



Devonshire Primary School
Equality Action Plan 2025 – 2026

	Intent	SDP link	Implementation (including timings)	Resources/ costs	Staff involved	Intended Impact
1	To close the attainment gaps for vulnerable groups who share a protected characteristic (e.g., pupils with Special Educational Needs and Disabilities (SEND), those eligible for Free School Meals (FSM)/Pupil Premium, and English as an Additional Language (EAL) pupils).	Objective 1, 2 and 3	<p>CPD - to broaden knowledge of adaptive teaching strategies – Autumn and Spring 1.</p> <p>Additional CPD from specialist providers where necessary.</p> <p>A greater number of strategically used adaptive teaching strategies, including interventions and use of technology where appropriate, are used within teaching and learning and their impact evidenced is through monitoring – ongoing.</p> <p>Greater analysis of group attainment from class teachers, in addition to the current monitoring of the attainment of individual children by class teachers.</p>	<p>CPD time and costs</p> <p>Chrome books</p> <p>Resources associated with adaptive teaching</p>	<p>Teachers</p> <p>SLT</p> <p>External trainers</p> <p>Computing lead</p>	<p>Attainment gaps for vulnerable groups close.</p> <p>Strategic use of adaptive teaching supports the closure of the attainment gaps.</p>
2	To further expand the school's provision to support children's social and emotional needs	Objective 1 and 2	<p>Embed the Zones of Regulation within our behaviour policies and procedures. – Autumn 1</p> <p>Introduce relevant elements of 'The Good Morning Club' to enhance the support that we have in place to support all children's social and emotional needs – Autumn 1 onwards.</p> <p>CPD provided for staff around 'The Good Morning Club' Work towards achieving the silver level of being a Trauma Informed School – CPD provided and action plan drawn up.</p> <p>Expand our nurture provision further to include a TA who is Nurture UK trained and ensure that the Nurture cabin is set up and used as part of our pastoral provision.</p>	<p>Costs associated with the implementation of the new initiatives</p> <p>CPD time and costs</p>	<p>AHT (inclusion)</p> <p>SENDCO</p> <p>TGMC lead</p> <p>All staff</p> <p>Cognus staff for CPD</p>	<p>Zones of Regulation and specific elements of 'The Good Morning Club' are implemented across the school and are having a successful impact on children's social and emotional needs – evidenced through monitoring, pupil voice and teacher voice.</p> <p>Nurture provision is extended and effectively supports a greater number of children.</p>

3	To ensure that there is a closer link between the provision in place to support children with EAL, outside of the classroom and the provision in place in the classroom.	Objective 1 and 2	<p>Refine EAL provisions to include an increased amount of EAL support provided to children in the classroom – supporting them to access their learning in class – started in Autumn 1 with the view to the amount of in class support increasing over the course of the year.</p> <p>EAL TAs and class teachers to work together on strategic adaptations that can be made within the classroom to consolidate the work that the children do in their EAL interventions.</p> <p>Monitoring of EAL provision and its impact, including pupil voice.</p>	<p>Costs associated with EAL provision</p> <p>CPD time and costs</p>	<p>Class teachers</p> <p>TAs</p> <p>EAL TAs</p> <p>AHT (Inclusion)</p>	There is greater link between the provisions provided for the EAL children which maximises the impact of this support.
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