

Equality Objectives & Accessibility Plan 2026-2027

Reviewed by the Senior Team – ongoing (Red, Amber, Green)

Willington Community School is a mixed comprehensive secondary school composing of 1117 students. It is a community school that serves the locality in Eastbourne, East Sussex and the cohort is representative of its demographic.

SEND = 27%; PP= 24% ; EAL = 4%

The school has selected these objectives following analysis of student outcomes, behaviour logs, attendance data, participation rates, accessibility needs, equality monitoring records and feedback from stakeholders.

<i>Link to Public Sector Equality Duty</i>	<i>Protected Characteristic</i>	<i>Objective</i>	<i>Target Group</i>	<i>Action</i>	<i>Responsibility</i>	<i>Timescale</i>	<i>Outcomes</i>
To promote equality of access and opportunity within our school and within our wider community.	Physical disability including sensory needs	To improve the accessibility of the building to meet emerging needs of new members of the community	Physical disability including sensory needs Hearing Impaired	Work closely with outside agencies e.g. Sensory Needs Service and Occupational therapy to meet needs of students, staff and visitors. To work closely with Access to Work to meet needs of employees and users of the building. Ensure that the building is continually updated to meet the needs of our community. Taking annual building inspections to establish completion of all works needed.	AWE OBA JDU	July 2027	All Staff, students and visitors have more accessible provision e.g. to meet needs of VI, HI and PD. With better access and facilities for all so we do not limit individual opportunities for some. Students, staff, parents and members of the community with hearing impairments to benefit from the inclusive technologies that come with a school with a special facility. Annual accessibility audit completed and all identified high-priority actions addressed within agreed timescales.

To reduce discrimination, harassment and victimisation through education and awareness building.	Sexual orientation, sex and gender reassignment	To prevent and respond to incidents of discrimination based on sex, sexual orientation or gender reassignment.	All	Work with external agencies such as White ribbon to produce guidance for staff in dealing with gender related issues. Run staff training and promote the work of white ribbon to have 15 staff signed up to be ambassadors or champions with White ribbon. Allowing the steering group to work that allows us to become white ribbon accredited. Work to increase open opportunities for respectful discussion between students for LGBTQI+ and Compassionate Masculinity Leads to work with HoY to provide restorative interventions to identified individuals through referral systems. With all cases	JDU LGBTQ+ lead	Ongoing in relation to current students.	All staff confident in their response to homophobic/transphobic comments about other students/staff. Students confident in an LGBTQ+ inclusive environment. Reduction in student incidents and recording on bullying log by 5% with all students who have multiple logs receiving enhanced intervention. Have a complete white ribbon action plan that allows us to gain accreditation. The Girls' Empowerment and Resilience Lead will support female students in developing confidence, self-esteem, resilience and a positive sense of

				logged on the bullying log and all interventions logged on the equalities log. Advertise and appoint a new equalities lead to focus on Girls' Empowerment and Resilience Lead			identity. They will provide targeted support for students affected by sexism, misogyny, harmful gender stereotypes or inappropriate behaviour, whilst promoting equality, respect and aspiration across the school community.
To reduce discrimination, harassment and victimisation through education and awareness building.	Race and culture	To prevent and respond to all incidents of discrimination based on race and/or culture	All	Work with external agencies and develop guidance and support for any stakeholders dealing with racist incidents. For Racial Literacy Lead to work with HoY to provide restorative interventions to identified individuals through referral systems. With all cases logged on the bullying log and all interventions logged on the equalities log.	JDU Racial equality lead	Ongoing in relation to current students.	Staff confident in their response to racist comments about other students/staff. All stakeholders confident, respected and at ease in an inclusive environment. Reduction in student incidents and recording on bullying log by 5% with all students who have multiple logs receiving enhanced intervention.
To promote equality of access and opportunity within our school and within our wider community.	Physical disability including sensory needs.	Improve accessibility of information for parents.	Visually Impaired EAL GRT	Conduct a brief survey with parents regarding the accessibility of school/parent communications Establish guidelines for staff on the size, colour and choice of font for reading materials including policies and letters home.	JDU OBA NTO	Ongoing in relation to current students.	Parents and outside partners able to access information about our school in appropriate format. With 95% of parents reporting that school communications are accessible and

				Ongoing work with GRT lead at iSEND to become champion school in accessibility of information			available in appropriate formats where required.
To promote equality of access and opportunity within our school and within our wider community.	Physical disability including sensory needs.	Ensure that all disabled students can be safely evacuated.	Restricted mobility Hearing and visually impaired	Review the emergency evacuation and lockdown plans for students with restricted mobility and SEND needs. Consider and make explicit provision for HI & VI students in lockdown procedures.	AWE OBA DSF team JDU	Ongoing in relation to current students.	Evacuation and lockdown plans for Sensory needs students devised are reviewed for each individual student each Year following first fire drill.
All three duties	All protected characteristics	Improve information and training available to staff	All	Renew Equalities training for all staff including a thorough exploration of what <i>reasonable adjustment</i> looks like and procedures for Equality Impact Assessments. Ensure Equality Impact Assessments is understood and used by staff correctly on the standard trips procedure checklist. Reduce the gap in participation of students with protected characteristics in extra curricular activities from those without.	OBA FSM	July 2027	All trips to include consideration of the duty to eliminate discrimination and, advance equality of opportunity for all students. The participation gap in extra curricular activities of disadvantaged students reduces by 5%
All three duties	All protected characteristics	Improve academic outcomes and attendance for	All	The school sets as one of its key improvement targets to address adaptive teaching. by making teaching and	OBA SLT	July 2027	PP, SEND, EAL A8 and attendance gaps are reduced by 5% from 2026 values

		all students, with particular consideration for those who share a protected characteristic or who may experience barriers to participation, access or inclusion. To reduce the A8 and P8 gaps for the these students compared to 2026 data		learning and CPD focus on adaptive teaching the school drives a culture of greater support in the class room to ensure that all students needs are met. Regular staff CPD and lesson drop in feedback is targeted at adaptations for learning. Working with professionals in SaLT and OH to deliver bespoke targeted training for all staff.			EAL A8=14.2 PP A8= -18.6 SEND A8 = -16.5 Attendance values to be improved by 2% on 2026 values SEND = 87.7% PP = 85.6%
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