

Woodlands Secondary School	Review of Equality Statement and Objectives <i>Reviewed February 2026</i>	
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Date	Review Date	Author	Nominated Governors
February 2022	February 2026	Sandra Clarke	Curriculum Committee

Equality Objectives:

Schools must set at least 1 Equality objective every 4 years.

Equality objectives can relate to any of the 3 aims of the PSED, which are:

- **Eliminating discrimination** and other conduct prohibited by the Equality Act 2010.
- **Advancing equality of opportunity** between people who share a protected characteristic and people who do not share it.
- **Fostering good relations across all characteristics** – between people who do share a protected characteristic and people who do not.

Woodlands School identified the following Equality Objectives to focus on between February 2022 – Feb 2026.

Objective	Why we have chosen this objective	What we plan to do	Who is responsible?	By when?	Review- January 2026
To increase attendance of students with • complex health and medical needs • challenging behaviours/ complex SEMH	Covid has impacted attendance, particularly of medically vulnerable students. We want to increase the opportunities for these students to attend school and participate in education.	Improve the system for regularly monitoring attendance. Work with EWO and families to overcome barriers to attendance. Refer to other agencies, where appropriate	Asst Head – Pastoral Care and Safeguarding Family work team Department leaders and deputies Teachers and support staff	By July 2022	Rigorous systems in place to monitor and address attendance concerns with families. Positive feedback in Ofsted report May 2024. School uses a variety of approaches to support students including the use of AP to support students who cannot attend for a variety of reasons. Packages are regularly reviewed.
To increase staff and governor understanding regarding their	Although this is identified on the person specification for job roles in school	Add this as a priority for the SIP 2022 – 2024.	SLT	By July 2025	Equalities training was rolled out to the whole staff.

responsibilities in relation to the Equality Act duties and responsibilities.	– most applicants make no reference in applications. The school has not undertaken Equality training for a number of years.	Source/Devise and implement a rolling programme of training– for both staff and governors			Positive feedback from participants.
To ensure that students with physical disabilities, in addition to their learning difficulties have equal opportunities in terms of their curriculum access, including access to the community.	It appears that students with PD have fewer opportunities to access the community compared to peers – a known barrier is the staffing level required to do so. We need to ensure that our students who can access Functional Skills qualifications are not disadvantaged by their physical or sensory impairment.	See accessibility Plan Review timetables and allocation of staff to support with curriculum access. Review curriculum schemes of work. Ensure that adjustments are in place for Functional Skills exams and assessments	Deputy Head Asst Head – SENCO and Assessment	By September 2022	Very positive work carried out by the PMLD Dept Deputy in promoting the reduction of barriers for student with physical disabilities. Student Voice was promoted and heard within and beyond school e.g. site team made changes to disabled toilets based on students request and presentation
To ensure that all students have access to the Relationships and Sex Education curriculum and to the RE curriculum.	Some parents have expressed that they are not happy with their children participating in RSE/RE lessons which may inform students of practices which the family do not agree with. The school has a legal duty to teach these subjects.	Review and update RSE and RE policies as per governor/ school schedule. Run parent information sessions to inform parents of the school policy and the content that will be covered. Monitor participation in lessons.	Deputy Head and Asst Head – Pastoral Care and Safeguarding Dept Leaders and Deputies. Teachers and support staff	By July 2023	Only one child withdrawn from RHSE teaching in past 4 years. School consults with parents annually about the policy. In 2022, 3 parents responded to consultation. The Head spoke to each of them to address concerns. School commissioned RHSE training on Faith Sensitive RHSE for all the special schools. Policy significantly updated in 2022. Since then only 1 parent has withdrawn their child from RHSE when they were in KS4 and they were permitted to participate when the student was in FE. Very low numbers of students withdrawn from RE lessons. Fewer than 5 students each year have withdrawn from elements of the RE curriculum