



2026-2030 Proposed Equality Objectives

Objective 1:

To promote equality of opportunity by reducing the attainment gap between SEND and non-SEND pupils

Why we have chosen this objective:

- To continue to have an inclusive ethos.
- To ensure pupils with SEND access precise, targeted teaching to meet their needs.
- To develop staff confidence with the use of B-squared for tracking, monitoring data, progress and setting targets for PP and SEND pupils.

Success Criteria

- All pupils able to fully access the broad and balanced curriculum.
- Pupils with SEND/PP make expected progress.
- Staff are confident and report to the SENDCO for pupil meetings ensuring that all pupils get their needs met.

Objective 2:

To continue to raise pupils awareness of cultural prejudice/discrimination

Why we have chosen this objective:

- To continue to have an inclusive ethos that challenges prejudice/discrimination.
- To hold a range of cultural focused assemblies, strategically mapped out across the academic year, where pupils can be taught about a wide range of cultures and cultural issues.
- To record prejudiced incidents and respond proactively with parents/carers to ensure support in educating pupils in this area.
- To maintain data weekly to ensure that SEND/PP are effectively met. Staff can quickly assess and apply an effective strategy.

Success Criteria

- Pupil behaviour is respectful and inclusive, as evidenced in monitoring data and feedback from staff.
- Structured assemblies will take place to explore any issues.
- Staff are trained in trauma informed strategies to support interactions with all children including all SEND and PP. Meeting weekly to review actions including monitoring and a weekly IDSR meeting.

Objective 3:

To ensure that whole school policies and practices are fully inclusive of our school community.

Why we have chosen this objective:

- Undertake an audit of current curriculum resources and identify opportunities to have greater representation of our school community.
- Identify opportunities to discuss and include the diverse range of families in our school.
- To continue to have an inclusive ethos that challenges prejudice/discrimination.

Success Criteria

- Pupils behaviour is respectful and inclusive, as evidenced in monitoring data and feedback from all staff.
- Structured assemblies take place to explore issues.
- Weekly meetings monitoring data for behaviour and SEND/PP.

Objective 4:

To explore and understand the reasons for the disproportionately higher absentee levels of PP/SEND pupils and begin to improve attendance rates of these pupils

Why we have chosen this objective:

- Our school's attendance figures show that SEND/PP Pupils on roll have higher absentee levels than that of their peers.
- Consult with those in our school community who are impacted by this - particularly make sure that parents/carers are involved and also specialist services. Identify best practice from other schools and local schools with similar issues. Communicate regularly with specific parents/carers around how we can support them further.

Success Criteria

- Consultation has commenced and we have been working collaboratively with, local schools and the local authority. Positive Termly attendance is recognised, including improved attendance and attendance under difficult circumstances.
- Key messages are reiterated in the school newsletter during assemblies and celebrations.

Objective 5:

To ensure that all pupils including those SEND/PP children are fully included in our School Development Offer including – Clubs, Visits, Trips and School Sports

Why we have chosen this objective:

- Complete all analyse the registers for all clubs weekly.
- Track proportion of SEND/PP who participate.
- Monitor data of SEND/PP pupils who represent the school at school sports and who attends swimming lessons.

Success Criteria

- All pupils with SEND/PP will have high attendance throughout the clubs provided.
- High attendance for pupils with SEND/PP to represent the school in all sports in school and off site.