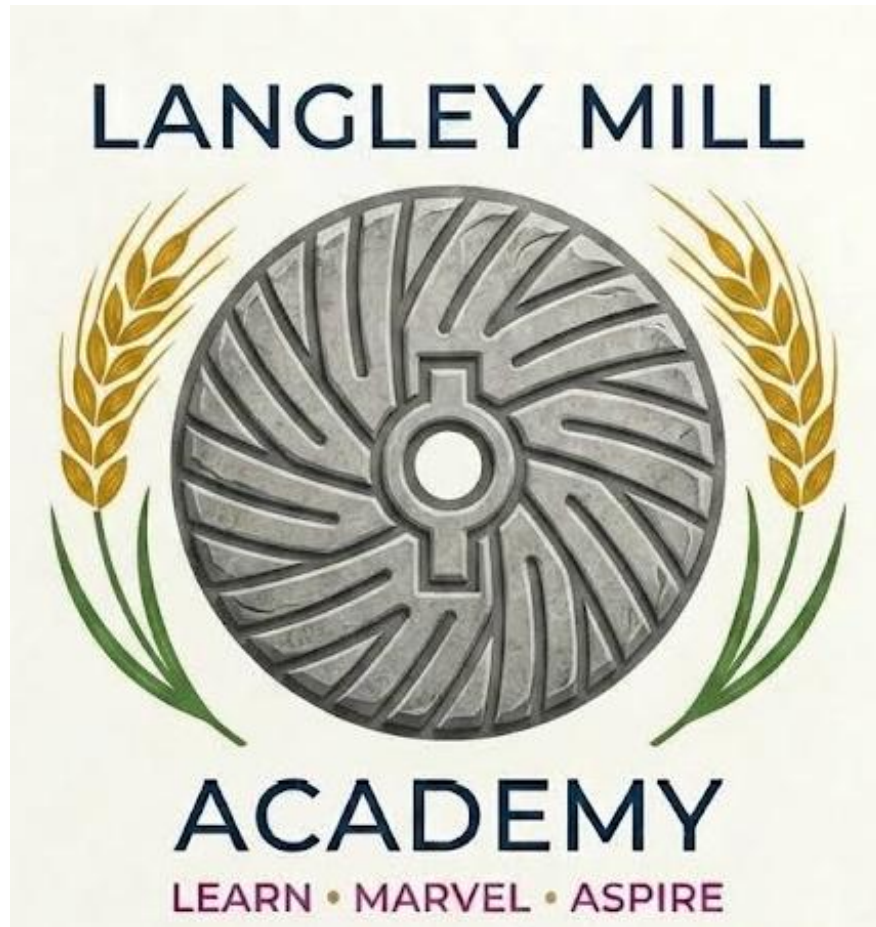


Equality Statement



2025-26

Langley Mill Academy – Equality, Diversity & Inclusion

At Langley Mill Academy, we believe every child deserves to feel valued, respected and supported. Our school community is proudly welcoming, representing cultures, languages and experiences. We work hard to ensure our school is a place where every pupil can thrive—academically, socially and emotionally.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it

Our Commitment to Equality

We are committed to meeting the requirements of the **Equality Act 2010**, which protects individuals from discrimination on the basis of:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Our approach ensures we:

- ✓ Eliminate discrimination through the teaching of core values

- ✓ Advance equality of opportunity
 - ✓ Foster good relations across our whole community
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About Our School Community

Langley Mill Academy is a vibrant school in which community and diversity are purposefully taught and promoted. Our equality work is shaped by our pupils' needs and strengths, and we recognise our role on providing windows and mirrors to our world:

