



Equality, Diversity and Inclusion Policy

Our Vision is for every child within the Hawridge & Cholesbury family to grow, flourish 'have life and ... have it more abundantly' (John 10:10 KLV); to be fascinated, rounded, eager to make a difference, spiritual and have high aspirations through Jesus' teaching and our curriculum.

We live our vision through our natural setting and our school values:

Respect Teamwork Responsibility Understanding Peace Honesty

Adopted by the governing body on 6th May 2026

Next review January 2027

At Hawridge & Cholesbury CE School we work hard to eliminate direct and indirect discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between all those within our school community. We do this with regard to the nine protected characteristics listed in the Equality Act 2010. These characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

A glossary which defines these terms and additional terms related to equality, diversity and inclusion can be found in Appendix 1

Our duties under the Equality Act also reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

The Education and Inspections Act 2006 requires us to promote community cohesion and at Hawridge & Cholesbury CE School we work towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist.

Our commitment to equality, diversity and inclusion is reflected in our school policies and procedures, especially those related to (but not limited to):

- accessibility
- behaviour
- anti-bullying
- uniform
- recruitment
- Relationships and Sex Education
- Special Educational Needs

Our school ethos and values

This policy builds on the Hawridge and Cholesbury CE School's core values and ethos. It covers the school's aims for promoting equality and diversity, challenging discrimination and celebrating diversity.

The philosophy of our school values the individuality of all our pupils. We are committed to giving all our pupils every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability, racial discrimination including discrimination based on religion or belief / non-belief, sexual (orientation) harassment and discrimination, gender re-

assignment, pregnancy or maternity and breastfeeding discrimination. We promote equal opportunities and good relations between and amongst all.

We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, sexual orientation, disability, gender, gender re-assignment, religion, belief / non-belief or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. Based on this, our school's admissions policy is equally open to pupils of all groups.

Within the context of the school, we aim to positively transform individual and shared circumstances, perceptions, attitudes and relations. We aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities.

We uphold fundamental British values and will endeavour to ensure that all children learn these as part of a broad and diverse curriculum. Through our work on preventing radicalisation and extremism (both violent and non-violent) we will engage with our school community to enhance community cohesion. Our Child Protection Policy reflects our commitment to ensuring our school is a safe place for all.

We believe that these commitments are as important in the context of a school with limited ethnic diversity as well as in a school with a diverse population whatever that diversity may be.

Our school profile

Currently the school has 90 female children and 85 male children.

- 14.1% of pupils at this school are classified as non-white British.
- The school staff and governing body are also primarily 'White, British'.
- <5 pupils are classified as disabled.
- No members of staff have declared themselves as disabled.
- The school complies with physical accessibility regulations.
- Within the school, pupils come from a wide demographic area.
- Hawridge & Cholesbury C of E School is a Voluntary Aided school. Children of all faiths and of no faith are welcomed into the school and their beliefs are valued and celebrated.
- 19.3% of children have special educational needs and/or disabilities.
- 16.8% of our children are disadvantaged children.
- The school staff fit in to the following age brackets:

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| 18-24 | 0 | 45-54 | 10 |
| 25-34 | 6 | 55-64 | 5 |
| 35-44 | 9 | 65-74 | 1 |

Fulfilling our public sector equality duty

How we eliminate discrimination, harassment and victimisation:

Hawridge & Cholesbury CE School does not tolerate direct or indirect discrimination, harassment or victimisation of anyone within our school community, and we are opposed to all forms of prejudice.

- The school has robust procedures for dealing with prejudice-related incidents and all staff receive training on these. All incidents are recorded, and this data is shared with the governing body and analysed so that any trends can be identified, and action plans put in place. Further information on these procedures can be found in the Anti-bullying Policy and Behaviour Policy.
- The Whistleblowing Policy and Child Protection Policy outline the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by staff.
- The Complaints Policy outlines the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by parents and carers and the wider school community.

How we advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it:

Treating people equally does not mean treating them all the same. We recognise that people have different needs, different experiences and different outlooks and that they may face different barriers to achieving positive outcomes.

- We collect and monitor data broken down by different protected characteristics in order to identify inequalities and disparities within our pupil population in terms of:
 - Progress and attainment
 - Admissions
 - Attendance
 - Rewards, sanctions and exclusions

and within our staff population in terms of:

- Recruitment, retention, training and promotion
- Capability, disciplinary and complaints

We employ appropriate interventions where necessary in order to address disparities. Please see our Equalities Objectives and Action Plan (Appendix 2) for further details.

