Equality Objectives



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TRUE LEARNING PARTNERSHIP

Equality Objectives 2026–2029

Objective 1: Equal access to an ambitious curriculum

Objective: To identify and remove barriers to learning so that all pupils, including those with disabilities and SEND, can access an ambitious, inclusive curriculum and make progress from their individual starting points.

Actions:

- Audit curriculum accessibility, prioritising mathematics and the consistent use of adaptive teaching.
- Ensure reasonable adjustments are planned and implemented effectively.
- Review assessment approaches to ensure pupils can demonstrate their learning without unnecessary barriers.
- Monitor progress and participation for pupils with SEND and disabilities.

Success criteria:

- Curriculum audits identify barriers and lead to documented improvements.
- Pupils who require reasonable adjustments receive them consistently.
- Pupil progress reviews demonstrate that adaptations are helping pupils access learning and achieve appropriate outcomes.
- Pupil voice indicates that children feel able to participate in lessons and wider curriculum opportunities.

Objective 2: Promote equality through inclusive behaviour

Objective: To ensure that the school's behaviour policy is implemented consistently and fairly, with appropriate reasonable adjustments for pupils whose disabilities or additional needs affect their communication, emotional regulation or behaviour.

Actions:

- Review the behaviour policy and its implementation through an equality and inclusion lens.
- Train staff to recognise unmet needs, disability-related barriers and the importance of reasonable adjustments.
- Develop individual strategies where required, involving pupils and families wherever appropriate.
- Analyse behaviour incidents and exclusions, where applicable, to identify patterns of disadvantage.

Success criteria:

- Staff understand how to apply the behaviour policy fairly while maintaining high expectations.
- Individual adjustments are documented where necessary and consistently implemented.
- Behaviour data is reviewed termly to identify and address any disproportionate impact on pupils with SEND or disabilities.
- Pupils report feeling safe, respected and supported.

Objective 3: Ensure equitable access to support and resources

Objective: To allocate staffing, resources and specialist support equitably according to pupils' identified needs and barriers, promoting participation, progress and independence.

Actions:

- Review support-staff deployment against pupils' needs, EHCP outcomes and SEN Support plans.
- Evaluate whether additional adult support is improving access, learning and independence.
- Ensure teachers retain responsibility for the progress of all pupils, including those receiving additional support.
- Review interventions and staffing arrangements regularly, adapting provision as needs change.

Success criteria

- Support-staff deployment is informed by evidence of need and intended outcomes.
- Reviews demonstrate the impact of adult support on pupils' access, progress and independence.
- Resources are allocated transparently and reviewed regularly.
- Pupils receive appropriate support without unnecessary restrictions on their independence or participation alongside peers.

Objective 4: Strengthen belonging, participation and pupil voice

Objective: To ensure every pupil feels valued, included and able to participate fully in school life, regardless of disability, SEND or other protected characteristics.

Actions:

- Gather pupil voice to identify barriers to belonging, learning and participation.
- Review access to educational visits, clubs, enrichment, play and other school activities.
- Teach and promote respect, difference, fairness and inclusion through the curriculum and wider school life.
- Work with families to understand and address barriers that may not be immediately visible to staff.

Success criteria:

- Pupil voice demonstrates that children feel valued, safe and included.
- Barriers to participation are identified and addressed.
- Participation in enrichment and wider school activities is reviewed to identify any patterns of disadvantage.
- Families know how to raise accessibility and equality concerns and feel listened to.

Monitoring and review:

The head of school/SENCO will monitor progress throughout the year, with governors reviewing the objectives annually. Evidence will include curriculum audits, pupil progress information, behaviour analysis, support-staff deployment reviews, pupil and parent/carer feedback, and participation data.

The objectives will be reviewed formally by October 2029, or earlier if school circumstances indicate a need.