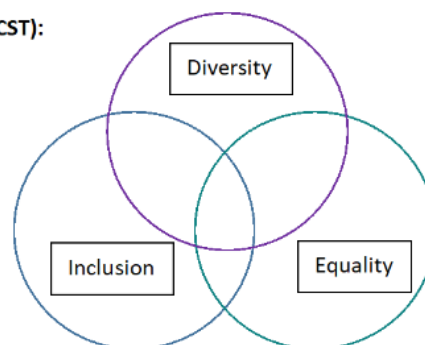


This Equality Objectives Action Plan supports Campfire Education Trust's Equality Information and Objectives Statement. It is reviewed early in the autumn term, following national performance data releases, so that our Equality Objectives remain relevant and strongly connected to our School Improvement Plan. Equality Objectives are reviewed at least every four years; this plan sets Spring Lane Primary School's strategic equality priorities for 2026-2030 and provides a framework through which progress and impact will be evaluated annually. The priorities have been informed by school performance and attendance data, stakeholder voice, the SEND Inclusion Award verification, and the needs of Spring Lane's diverse community.

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 disabilities will experience consistently inclusive provision that enables equitable participation, strong progress, independence and belonging.

Rationale: Spring Lane has transformed its SEND provision and achieved the SEND Inclusion Award in 2026. The next phase is to move from establishing strong systems to systematically evaluating their impact on pupil participation, progress, independence and wellbeing. This priority advances equality of opportunity for disabled pupils and ensures that the school's inclusive practice remains ambitious, sustainable and evidence-informed.

Research shows: The Education Endowment Foundation (EEF) identifies high-quality teaching, positive and supportive environments, explicit instruction, scaffolding, flexible grouping and effective use of technology as key features of strong mainstream SEND provision. Spring Lane's SENDIA verification also identified evaluation of OPAL, Voice 21 and Therapeutic Thinking as appropriate next steps for development.

Equality Objective for 2026-2027	Impact Measures	Actions	Milestones	By Whom
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To strengthen and evaluate inclusive classroom practice so that pupils with SEND make strong progress, participate fully in school life and report that they feel known, valued and supported.	• SEND pupils make progress at least in line with their starting points and, where cohort size allows meaningful comparison, broadly in line with or better than non-SEND peers. • Learning walks and book scrutiny demonstrate consistent adaptive teaching and agreed inclusive strategies across all phases. • 100% of pupils on SEND Support/EHCPs have current, high-quality plans that are reviewed with pupil and parent voice. • Pupil voice shows at least 90% of pupils with SEND feel supported, included and able to access learning and wider opportunities. • Participation in clubs, OPAL, pupil leadership and enrichment is monitored and shows equitable access for pupils with SEND. • • Impact of Therapeutic Thinking, Voice 21 and OPAL on SEND outcomes is evaluated and reported to governors.	• Embed a whole-school adaptive teaching framework, supported by SENCO/Deputy SENCO coaching, modelling and targeted CPD. • Continue use of Insight as the central SEND information and progress portal; quality assure plans, provision and outcomes termly. • Use pupil progress meetings to identify SEND pupils not on track and agree rapid, evidence-informed adjustments/interventions. • Audit access to enrichment, OPAL and pupil leadership by SEND/disability and remove identified barriers. • Evaluate Therapeutic Thinking, Voice 21 and OPAL through data, learning walks, behaviour/regulation information and pupil/parent/staff voice. • • Continue specialist provision (including Lion/Tiger provision), external agency collaboration and transition planning where required.	Autumn: baseline audit, plans quality assured and CPD priorities agreed. Termly: progress, provision, participation and pupil voice reviewed. Spring: impact review of targeted approaches and mid-year report to SLT/governors. Summer: evaluate outcomes and set 2027-28 refinement priorities.	
Autumn 2027 Progress Review				
Autumn 2028 Progress Review				
Autumn 2029 Progress Review				
Autumn 2030 Progress Review				

Equality Strategic Priority 2: By 2030, attendance inequalities will be reduced so that pupils with SEND/disabilities and other vulnerable groups attend regularly and persistent/severe absence is significantly reduced.

Rationale: Attendance remains a key strategic priority within Spring Lane's highly mobile and complex community. 2025-26 analysis demonstrates strong impact where barriers can be influenced by school, but raw attendance and persistent absence remain too variable for some vulnerable pupils. A sharper focus on pupil-level barriers, early intervention and the intersection between SEND/disability, disadvantage, safeguarding and mobility will support equality of access to education.

Research shows: DfE statutory attendance guidance emphasises early identification, regular use of attendance data, understanding individual barriers, working in partnership with families and escalating support where necessary. Spring Lane's own analysis shows that targeted intervention, Early Help, home visits and dedicated attendance capacity have improved outcomes, particularly for vulnerable groups.

