

Leigh Academy Hartley

Equality Objectives 2025 - 26

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Leigh Academy Hartley (LAH) is located in North West Kent in a village surrounded by a wide social, economic and cultural area. Students are growing up in an increasingly multicultural society where they are subject to various attitudes towards various groups and certain images portrayed in the media and online.

At LAH, as of September 2025, we have 2.8% of children with English as an additional language, 8.2% of children from disadvantaged backgrounds (entitled to the Pupil Premium Grant) and 7.7% of pupils with special education needs or disabilities (SEND).

Objectives and Strategies

1) To promote cultural understanding and awareness of different religious beliefs between different groups in the local community:

- Identify opportunities in the curriculum to study and learn from and about other cultures/countries; study famous people from ethnic minorities and with a variety of abilities and to celebrate diversity.
- Use assembly times as an opportunity to celebrate festivals of a range of cultures and countries.
- Use global events like the World Cup, Olympics, Remembrance day as an opportunity to explore other cultures.
- LAH uses the IB PYP as a framework taught throughout the academy with an emphasis on students being global citizens, part of their local communities and the wider global community.

2) To Improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition

- Information about new pupils shared across staff working with them.
- In class, teachers will select pupils to buddy/mentor new arrivals.
- Teachers to make early assessments of EAL needs and identify appropriate interventions.
- Home visits by Attendance Officers if required.

3) To close gaps in attainment, especially students eligible for free-school meals, looked after children and students from minority ethnic groups

- Tracking of different groups through in year achievement data and outcomes of summative assessments each term. This will be reviewed through the regular modular reviews and next steps agreed at pupil progress meetings.
- Plan and deliver interventions to address gaps in learning as identified through ongoing assessment.
- Where applicable parents will be offered breakfast and after school clubs at a reduced cost in order to improve child's punctuality of attendance.

4) To ensure all children with SEND make good progress given their starting points and that this can be evidenced through data, work books etc.

- Tracking of different groups through in year achievement data and outcomes of summative assessments each term. This will be reviewed through the regular modular reviews and next steps agreed at pupil progress meetings.
- Plan and deliver interventions to address gaps in learning as identified through ongoing assessment.
- PPPs and EHCPs will be reviewed annually and targets on their provision plans evaluated and discussed with parents at least three times each year