

Sheen Mount Primary School Equality Statement

We are very proud of our diverse community and our reputation for inclusivity in all its forms, including with regard to celebrating cultural, social, ethnic and religious backgrounds, our approach to those with Special Educational Needs and Disabilities and our commitment to comply with the Public Sector Equality Duty (PSED).

We celebrate our shared British values and enjoy the richness of the variety of cultures, faiths and languages which exist within our school. With an increasing percentage of children and families with English who are multi-lingual, we continue to develop strategies to support communication between home and school. Within school, our staff speak a range of languages, and we use this resource to support parents and children as appropriate. We continue to promote our inclusive and diverse community and engender our sense of self-worth through the celebration of difference and identity. We celebrate a wide range of significant events that represent the communities in our school and use a range of strategies to develop vocabulary and story understanding for children with English as an additional language.

Our objectives this year are to support:

- ❖ those with extra medical needs
- ❖ those with SEN/EHCP
- ❖ those children who are multilingual
- ❖ define the mental health support for staff and children

At Sheen Mount Primary School, we are committed to ensuring equality of opportunity in line with the Equality Act of October 2010. We seek to demonstrate this through all aspects of school life and in particular through our commitment to every child fulfilling their potential. This commitment applies to our work in the classroom, our pupil support systems, our recruitment and retention of staff and our work in the local and wider community. As a school, we will ensure that all pupils have the opportunity to achieve the very best that they are capable of and will also guide parents on how they can support their child's achievement.

Where pupils experience barriers to their success, we will work with them to address these in a sensitive and sympathetic way. Through our work in the classroom, we will ensure that pupils understand the importance of equality and what forms discrimination can take and the impact discrimination can have. We will also seek to foster within our pupils their own commitment to promoting equality.

As an employer we will not discriminate on any of the following:

- Age
- Disability
- Gender re-assignment
- Pregnancy and maternity/paternity
- Race
- Religion and belief
- Sex
- Sexual orientation
- Marriage and civil partnership

Nor as a school or employer will we accept any of the following:

- Direct Discrimination
- Indirect Discrimination
- Discrimination by perception
- Associative discrimination
- Harassment
- Harassment by a third party
- Victimisation

Objective 2025-26	Lead person	Timescale	Planned Action	Outcome
To ensure those with medical/mobility needs are fully supported	AHT/SLT	Put in place by December 2025 and ongoing monitoring	Review of effectiveness of provision in main building toilets for changing Consider cost and practical aspects needed around school as children become older and change buildings Evac chair training is constantly updated	Planned and effective spaces for those who need provision in place in terms of space.

Those who are defined on SEN support or have an EHCP have their needs met	AHT/SENCO	On going as EHCPs are written and reviewed	Individual actions on EHCP are met whilst putting them on a pathway to independence Continue to review overall need within SEN support and review staff training offer	Wide variety of needs within SEN and EHCP are effectively met
Multilingual needs of children are effectively met	DHT/SLT	New children to the school have a programme established within half a term.	Parent volunteer programme within school is effectively deployed Coffee mornings Wider external support groups are notified. Informal parental support encouraged by school e.g. introducing them to those from the same country	Further progress along the multi lingual codes and children/families feel supported. Multilingual is not a barrier to fully access education
The mental health offer of support for children and staff is fully defined and implemented	AHT/PT/HT	Complete by Spring 2026 and ongoing	MHST opportunities are fully explored Re-connect with school nurse and be aware of offer and sign posting opportunities. Ensure ELSA time is maintained	Children and staff feel supported with mental health needs

Current groups

ASP Groups percentage

ASP Groupings (Whole School)	Group Size	Group Percentage
Male	301	49.0%
Education, Health and Care Plan	27	4.4%
EAL	146	23.8%
SEN	59	9.6%
Not Ever 6 FSM	594	96.7%
Not FSM	594	96.7%
Not Pupil Premium Eligible	592	96.4%
Not Looked After (In Care)	613	99.8%
White - British	320	52.1%
Female	313	51.0%
Not EAL	468	76.2%
Not SEN	555	90.4%
Disadvantaged	21	3.4%
Ever 6 FSM	20	3.3%
FSM	20	3.3%
Pupil Premium Eligible	22	3.6%
Any other white background	134	21.8%
Indian	19	3.1%
SEN Support	33	5.4%
Any other mixed background	42	6.8%
Any other ethnic group	17	2.8%
White and Asian	30	4.9%
White and Black African	12	2.0%
Any other Asian background	7	1.1%
White and Black Caribbean	7	1.1%
Refused	7	1.1%
Pakistani	3	0.49%
Chinese	10	1.6%
White - Irish	5	0.81%
Service Child	1	0.16%
Black - African	1	0.16%
Looked After (In Care)	1	0.16%
	Average 156	Average 25.4%