

**WITHINFIELDS PRIMARY SCHOOL**

**SCHOOL EQUALITIES INFORMATION AND EQUALITY OBJECTIVES**

**JULY 2024**

**Withinfields Primary School has used the following process to assist in identifying some of the barriers to our pupils accessing education.**

**Stage 1: Understanding our school community – Pupils**

Number of children on roll: 332

Using our school's information management system, the following information was available.

| Ethnic categories           |           |                              |          |                            |          |                            |          |
|-----------------------------|-----------|------------------------------|----------|----------------------------|----------|----------------------------|----------|
| White British               | 314 (95%) | White & Black Caribbean      | 1 (0.3%) | Indian                     |          | Any other Black background |          |
| Irish                       |           | White & Asian                | 1 (0.3%) | Pakistani                  | 3 (0.9%) | Refugee                    |          |
| Any other white background  | 3 (0.9%)  | White & Black African        | 2 (0.6%) | Bangladeshi                |          | Asylum Seeker              |          |
| Traveller of Irish heritage |           | Any other mixed background   |          | Any other Asian background |          | Any other ethnic group     |          |
| Gypsy/Roma                  |           | Chinese                      |          | Black Caribbean            |          | Information refused        |          |
| White European              |           | Any other Chinese background |          | Black African              |          | Information not obtained   | 8 (2.4%) |

| Religion and Belief |          |                |           |         |          |
|---------------------|----------|----------------|-----------|---------|----------|
| Christian           | 65 (20%) | No religion    | 158 (48%) | Unknown | 94 (28%) |
| Muslim              | 6 (2%)   | Other religion | 8 (2%)    |         |          |

| Sex    |             |
|--------|-------------|
| Male   | 171 (51.5%) |
| Female | 161 (48.5%) |

| SEN/Disability                                      |           |                              |         |
|---|-----------|------------------------------|---------|
| No Specified Special Educational Need or Disability | 235 (71%) | Education, Health, Care Plan | 21 (6%) |
| SEN support   | 76 (23%)  |                              |         |

| SEN/Disability categories (number of children) |     |   |    |   |    |
|--|-----|---|----|---|----|
| Not collected                                  | 0   | Speech, Language and Communication Need | 26 | Other Difficulties/Disabilities               | 2  |
| No SEN/Disability                              | 235 | Autistic Spectrum Disorder              | 26 | Social, Emotional or Mental Health Difficulty | 16 |
| Specific Learning Difficulty                   | 16  | Vision Impairment                       | 2  | Profound and Multiple Learning Difficulty     | 0  |
| Moderate Learning Difficulty                   | 27  | Hearing Impairment                      | 5  | Physical Disability                           | 1  |
| Severe Learning Difficulty                     | 0   | Multi-Sensory Impairment                | 0  | No Specialist Assessment                      | 8  |

No information was available on the following protected characteristics:

- Gender reassignment – The school did not have any information on whether any of the children on roll had reassigned their gender
- Sexual identity – The school did not have information on the sexual identity of the pupils on roll

## Stage 2: Understanding the information gathered

Using the monitoring information gathered the school looked at the following areas to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Exclusions and suspensions
- Prejudice related incidents

### Admissions

We are predominantly White British and most families who we have data for about their religion or beliefs do not have a religion. When compared with the Town Ward data for Calderdale, this is similar to the demographic of the population from the 2021 census. Our SEND children make up a higher proportion of the school population than is typical nationally. In our latest Inspection Data summary report, our percentage of children at SEN support was in the 'well above average' category and the percentage of children with an EHC plan was above average but the number of children with an EHC plan has increased this year. We have a particularly high percentage of children who are neuro-diverse.

**Equality objective:** Promote our open days in the Autumn term to ensure that our school is visible through local media to widen the reach especially for families looking for an alternative to their local school in the Halifax and Brighouse areas

**Equality objective:** Evaluate our curriculum to ensure that our children recognise positive role models from other cultures and religions including through visitors into school

### Attainment

Our attainment at the end of Key Stage 2 is above national average and other statutory data in KS1 and KS2 are generally in line with national average. Children enter our EYFS with attainment generally below expectations.

In terms of the End of KS2 data for 2022-23, there is little difference between boys and girls progress in Reading but the progress of children with SEN is higher than non-SEN despite their attainment being lower. In Writing, boys performed less well when compared to girls in progress and attainment and the SEND support group also had lower progress. In Maths, girls attainment and progress were higher than the boys but the SEND support group made stronger progress than non-SEND pupils.

**Equality objective:** Evaluate the changes made to the writing curriculum to determine if this is meeting the needs of boys now and if not, consider local schools' approaches who have higher achieving boys.

### Attendance

In 2022-23, overall attendance was similar to the national average but the percentage of children who were persistently absent was slightly higher than the national average. Girls' attendance is poorer than boys' especially in terms of the percentage that are persistently absent. In terms of the children with SEND, their overall attendance is in line with their national comparison however, the proportion of SEND support children who are persistently absent is very high.

**Equality objective:** Improve the attendance of those children who have been persistently absent in 2023-24 through the introduction of the role of Parent Liaison Officer to work with the parents to ensure that they understand the importance of good attendance and have the support needed to build better attendance and punctuality.

### Exclusions and Suspensions

There have not been any permanent exclusions in recent years and suspensions are low and due to the small number of children affected, it is difficult to identify trends in data.

**Equality objective:** Continue to implement individualized plans and provision for those children who find the school environment difficult to manage in an attempt to keep exclusions and suspensions low.

### Prejudiced-related incidents

During 2023-24, there have been very few prejudice-related incidents but those that have been dealt with have related to either race, homophobia or prejudice towards people with a disability.

**Equality objective:** Continue to raise the profile of people with a disability through assemblies planned and delivered by children with a disability and include assemblies in the whole year plan to celebrate diversity