

## Walkergate Community School Published Equalities Objectives 2024-2027

To live our mantra of **knowing our children and families, community and each other well**, we will foster a **sense of belonging** within and across our organisation, enabling our young people, staff and volunteers to **thrive**. By becoming a **trust of sanctuary**, we will create a **welcoming and safe environment** for all.

### **Objective 1:** Disability & Vulnerable Learners

The school will promote resilience, positive approaches to mental health and early diagnosis and prompt interventions for any pupils whose health may be a barrier to full attendance or to achieving the education they need to be ready for the next stage in their learning.

#### **Specific**

'Vulnerable learners' may be characterised by some or all of the following:

Poor attendance, low engagement when in school, challenging behaviour, low self esteem, high levels of mobility between school placements, undiagnosed SEMH needs (pupils with severe difficulties in managing their emotions and behaviour.

They often show inappropriate responses and feelings to situations), Adverse Childhood Experiences (ACEs) and other aspects of neurodiversity (ASD, sensory, dyslexia, for example). The complex combination of these vulnerabilities means that school has a great deal of additional work to do with many of our pupils in order for them to access the high quality teaching, cultural learning opportunities and opportunities for personal development that we have to offer them.

Work has been ongoing across the Trust to develop innovative, robust solutions and mechanisms to help professionals see at-a-glance the 'windscreen' of interventions, partners, resources and support that is available to work through and support many of the issues that are barriers to learning and emotional resilience. Our school has a counsellor and Newcastle upon Tyne has a mental Health Champions programme.

There is a great deal of work being done to address communication in Newcastle schools, and this will be a key aspect of how we address this aspect of equality.

A review of SEND and access to services such as Speech and Language development should result in a more local offer for families in the east of Newcastle upon Tyne.

#### **Measurable**

This area would be the place to elaborate on the specific and measurable targets we touched on briefly with regard to:

ACES and new ways of working being developed

Better access to speech and language provision in the east, meaning that more families feel it is accessible and attend appointments

Speech and Language Provision.

Summer provision for children experiencing disadvantage; Summer Camps creating memorable

experiences to 'even out' the experiences children can write and talk about when they return to school after the summer holiday

Mobilising resources for vulnerable children

A growing picture of resources and a graduated response to SEND via the windscreen approach being pioneered and developed in the Trust with a particular focus on social and emotional health and wellbeing

**Objective 2:** Changing school population

The school will promote inclusion of all cultures and work to build a cohesive school community, where difference is celebrated and everyone feels like they belong.

**Specific**

The school population is ever changing, with an increasing number of ethnic minority children arriving from around the world, many with English as an Additional Language (EAL). Many of these changes are due to short notice working migrants arriving in the area, who have historically worked globally and are now settling in the UK and the Walker area in particular. Often these children have had disrupted and/or incomplete educational experiences prior to joining Walkergate Community School. Some of these children may be refugees and are also vulnerable. We are a School of Sanctuary and foster a culture of welcome and safety for people seeking sanctuary, including asylum seeking and refugee families.

**Measurable**

This area would be the place to elaborate on the specific and measurable targets we touched on briefly with regard to:

Current school population that are from ethnic minority groups – 10.25% (7.2% 2021)

Number of languages spoken in school – 19 languages

EAL provision to be carefully planned, especially for children new to the country and with little/no English

Parents are able to translate communications to their home language

Access to translation service when having face to face meetings

Awareness of cultural sensitivities related to specific areas of the curriculum e.g. RSE

Policy awareness around cultural needs e.g. cultural holidays

Curriculum to reflect the changing nature of the school population e.g. reading spine to reflect different minority ethnic cultures