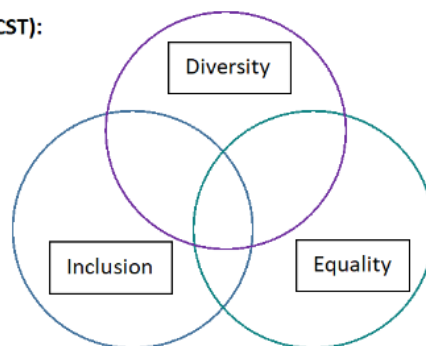


This Equality Objectives Action Plan supports the Campfire Education Trusts Equality Information and Objectives Statement. It is reviewed early in the autumn term, following National Performance Data releases, so that our Equality Objectives remain relevant and strongly connected to our School Improvement Plan. As a minimum requirement, Equality Objectives are updated every four years; this action plan forms part of this process in which progress towards our long term strategic priorities are evidenced each year. All Campfire Education Trust schools have written new Equality Objective Action Plans for September 2022, following the first National release of performance data since 2019.

Distinguishing the Terms (CST):



Diversity – Diversity is simply difference

Equality – Equality legislation protects the individual's right to be different

Inclusion – A culture of inclusion enables the individual to make a difference

Equality Strategic Priority 1 By 2030, pupils with SEND and/or other identified vulnerabilities will experience equitable access to high-quality teaching and make strong progress from their individual starting points.

Rationale:

Lace Hill is an increasingly inclusive school with a growing complexity of need. Our previous equality plan successfully strengthened representation, diversity and staff confidence; the next stage is to ensure that inclusion is consistently evident in pupils' educational experience and outcomes.

Current assessment information shows that pupils with SEND remain the group with the greatest differences in attainment compared with their peers. The current Year 6 cohort illustrates this clearly. However, attainment at age-related expectations alone does not provide a sufficiently meaningful measure of success for pupils with SEND. Starting points, individual needs and progress must also be considered.

Our ambition is therefore not simply to "close the SEND attainment gap". It is to ensure that pupils with SEND receive consistently high-quality, ambitious teaching, appropriate adaptations and additional support that enable them to participate, progress and achieve their individual potential.

This priority aligns closely with Lace Hill's overarching School Improvement Plan commitment to **inclusion**, ensuring that every pupil can access ambitious teaching rather than inclusion being viewed as separate provision.

Research shows:

The EEF states that pupils with SEND have the greatest need for excellent teaching and are entitled to provision that supports both achievement and enjoyment of school. Nationally, the primary attainment gap between pupils with identified SEND and their peers has historically been more than twice as wide as the disadvantage gap. The EEF recommends creating a positive and supportive environment, ensuring access to high-quality teaching and using carefully selected evidence-informed strategies.

The EEF's new *2026 Guide to Inclusive Teaching* reinforces a two-part approach: strong universal teaching for everyone alongside adaptations and additional support where pupils require them.

Equality Objective for 2026-2027	Impact Measures	Actions	Milestones	By Whom
To embed consistently high-quality inclusive and adaptive teaching so that pupils with SEND and other identified vulnerabilities make strong progress from their individual starting points.	- Monitoring demonstrates that inclusive and adaptive teaching is consistently evident across the school. - Pupil progress information demonstrates that pupils with SEND make strong progress from their individual starting points. - SEND provision demonstrates clear identification of need, appropriate provision and measurable impact.	- Embed the revised Teaching and Learning expectations with inclusion as the overarching principle. Use the EEF "five-a-day" principles to support staff development in explicit instruction, cognitive/metacognitive strategies, scaffolding, flexible grouping and appropriate use of technology. - Analyse attainment and progress of SEND pupils termly through pupil progress meetings. Identify pupils not making expected progress and agree specific actions. - Strengthen Assess–Plan–Do–Review cycles so plans clearly identify baseline, intended outcome, provision and impact.	Termly – Dec 26, Mar 27, Jul 27 Dec 26, Mar 27, Jul 27 Termly	

	• Staff confidently make appropriate adaptations while maintaining ambition. • SEND pupils report that they can access learning and feel supported to succeed.	• Deliver CPD and coaching around adaptive teaching, reasonable adjustments and identification of barriers to learning. • Introduce structured SEND pupil voice as part of the monitoring cycle.	Sept 26 onwards Baseline Oct 26; repeat Jun 27	
Autumn 2027 Progress Review				
Autumn 2028 Progress Review				
Autumn 2029 Progress Review				
Autumn 2030- Progress Review				

Equality Strategic Priority 2: By 2030, all pupils will experience a strong sense of belonging, representation and voice and will be able to participate fully in the academic, social and cultural life of Lace Hill.

Rationale:

The previous Equality Action Plan successfully strengthened diversity and representation across Lace Hill. The curriculum, texts, physical environment and wider opportunities increasingly provide both mirrors, through which children see themselves represented, and windows, through which they encounter lives and experiences beyond their own. Staff confidence in promoting equality and diversity has also significantly improved.

The next stage is to move beyond asking whether diversity is represented towards evaluating whether pupils genuinely experience belonging and voice.

This is particularly relevant as Lace Hill's community continues to change and become more diverse. Pupils with SEND, EAL, disadvantage and other vulnerabilities may experience different barriers to participation. Our commitment is that every child should feel known, valued and able to contribute.

The school's implementation of Voice 21 provides a particularly important mechanism for achieving this. High-quality oracy should not simply improve speaking skills; it should provide equitable opportunities for pupils to articulate ideas, listen, reason, participate and have their voice heard.

Research shows:

The DfE's 2026 *Every Child Achieving and Thriving* paper identifies belonging as an important national priority. It reports that children with SEND and those eligible for free school meals experience lower levels of school belonging nationally and that positive engagement and belonging are associated with better attendance and attainment. The government expects every school to monitor pupil belonging and engagement by 2029.

