

Action Plan

Equality Objectives: DSFC

Approved by:	Trust Board
Date:	Autumn term 2025
Review Date:	Autumn term 2026
This policy applies to:	 DURHAM SIXTH FORM CENTRE

Equality Objectives Action Plan

Providence Learning Partnership (PLP) is committed to Equality, Diversity and Inclusion and in accordance with our duties under The Equality Act are pleased to publish our objectives in respect of the Public Sector Equality Duty (PSED).

The Equality Act (PSED) General Duties are:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act.
- Advance Equality of Opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The table below outlines Durham Sixth Form Centre's equality objectives and the accompanying annual action plan. Durham Sixth Form Centre sets its own equality objectives and accompanying action plan annually following the standard Trust format. The Local Governing Board reviews progress made and the new action plan annually.

Equality Objective	Specific Action Required	Lead	Planned Outcome	Timescale
Continuously review the quality of education and quality of experience to ensure equity in provision for all .	<ul style="list-style-type: none"> • Create a Statement of Intent for Inclusion to define our school ethos and culture which embeds holistic overarching support for all students to remove barriers to ensure that they achieve their potential and thrive. • Review our universal student support offer. • Revise the Teaching Learning and Assessment Policy including a section on inclusion. • Maintain robust TLA quality assurance to ensure quality first teaching for all students. • Conduct an autumn term review week with a focus on inclusion across the school. • Identify further training where appropriate to support any identified staff need. • Deliver EDI training with LGB. • Conduct student voice opportunities to capture the experience of student groups and react if required. • Continue to provide a wide ranging and diverse student enrichment offer. 	LAJ/THL	<p>To ensure that all students continue to achieve and thrive at Durham sixth Form centre.</p> <p>High standards and above average student outcomes are consistent across all subjects and all groups.</p> <p>Students make aspirational progression decisions.</p>	Autumn 2025 to spring 2026
Continuously review the quality of education and quality of experience for identified groups to ensure equity in provision.	<p>Actions to be implemented in 2025-26 in addition to existing practices:</p> <ul style="list-style-type: none"> • Review internal group tracking in consideration of changes in the student demographic. • Revise the Statement of Intent Disadvantaged and Most Able. • Oversee, support and quality assure the work of the newly appointed Student Support Coordinator: Disadvantaged. • Oversee, support and quality assure the work of the newly appointed Progression Support Coordinator: Most Able. • Oversee the Academic Mentor Team and their work with the disadvantaged/priority students. • Create a work based project to focus on career planning for an identified cohort of disadvantaged students to support their retention. 	THL/BOL	All students make good progress and any identified gaps are tackled effectively.	Autumn 2025 to spring 2026
Continue to develop outstanding pastoral support systems, structures and provisions for SEND students .	<ul style="list-style-type: none"> • Restructure the SEND team with a focus on removing barriers to learning as opposed to pastoral care. • Appoint and induct a new Student Support Coordinator. • Review the pastoral team remit to include a greater focus on enhanced pastoral care for students with SEN (K and W). • Review and improve systems for capturing SEND information at enrolment to ensure this information can be shared with staff more swiftly. 	BOL/EGA	<p>Barriers for learning are quickly identified and removed so that SEND students feel supported to meet their full potential.</p> <p>Learners have above average levels of attendance and retention.</p>	Autumn 2025

	<ul style="list-style-type: none">● Introduce refined SEN documentation for staff.● Conduct student trails to assess progress and behaviours for learning in lessons for SEND students.● Review and react to changes in Access Arrangements (JCQ) to ensure a friction free transition to new processes.● Continue to support the induction of the Deputy SENCo including becoming the strategic lead for health and wellbeing.● Create a work based project to support identified SEND students with their next steps into education, employment or training.		Learners develop a strong sense of emotional health and well being.	
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