Equality Objective for 2026-2027	Impact Measures	Actions	Milestones	By Whom
To improve attendance and reduce persistent absence for vulnerable pupils, with a particular focus on pupils with SEND/disabilities and disadvantaged pupils, through earlier identification and personalised barrier-removal plans.	- Whole-school raw attendance improves year-on-year from the 2025-26 baseline of 91.9%. - Whole-school persistent absence reduces from the 2025-26 raw baseline of 24.7% to 20% or below. - FSM attendance improves from the 2025-26 raw baseline of 89.2% to at least 91%, with FSM persistent absence reducing materially from baseline. - At least 80% of identified pupils below 90% attendance improve from their individual baseline, unless an evidenced exceptional circumstance/reduced timetable applies. - Attendance gaps by SEND/disability, ethnicity/EAL, sex and disadvantage are analysed termly and actions are recorded where disproportionality is identified. - All pupils on reduced/phased timetables have a time-limited plan, regular review and clear reintegration ambition where appropriate.	- Dedicated Attendance Officer to complete daily monitoring, first-day response, targeted family work and rapid escalation. - Hold regular attendance strategy meetings using forensic pupil-level analysis rather than relying solely on headline groups. - Use staged attendance processes, parent meetings/contracts, home visits, Early Help and safeguarding referrals proportionately and consistently. - Create individual attendance support plans for pupils with SEND, EBSA, medical need or other complex barriers, incorporating reasonable adjustments where appropriate. - Continue active LA liaison for CME, persistent/severe absence and legal intervention where support has not secured improvement. - Use OPAL, breakfast provision, clubs, pupil voice and positive recognition to strengthen belonging and make school an engaging and 'unmissable' place to attend.	Daily/weekly: attendance monitoring, follow-up and recognition. Every 3 weeks: strategic attendance review and escalation decisions. Half-termly: subgroup and individual trend analysis reported to SLT. Termly: governor reporting, including PA/severe absence and impact of interventions. Summer: evaluate progress against baselines and reset 2027-28 targets.	Head of School Attendance Officer Safeguarding / Pastoral Lead SENCO / Inclusion Team
Autumn 2027 Progress Review				

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

Equality Strategic Priority 3: By 2030, every pupil will experience a strong sense of belonging, voice and representation, and positive relationships across Spring Lane's diverse community will be actively fostered.				
Rationale: Spring Lane serves a highly diverse community with many languages, cultures, faiths and backgrounds represented. The school has strong foundations through Culture Day, OPAL, Pupil Parliament, inclusive practice and the introduction of Voice 21. The next step is to make belonging, pupil voice, representation and respectful relationships measurable so that all groups are equally able to participate, influence and thrive. Research shows: The Public Sector Equality Duty requires schools to foster good relations as well as advance equality of opportunity. EEF evidence indicates that purposeful oral-language approaches can positively affect learning and participation, while supportive relationships, active engagement and wellbeing are central to inclusive school environments.				
Equality Objective for 2026-2027	Impact Measures	Actions	Milestones	By Whom
To embed a whole-school culture of belonging and pupil voice so that pupils from all backgrounds, particularly EAL, SEND and disadvantaged pupils, have equitable opportunities to speak, participate, lead and see themselves represented in school life.	- At least 90% of pupils report that they feel safe, valued, listened to and that they belong at Spring Lane, with no significant negative gap for SEND, EAL, ethnicity, sex or disadvantage. - Voice 21 strategies are evident consistently across classrooms and pupils increasingly demonstrate confidence in speaking, listening and respectful discussion. - Participation in Pupil Parliament, clubs, performances, enrichment and leadership opportunities broadly reflects the diversity of the school population. - Curriculum and environment audits demonstrate positive and meaningful representation of different cultures, faiths, families, disabilities and backgrounds.	- Embed Voice 21 classroom practice, including talk expectations, sentence stems, structured discussion and explicit listening behaviours. - Continue and develop Culture Day and curriculum opportunities that celebrate the community's diversity beyond one-off events. - Audit curriculum texts, displays, assemblies and resources for representation and address identified gaps. - Strengthen Pupil Parliament and pupil voice so under-represented groups are actively sought and can demonstrate how their views influence change ('we asked, you said, we did'). - Continue staff development on respectful communication, racism, microaggressions	Autumn: baseline belonging/voice survey and representation/participation audit. Termly: Voice 21 learning walks, incident analysis and pupil voice. Spring: review representation and participation gaps; implement targeted actions. Summer: repeat stakeholder survey, evaluate Culture Day/Voice 21 impact and report to governors.	Head of School Oracy / Voice 21 Lead PSHE / Curriculum Leads SENCO / EAL Lead Safeguarding Lead Pupil Parliament Lead

	• Racist/discriminatory incidents and patterns are monitored, responded to consistently and used to inform curriculum, staff training and preventative work. • Parent/stakeholder voice demonstrates strong confidence that the school welcomes, respects and communicates effectively with its diverse community.	and discriminatory language, using safeguarding scenarios and real school patterns where appropriate. • Monitor participation and behaviour/safeguarding data by relevant pupil groups to identify disproportionality and take targeted action. • Maintain accessible communication for families, including translated information/widgets and proactive engagement opportunities.		
Autumn 2027 Progress Review				
Autumn 2028 Progress Review				
Autumn 2029 Progress Review				
Autumn 2030 Progress Review				

Our Equality Objectives Action Plan and annual review is shared with School Governors by December each academic year. Governors have an important role in scrutinising progress, challenging leaders on the impact for different pupil groups, and ensuring that the school's longer-term Equality Strategic Priorities remain relevant and ambitious.