- We assess all of our policies and procedures to ensure that no individuals or groups are disadvantaged and to identify opportunities for positive action.
- We make reasonable adjustments to ensure that the school environment and its activities are as accessible and as welcoming as possible to all, in some cases treating disabled people more favourably than non-disabled people where necessary. Please see our Accessibility Plan for further information.
- We ensure that pupils' work is differentiated appropriately, and that the curriculum is accessible to all pupils.
- We respect the religious beliefs and practice of staff and pupils and comply with reasonable requests relating to religious observance and practice.
- We take all reasonable steps to ensure the wellbeing and inclusion of transgender staff and pupils, including those who transition during their time at the school

How we foster good relations between persons who share a relevant protected characteristic and persons who do not share it:

- We ensure that our curriculum offers opportunities to learn about people with a diverse range of identities.

- We teach our pupils to recognise and challenge stereotypes and prejudice and to value difference.
- We ensure that our resources challenge stereotypes and reflect the diversity of society.
- We take positive action to ensure that people with a range of different identities engage with our school community, for example guest speakers, arts groups, school governors, parent/carer helpers etc.
- Our behaviour policy includes a requirement to respect other people and their different identities.
- We take steps to ensure diversity in our student council, governing body and staff team
- We celebrate diversity at every opportunity and hold regular assemblies and events celebrating diversity throughout the year.

Responsibilities

The governing body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community, and that this policy and its related procedures and action plans are implemented
- All available data is used to consider equalities issues and to ensure adjustments to school policies and practices are made, including positive action where necessary

The head teacher and senior leadership are responsible for:

- Overseeing the implementation of the Equality Policy
- Ensuring that all who enter the school are aware of, and comply with, the Equality, Diversity and Inclusion Policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in any cases of discrimination, harassment, victimisation and bullying
- Regularly reviewing data related to prejudice-related incidents and taking necessary steps to reduce occurrences of incidents within the school

All staff are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding and complying with the Equality, Diversity and Inclusion Policy
- Contributing to the action plan attached to the policy
- Making reasonable adjustments to ensure disabled pupils do not experience discrimination or exclusion
- Dealing with prejudice-related incidents, following the specific procedure
- Attending training sessions as necessary to carry out this policy and keep up to date with equalities legislation
- Challenging bias and stereotyping
- Promoting an inclusive and collaborative ethos

All parents/carers are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying

- Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy

All visitors are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying in their engagement with the school
- Complying with the school's Equality, Diversity and Inclusion Policy

All pupils are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy
- Reporting prejudice-related incidents
- Understanding, valuing and celebrating diversity
- Challenging stereotypes and prejudices

Equality Objectives and Action Plan

In order to fulfil its Public Sector Equality Duty the school collects equality information on pupils and staff.

Using this information, the school analyses the following in terms of protected characteristics:

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| <ul style="list-style-type: none"> • Pupil admissions • Pupil attendance • Pupil performance/achievement • Pupil sanctions • Pupil rewards | <ul style="list-style-type: none"> • Staff recruitment, retention and promotion • Staff disciplinary and capability proceedings • Records of prejudice-related incidents • Complaints by parents and carers |
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The school also conducts surveys with staff, pupils and parents and carers to identify areas that they feel the school is doing well and areas for improvement.

This information is used to identify any discrepancies between people from different groups and to identify equality objectives. The school publishes this information yearly on the school website, within this document.

The school identifies any equality training needs within our staff by through Performance Management. These needs will be addressed, and this may also inform our Equality Objectives.

Our equality objectives may also take into account national and local priorities and issues as appropriate. They are devised in consultation with school governors and are integrated into the school improvement plan. We keep the objectives under review and report annually on our progress towards achieving them.

Our current Equality Objectives and Action Plan are attached as Appendix 2

Breaches of this policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Appendix 1: Glossary

