENCO days based on site.
- All staff PDRs contain a target based around the High- Quality Teaching Framework to further improve professional practice and classroom pedagogy.
- This year we have completed the second year of the BANES 'Partnership for Inclusion of Neurodiversity In Schools (PINS 2) programme which focuses on embedding best practice and the training provided. During the year staff have accessed additional training on:
 - **Neurodivergent Friendships & Feelings**
 - **Developing Awareness of Dyscalculia**During the embedding offer we have also focused on how to make parent/carers information available to all and have moved the webinars and newsletters onto the school website.
- Throughout the year, the SENCO has run termly 'Time To Talk' SEND Coffee Mornings for all parents/carers with a common theme of supporting neurodiverse children at home.