



The Vineyard

Equalities Objectives

2022 - 2026

Approved by:

Full Governing Board

Date: September 2025

Next review due by:

July 2026



THE VINEYARD SCHOOL

Equalities Objectives 2022-2026

Objective

- The Vineyard School is an inclusive school community where all children, staff, parents and governors feel they belong and have opportunities to contribute to our school community irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Key Considerations

In developing our plans to foster our inclusive community we took into consideration our unique school make up:

- We have a high percentage of international and dual nationality households
 - Recognition that this mix changes over time and may require a shift in emphasis
- Many religions are represented within the broader community

Our analysis identified three groups of parents and children who need more support to ensure that their children thrive at school, make equal progress with their peers, build their cultural capital and are included in the broader school community.

- Single-parent families – this includes some of our most vulnerable families.
- Parents with children with additional needs.
- Parents new to the UK - The Vineyard has a multi-national pupil population with no particular dominant international nationality. Families who are newly arrived in the UK need more support for their children to thrive.

Objective

To ensure that single-parent families feel fully supported to access school events and that children of single-parent families make at least equal progress to their peers

Action	Monitoring	Progress Steps
<ul style="list-style-type: none"> • Create a schedule of parent events that schedules both daytime and evening slots to broaden access • Schedule remote events where possible • Develop systems to separate out information for this group – pupil progress, attendance, pupil voice, extra-curricular activities • Enable attendance at after-school activities 	<ul style="list-style-type: none"> • Single parent families attendance at parent teacher evenings is 100% and at information evenings is at least in line with other families. • Monitor pupil attendance, pupil progress, pupil well-being which should be at least in line with their peers. • Encourage single parent families to access extra-curricular activities with financial and logistical support where necessary – access to these activities should at least match their peers 	<ul style="list-style-type: none"> • Introduced a variety of times for school information and parent-teacher consultations • On-line alternative offered for some meetings

Objective

To use the development of the Specialist Resource Provision (SRP) to improve our high needs offering further

Action	Monitoring	Progress Steps
<ul style="list-style-type: none"> • Strengthen the SEND team with the recruitment of a high quality Teacher in Charge of the SRP • Develop the links between the class and the provision • Plan that children outside the provision can use the provision facilities • Ensure that best practice in teaching for high needs and learning support in the provision is shared with the rest of the school staff 	<ul style="list-style-type: none"> • Progress and attainment for all children with SEND improves with the development of the SRP (taking into account the very individual needs of the children) • Parent survey scores for parents of children with SEND at least match those of their cohort consistently • Stakeholder forum for children in provision records high levels of satisfaction with the provision • Demand for places in provision is high and provision increases number of places in line with 4 -year plan • Pupil wellbeing survey – pupils with SEND score comparably to their peers • Some staff training sessions led by SRP staff 	<ul style="list-style-type: none"> • SRP Teacher in Charge and support staff were recruited in time for SRP launch; new SRP Teacher in Charge recruited for Sept 2025 from existing staff. This will ensure SRP processes are embedded in school • SRP moved into new purpose-equipped building from September 2024 • Provision has been full for first three years of operation • Family survey results for 2025 indicate that the parents of children with SEND score 'my child receives the support they need' above that of parents of children without SEND

<ul style="list-style-type: none"> • Children with EHCPs, including those in the provision, benefit from the same cultural capital activities as their peers • Provision adapts as the children within it grow older 	<ul style="list-style-type: none"> • Increased participation of children with EHCPs in extra-curricular activities. 	<p>(+0.09) and also for 'I know how my child is doing (+0.16) but their overall score is lower (-0.12).</p> <ul style="list-style-type: none"> • Some staff training sessions have been led by SRP staff • Children in SRP attend classes with their mainstream peers where possible • In 2025-26 48% of children with SEND attended physical activity extra-curricular clubs.
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Objective

To help parents new to the UK to feel welcome in the school community and for their children to make at least the same progress as their peers

Action	Monitoring	Progress Steps
<ul style="list-style-type: none"> • To develop an induction programme for parents new to the UK and the school • To offer on-going support • To ensure children with all levels of English are able to access the curriculum • 'How to help your child at school' document produced that is particularly aimed at parents new to the UK education system 	<ul style="list-style-type: none"> • Staff member in charge of multilingual programme • Introductory coffee mornings held at school to facilitate contact • Create and maintain list of school staff fluent in various languages • Ensure school messages can be translated easily • Signpost parents to English lessons in neighbourhood, if needed • Use class rep network to support parents • Extend progress and attainment monitoring systems to report by multilingual level • Multilingual children in categories A-C make progress at least in line with their peers (multilingual children overall make at least as good progress as their peers already). 	<ul style="list-style-type: none"> • Staff member assigned responsibility for multilingual families • List of school staff fluent in various languages created and used when needed • Welcome coffee mornings held at school • Class rep network used to support parents • Parents signposted to English lessons where appropriate. • Progress and attainment of multilingual children at least in line with their peers. • Discussed significance of monitoring progress of children in categories A-C because the children progress out of these categories quickly.