



3 Year strategic Equalities, Diversity and Inclusion plan
Autumn 2025 – Summer 2028
School Level Plan (Year 1)

Overarching trust aim:

To develop an inclusive trust culture, where our values; ambition, optimism and resilience underpin the organisation.

The Compass Partnership of Schools is committed to ensuring everyone within our organisation feels included and thrives. We uphold and seek to promote the equalities act 2010, ensuring no-one is disadvantaged because of age, disability, gender reassignment, pregnancy/maternity, race, religion, sex or sexual orientation.

Strand	Aim	Action	Lead individual/Time scales	Early Success Indicators Academic year 25-26
Economic Disadvantage	<p>To ensure pupils who are under resourced achieve in line or above their peers</p> <p>The attendance of under resourced pupils is at or above national levels, persistent absence is lower than national</p>	<p>Focus on adaptive teaching in the SDP to link in with trust wide initiative</p> <p>DHT to complete a year long project on closing the gap between disadvantaged children and their peers in Communication and Language in EYFS</p> <p>Ensure effective data systems for tracking group</p>	<p>All staff – LC and ET</p> <p>ET – PP lead</p> <p>SLT</p>	<p>The attainment gap between pupils eligible for Pupil Premium and those who are not narrows by 5% in each year group</p> <p>Teaching is precise and targeted. Attainment in all year groups raises by 5%</p> <p>Data system enables trust level data to track</p>

Strand	Aim	Action	Lead individual/Time scales	Early Success Indicators Academic year 25-26
		<p>data gaps as cohorts move through school</p> <p>Robust attendance tracking Attendance action plans in place where gap is wide</p>	LC/LP attendance lead	attainment gaps across year groups, leading to precise analysis of data
Race	<p>Staff have understand the impact of bias</p> <p>Staff have an improved understanding of predominate racial groups who are marginalised within society</p> <p>All pupils feel a sense of belonging and achieve well</p> <p>All parents feel respected and a sense of belonging within the school community</p>	<p>3 year CPD programme through Hemisphere Focusing on</p> <p>Psychology of bias Experience of Afro/Caribbean Pupils Experiences of South East Asian Pupils Year 3 to be confirmed</p> <p>Accurately pronounce all children and staff surnames instead of using abbreviations, starting with staff, then pupils</p> <p>Conversations around who the characters in the stories represent</p>	Discuss in September non-pupil day – LC All staff to complete Hemisphere training	<p>Data indicates pupils have a greater sense of belonging</p> <p>Staff feel more confident and show a greater awareness of race and culture</p> <p>No gaps between data -attainment -Suspension -Behaviour</p>
Disability	To ensure pupils with additional needs thrive and make good progress	<p>Using the Graduated Approach – Plan, do, assess, review.</p> <p>Monitoring of provision to provide accurate and effective intervention</p>	<p>Inclusion team – Summer Term 2026</p> <p>Inclusion team - ongoing</p>	<p>Science documents are developed and rolled out</p> <p>Feedback indicates pupils with additional needs are engaged purposefully in lessons</p>

Strand	Aim	Action	Lead individual/Time scales	Early Success Indicators Academic year 25-26
	<p>Ensure attendance of pupils with SEND is inline with their peers (within our mainstream schools)</p>	<p>Focus on adaptive teaching in the SDP to link in with trust wide initiative</p> <p>A systematic approach to training support staff</p> <p>Interrogate data to gain improved understanding of the issues</p>	<p>LC/ET to lead</p> <p>LC/LP</p>	<p>Provision for pupils is more personalised, meeting need leading to improved progress.</p> <p>Improved support leads to fewer suspensions and reduced timetables</p> <p>Staff feel more confident to work with pupils whose behaviour may challenge</p> <p>Fewer children with SEMH move on to alternative provisions</p> <p>Attendance of pupils with SEND raises by 5%</p>