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| Antisemitism | A certain perception of Jews, which may be expressed as hatred toward Jews. |
| Biphobia | Prejudice or negative attitudes, beliefs or views about bisexual people. |
| Cisgender | Someone whose gender identity is the same as the sex they were assigned at birth. |
| Disability | A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out typical day-to-day activities. |
| Discrimination | <p>This can be direct: When someone is treated less favourably than another person or other people because:</p> <ul style="list-style-type: none"> • they have a particular protected characteristic • someone thinks they have that protected characteristic (discrimination by perception) • they are connected to someone with that protected characteristic (discrimination by association) <p>Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic.</p> |
| Gender identity | Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex. |
| Gender reassignment | If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender. |
| Harassment | Unwanted conduct, related to a relevant protected characteristic, which violates a person's dignity and/or which creates an intimidating, hostile, degrading, humiliating or offensive environment for that person. |
| Homophobia | Prejudice or negative attitudes, beliefs or views about lesbian, or gay people. |
| Islamophobia | A type of racism that targets expressions of Muslimness or perceived Muslimness. Further information here . |
| Prejudice-related incident | Any incident which is perceived to be prejudice-related by the victim or any other person. |
| Race and ethnicity | Includes skin colour, nationality and ethnic or national origins. |
| Racism | Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin. |
| Reasonable adjustments | <p>Taking reasonable steps to remove disadvantages faced by disabled people by:</p> <ul style="list-style-type: none"> • changing provisions, criteria or practices • changing or removing a physical feature or providing a reasonable alternative way to avoid that feature • providing auxiliary aids |
| Religion or belief | <p>Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion.</p> <p>We include people who have no religion or a lack of belief.</p> |
| Sex | Whether someone is male, female or intersex. |
| Sexism | Prejudice or negative attitudes, beliefs or views about someone based on their |

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| | sex. |
| Sexual orientation | Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual. |
| Transgender | An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth. |
| Transphobia | Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity |
| Victimisation | <p>Treating someone badly because they are:</p> <ul style="list-style-type: none"> • making a claim or complaint of discrimination • helping someone else to make a claim by giving evidence or information <p>Or because they intend to do so.</p> |

Appendix 2: Equality Objectives and Action Plan (2024 to 2029)

Updated: March 2026 Next review: January 2027

| Objectives | Actions | Staff | Success criteria | Evaluation 2025 | Evaluation 2026 |
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| 1.To ensure all pupils' cultures and religions are recognised and celebrated. | World Heritage Display celebrating every pupil's cultural heritage to build on the World Heritage Day assembly led by Y5 children in 2024 | Paula/ class teachers | Special assembly lead by the children with their own ideas Children are able to talk about their cultural and religious identity with pride. | -This successful event allowed all children to feel represented. -PSHE curriculum continually builds on children's values of self-worth and identity. -Planned 'Electric Umbrella' session (20.1.25) will allow children to reflect and enjoy people performing who have a range of learning and physical disabilities, which advocates for the needs of our wheelchair user, (Y6 pupil.) | Planned for Summer 2026. |
| | Audit parent return forms to identify different recorded faiths | | School has accurate understanding of the resource within its community | To be analysed further. | |
| | Ask parents/ wider community if they would like to come in and talk to the pupils, share culture/ religion | | All children experience this at least twice during their time at H & C | Promoted by individual class teachers and via newsletter. Windmills welcomed a Muslim parent into talk to the children about Ramadan. | Year 2 welcomed a Jewish visitor to work with the children, (February 2026) |
| | Give children the opportunities to visit different places of worship within the local area | | All children visit different places of worship throughout their time at H & C | Staff have planned a comprehensive plan for visits for year 2024-25. Planned visits: Year 4 are visiting a Hindu temple. Year 2 are visiting a Christian church in the local area. Y2 are visiting a synagogue. Y5 are visiting St Albans | Y4 visited the Hindu temple and the church Y5 are visiting St Albans Cathedral. KS2 all visited Christ Church, Waterside for the KS2 Carol Concert. |

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| | | | | Cathedral. KS2 all visited Christ Church, Waterside for the KS2 Carol Concert. | Year 2 visited a Jewish synagogue in 2025 |
| | Diary of different relevant celebrations, particularly those related to our families and community | | Class teachers include relevant and timely cultural references into their short-term planning and Collective Worship opportunities are maximised to recognise and celebrate world religious festivals and celebrations. | -This is ongoing and part of school practice. Key religious dates/festivals/celebrations are planned as part of the Collective Worship timetable. -SIAMs report October 2024 states, <i>'Collective worship is central to the life of the school. Through space to think deeply and reflect, it influences the lives of those who attend, enabling them to flourish spiritually'</i> The RE curriculum is planned to identify key religious celebrations across a range of world faiths. | World faith celebrations and events are celebrated as part of worship and within RE lessons |
| 2.To teach a broad, balanced and diverse curriculum to all, including those with special educational needs and those from a disadvantaged background, which enables children to learn from the past and become truly global citizens equipped with the skills for a fast-paced evolving society. | To make sure that the children experience books, music, art and other curriculum experiences from a range of different faiths backgrounds and cultures across all areas of the school curriculum. | Paula | Children have experience of enjoying and learning about art, music, literature and the lives of significant people to help develop their skills as global citizens. | -SIAMs report October 2024 states, <i>'The aspirational curriculum, underpinned by the school's innovative 'FRESH' approach, allows pupils to 'have life abundantly'</i> . - Careful monitoring of timetables to ensure that a full curriculum is being delivered -Heavy focus on careful timetabling of LSA to ensure that all children, including lowest 20%, are well supported across | Curriculum represents world faiths and cultures. |