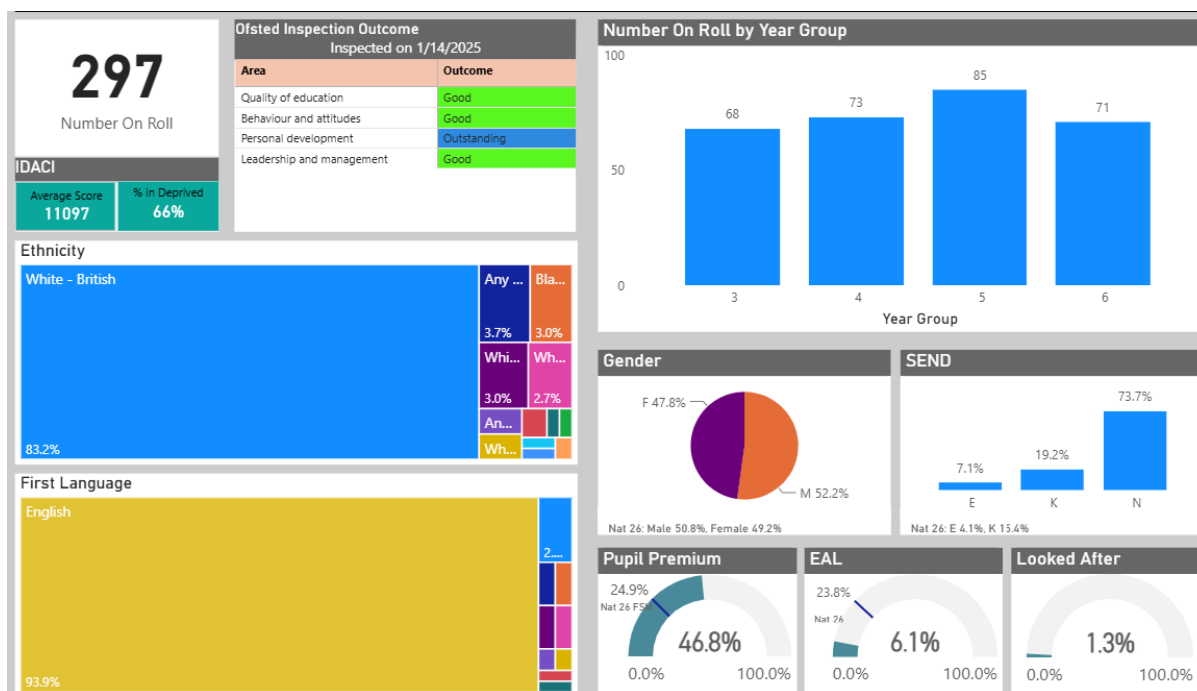
- **83.2% of pupils are white British**
- **93.9% of pupils speak English as their first language**
- **6.1% of pupils speak English as an additional language (2% Polish; 0.7% Igbo; 0.7% Yoruba; 0.7% Lithuanian; 0.3% Shona; 0.3% Mandarin; 0.3% Urdu; 0.3% Turkish)**
- **26.3% have Special Educational Needs or Disabilities (SEND)**
- **46.8% are disadvantaged & in receipt of Pupil Premium**
- Attendance is improving but remains a priority, including **persistent absence. Attendance is currently 95% and above national.**

No information was available on the following protected characteristics:

- Gender Reassignment - The school did not have any information on whether any of the children on roll had reassigned their gender.
- Sexual Identity - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT).

These characteristics help us shape an inclusive curriculum, responsive support systems and strong family partnerships.

Academy Dashboard Data:



Our Equality Objectives (2025–2026)

We set annual Equality Objectives to ensure meaningful and measurable improvement.

1. Improve attendance, engagement and belonging

We are strengthening support for pupils with high absence rates—especially disadvantaged, SEND and White British disadvantaged pupils—where attendance is below national.

2. Ensure our curriculum reflects a diverse global community, offering windows and mirrors to our world

We are embedding representation across subjects and ensuring pupils learn about protected characteristics, British values and inclusivity—key priorities in our Academy Improvement Plan & an Equality, Diversity and Inclusion Plan.

3. Strengthen support for pupils with SEND

We are continuing to improve adaptive teaching, communication with families, and monitoring of progress to support the 26% of our pupils who have SEND.

4. Build stronger partnerships with families with children with SEND and EAL families

We are creating resources, running parent and family workshops and increasing opportunities for parents to engage with school life. Recent workshops in 2025-26 has included sessions on supporting sleep hygiene, functions of behaviour and masking.

5. Promote a safe, respectful school culture

We are reducing suspensions and behaviour inequalities through restorative approaches, improved lunchtime provision and enhanced SEMH support.

What We Are Doing to Promote Equality

Inclusive Curriculum

- Diverse texts and role models
- Representation across subjects
- Regular celebrations of culture and language
- Teaching about protected characteristics and British values
- Designing a mapped assembly schedule, including [Lyfta: Stories that connect us](#)

Support for Priority Groups

- Targeted interventions
- Adaptive teaching for SEND pupils
- Attendance mentoring and pastoral support

Staff Training

- Inclusive teaching strategies
- Cultural competence
- Trauma-informed practice

- EAL and SEND pedagogy

Working With Families

- Multilingual communication, including BSL
 - Parent workshops and coffee mornings
 - Community partnerships and local agencies
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Monitoring & Review

We review our equality work:

- Termly with senior leaders
 - Annually with governors
 - Through data on attendance, behaviour and attainment
 - Through pupil voice, parent surveys and community feedback
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Related Documents

Equality Diversity and Inclusion Plan (EDI)

Accessibility Plan

Special Educational Needs & Disabilities Information Report

Academy Improvement Plan