EEF similarly identifies pupils feeling seen, understood and safe as an important starting point for supporting attendance, particularly for vulnerable pupils.

There is also a strong evidence base for oral language approaches. EEF estimates an average impact equivalent to around six additional months' progress, with evidence suggesting that oral-language approaches can be particularly effective for disadvantaged pupils

Equality Objective for 2026-2027	Impact Measures	Actions	Milestones	By Whom
To establish a clear baseline and strengthen pupils' sense of belonging, representation and voice, with particular attention to disadvantaged pupils, pupils with SEND and pupils with EAL.	- A robust baseline identifies pupils' perceptions of belonging, inclusion, safety, representation and voice, including analysis by key groups. - At least 90% of pupils report feeling that they belong at Lace Hill and have an adult who knows, values and listens to them; any group differences are identified and acted upon. - Voice 21 approaches are evident consistently across the curriculum and participation is not dominated by particular pupils or groups. - Curriculum monitoring continues to demonstrate appropriate representation without tokenism or stereotyping. - Pupils demonstrate confidence in expressing views and listening respectfully to the perspectives of others.	- Introduce an age-appropriate pupil belonging/inclusion survey and analyse responses by SEND, disadvantage, EAL and gender where cohort sizes allow meaningful analysis. - Use survey and pupil voice findings to develop targeted actions at whole-school, cohort or individual level. - Implement and embed Voice 21 through CPD, coaching, learning walks and curriculum monitoring, with particular emphasis on equitable participation. - Continue curriculum refinement and monitor texts, resources and learning experiences for meaningful "mirrors and windows". - Establish structured opportunities for pupil voice, discussion, debate and leadership through curriculum and wider school life	Baseline Oct 26; review Jun 27 Dec 26 actions; Jun 27 review Throughout 2026–27; termly monitoring Termly Throughout year	HoS / SLT SLT / Teachers / SENDCo Oracy Lead / SLT / Teachers Subject Leaders / SLT Teachers / Oracy Lead / SLT
Autumn 2027 Progress Review				

Autumn 2028 Progress Review	
Autumn 2029 Progress Review	
Autumn 2030- Progress Review	

Equality Strategic Priority 3: By 2030, disadvantaged pupils and pupils with additional needs will have equitable access to the enrichment, leadership and wider opportunities available at Lace Hill, ensuring background or need does not limit aspiration or experience.				
Rationale: Lace Hill's personal development and enrichment offer is a significant strength. The school already provides a wide range of clubs, sport, music, trips, visits, community experiences, leadership opportunities and aspirational experiences. The next stage is to become increasingly precise in evaluating who accesses these opportunities. Offering an opportunity equally does not necessarily result in equitable participation. Financial pressures, SEND, confidence, family circumstances, transport or previous experience may create barriers that are less visible. This is particularly important for disadvantaged pupils because experiences outside school are not distributed equally. The school's enrichment priority within the 2026–27 SIP provides an opportunity to establish systematic monitoring so leaders can identify pupils who are not participating and proactively remove barriers. The longer-term ambition is that a child's socioeconomic background, SEND or other vulnerability should not predict the richness of their experiences, opportunities for leadership or aspirations for their future Research shows: Sutton Trust research continues to identify substantial inequalities in access to extracurricular activity. Its 2025 guidance reports participation of around 46% for disadvantaged pupils compared with 66% for their more advantaged peers, and recommends that schools make extracurricular activities accessible to pupils from low-income backgrounds. The DfE also identifies being in school and connected to its wider life as supporting pupils' learning, relationships, personal development and longer-term outcomes.				
Equality Objective for 2026-2027	Impact Measures	Actions	Milestones	By Whom

To establish and implement a systematic approach to monitoring participation in enrichment and wider opportunities, identifying and removing barriers so that disadvantaged pupils and pupils with SEND have equitable access.	• The school can identify participation in clubs, trips, visits, music, sport, residential and leadership opportunities by key pupil group. • Every disadvantaged pupil participates in at least one wider enrichment opportunity during the year, with leaders actively addressing non-participation. • Financial disadvantage does not prevent pupils from accessing key educational or enrichment experiences. • SEND pupils participate successfully in the wider school offer, with reasonable adjustments made where necessary. • Pupils report that they have opportunities to pursue interests, try new experiences and participate in school life. • Leadership and aspirational opportunities are distributed equitably	• Create a whole-school enrichment tracker identifying participation by disadvantage and SEND, alongside other relevant groups. • Identify pupils with limited/no participation and proactively engage pupils and families to understand barriers. • Continue to subsidise/remove costs where appropriate and monitor whether cost remains a barrier. • Consider accessibility and reasonable adjustments when planning clubs, trips, residential and wider opportunities rather than responding retrospectively. • Include enrichment and opportunity within annual pupil voice and specifically seek views of disadvantaged and SEND pupils. • Audit school council, ambassadors, sports leadership, performances, responsibilities and other pupil leadership opportunities by key groups.	System established Sept 26; termly review Review Dec 26, Mar 27, Jul 27 Ongoing Ongoing Oct 26 baseline; Jun 27 review Dec 26; Jul 27	Enrichment Lead / SLT Teachers / Enrichment Lead / PP Lead HoS / PP Lead SENDCo / Visit Leads / Teachers SLT / Enrichment Lead SLT / Teachers
Autumn 2027 Progress Review				
Autumn 2028 Progress Review				
Autumn 2029 Progress Review				
Autumn 2030- Progress Review				

Our Equality Objective Action Plan and Review is shared with our School Governors by December of each academic year. They have an important role in checking progress towards our Equality Objectives and longer term Equality Strategic Priorities.