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| | | | | the broad curriculum. | |
| <p>3. By January 2029, to ensure the attainment (ARE) of pupils with Special Education Needs and/or disabilities (SEND) at the end of Key Stage 2 in Reading, Writing and Mathematics combined is in line with pupils with Special Educational Needs and/or disabilities nationally.</p> <p>The gap between H&C pupils with SEND in 2023 and pupils with SEND nationally in 2023 at the end of KS2 was:</p> <p>Those pupils on SEN support: -24% in reading, writing & maths combined</p> <p>Those pupils with an EHCP: -8% in reading, writing & maths combined</p> | <ul style="list-style-type: none"> Nessy intervention Offering private speech therapy Read, Write Inc training for all staff Teacher conferencing The Write Stuff implementation Before school phonic booster sessions KS2 booster phonic sessions Maths staff training APDR cycle Use of Clicker 8 Readers tea Increased use of library including at lunchtimes. | Heather/Caroline | There is no attainment gap between H&C pupils with Special Educational Needs and/or disabilities and pupils with Special Educational Needs and/or disabilities nationally in reading, writing and maths combined at the end of KS2. | <p>National 2024:</p> <p>SEND Support: 26% ARE Combined 1% GD Combined</p> <p>EHCP: 9% ARE Combined 1% GD Combined</p> <p>H&C 2024:</p> <p>SEND Support: 0% ARE Combined 0% GD Combined</p> <p>EHCP: 0% ARE Combined 0% GD Combined</p> <p>Current attainment gap between H&C pupils and pupils nationally:</p> <p>SEND Support: -26% ARE Combined -1% GD Combined</p> <p>EHCP: -9% ARE Combined -1% GD Combined</p> | <p>National 2025:</p> <p>SEND support: 29% ARE combined</p> <p>EHCP: 9% ARE combined</p> <p>H&C 2025:</p> <p>SEND Support: 12.5% ARE Combined 0% GD Combined</p> <p>EHCP: 0% ARE Combined 0% GD Combined</p> <p>Current attainment gap between H&C pupils and pupils nationally:</p> <p>SEND Support: -16.5% ARE Combined</p> <p>EHCP: -9% ARE Combined</p> |
| <p>4. By January 2029, to ensure the attainment (ARE) for disadvantaged pupils at the end of Key Stage 2 in Reading, Writing and Mathematics is in line with disadvantaged pupils nationally.</p> | <ul style="list-style-type: none"> Before school phonic booster sessions. KS2 booster phonic session Teacher | Heather/Caroline/all staff | There is no attainment gap between H&C disadvantaged pupils and disadvantaged pupils nationally in reading, writing and maths at the | <p>National Disadvantaged 2024:</p> <p>Reading ARE: 62%</p> <p>Writing ARE: 58%</p> <p>Maths ARE: 59%</p> <p>H&C</p> | <p>National Disadvantaged 2025:</p> <p>Reading ARE: 63%</p> <p>Writing ARE: 59%</p> <p>Maths ARE:</p> |

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| <p>The gap between H&C disadvantaged pupils in 2023 and disadvantaged pupils nationally in 2023 at the end of KS2 was:</p> <p>+21.3% in reading -5% in writing -39.3% in maths</p> | <p>conferencing</p> <ul style="list-style-type: none"> • Pupil Premium Strategy • The Write Stuff implementation. • Maths staff training • Readers tea • Increased use of library including at lunchtimes | | <p>end of KS2.</p> | <p>Disadvantaged 2024:</p> <p>Reading ARE: 45.5%</p> <p>Writing ARE: 45.5%</p> <p>Maths ARE: 45.5%</p> <p>The gap between H&C disadvantaged pupils in 2024 and disadvantaged pupils nationally in 2024 at the end of KS2 was:</p> <p>-16.5% in reading -12.5% in writing -13.5% in maths</p> | <p>61%</p> <p>H&C Disadvantaged 2025:</p> <p>Reading ARE: 50%</p> <p>Writing ARE: 50%</p> <p>Maths ARE: 50%</p> <p>The gap between H&C disadvantaged pupils in 2025 and disadvantaged pupils nationally in 2025 at the end of KS2 was:</p> <p>-13% in reading -8% in writing -11% in maths</p> |
| <p>5. By January 2029, to significantly diminish the achievement gap between the performance of boys and girls in the Phonics Screening Check in Year 1 and in Reading at ARE at the end of Key Stage 2.</p> <p>The gap between our boys and girls in the Phonics Screening Check in 2023 was +46.1% (Boys 92.3%, Girls 46.2%).</p> <p>The gap between our boys and girls in reading in 2023 at the end of Key Stage 2 was -23.9% (Boys 57.9%, Girls 81.8%).</p> | <ul style="list-style-type: none"> • Nessy • Offering private speech therapy • Read, Write Inc training for all staff • Teacher conferencing • Before school phonic booster sessions. • KS2 booster phonic sessions. • Daily readers • Readers tea • Increased use of | <p>Daniella/ Anna (Reading coordinator)</p> | <p>There is no attainment gap between the performance of boys and girls in the Phonics Screening Check in Year 1 and in reading at the end of KS2.</p> | <p>H&C 2024:</p> <p>Year 1 Phonics pass boys: 71.4%</p> <p>Year 1 Phonics pass girls: 100%</p> <p>Gap between boys and girls in the phonics screening check = -28.6%</p> <p>Reading ARE KS2 boys: 53.8%</p> <p>Reading ARE KS2 girls: 83.3%</p> <p>Gap between boys and girls achieving ARE in Reading at the end of KS2 = -29.5%</p> | <p>H&C 2025:</p> <p>Year 1 Phonics pass: 83.3%</p> <p>Year 1 Phonics pass girls: 80.0%</p> <p>Gap between boys and girls in the phonics screening check = +3.3%</p> <p>Reading ARE KS2 boys: 84.2%</p> <p>Reading ARE KS2 girls: 92.3%</p> <p>Gap between boys and girls achieving ARE in Reading at the end of KS2</p> |

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| | library including at lunchtimes. | | | | = -8.1% |
| <p>6.To increase the participation of children from under-represented groups in extra-curricular activities (e.g. girls football, boys dance). This includes increased participation of disadvantaged children in clubs and festivals.</p> <p>Pupils with SEND currently well represented at 17.9% which is in line with our whole school cohort of 18.3% .</p> | Chiltern League participation. | Adam / Anna | Establish a system to track pupil attendance at sporting events and extra-curricular activities. | Chiltern league fixtures have been well attended from a range of backgrounds as well as children from disadvantaged backgrounds. The PE lead has had conversations with class teachers to promote extra-curricular clubs within their classes and lessons. For Chiltern league fixtures, the selection process has ensured a range of children are offered opportunities to participate should they choose to. | Children from a range of backgrounds continue to be represented in the Chiltern League. Engagement from current Year 6 class compared to last year has increased from SEN and disadvantaged children as a result of having positive teacher modelling. |
| | Golden ticket system for pupils to attend sports clubs from under-represented backgrounds including PPG pupils. | | 60% of pupils from under-represented backgrounds to attend a sports club | Currently 40% of children from disadvantaged backgrounds have engaged with and attended extra-curricular sports clubs this academic year. This includes Chiltern League fixtures and Extra-curricular clubs. | |
| | Co-teaching with external sport coaching company to develop teacher's knowledge of activities in PE lessons including Dance. | | Work with Sports Coaching Company to establish a multi-cultural curriculum to ensure sporting activities from variety of background | Teaching staff are more confident with teaching PE lessons. They have taught 2 lessons per half term to support confidence in the delivery of a range sport and physical activity. | Co-teaching with external company has positively impacted the participation of children in the Chiltern League. Some SEN and disadvantaged children have participated in more than one sporting event in |

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| | | | ds. | | the Chiltern League. |
| | Visits from non-mainstream sports stars e.g. wheelchair basketballer. | | All children to experience this at least twice while at H & C | Autumn 2024 – KS2 had a virtual visit from a Paralympian wheelchair racer. (Nathan Maguire). Further visits are being planned for the future. | |
| | Ensure our swimming programme is inclusive and addressing any barriers that may exist for certain under-represented groups. | | Ensure swimming provided to all pupils from a multicultural background. | All children have attended swimming apart from one child with a medical condition. All children have had access to attend swimming lessons. | All children in Year 3 and 4 have attended and participated in swimming. |

Last updated (date) March 2026 By Rosie Phillips, (HT) Paula Birley (AHT, Curriculum Lead), Caroline Davey (AHT, SEND), Heather Woodward (SEND & Disadvantaged Lead), Daniella Muckell (Reading), Anna Bovington (phonics)