



MALVERN WELLS
C.E. PRIMARY SCHOOL

Equality Objectives and Action Plan 2025–26

School Context

Our school is situated on a hillside across three levels, which presents accessibility challenges, particularly for wheelchair users and those with physical impairments or mobility needs. We also experience high levels of in-year pupil mobility, which can impact continuity of learning, attainment and pupil wellbeing.

We are committed to ensuring equality of opportunity for all and will make reasonable adjustments to mitigate barriers wherever possible.

Vision and Values

We are committed to ensuring that everyone reaches their brightest potential, treating all people with dignity and respect, and recognising the value of each individual.

Legal Framework

This document meets the requirements of the Equality Act 2010 and the Public Sector Equality Duty (PSED):

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations between different groups

Objective 1: Equity of Progress for Mobile, Disadvantaged and SEND Pupils

Rationale

DfE data shows that pupils who are disadvantaged, have SEND, or join schools in-year are at greater risk of underachievement. High mobility within our school increases this risk and requires a structured, responsive approach.

Actions

- Conduct baseline assessment within 2 weeks of entry for all new pupils
- Implement rapid-response intervention for identified gaps
- Use assessment data termly to track progress of key groups
- Embed adaptive teaching strategies across all classrooms
- Ensure consistent use of retrieval practice to address gaps in knowledge
- Allocate a key adult for in-year pupils to support transition and learning

Success Criteria

- Pupils joining in-year make expected or better progress from starting points
- Gaps between disadvantaged/SEND pupils and peers are narrowing over time
- Teaching consistently demonstrates effective adaptation for diverse needs

Objective 2: Full Access to Curriculum Regardless of Physical or Contextual Barriers

Rationale

The physical structure of the school site presents accessibility challenges. In addition, contextual barriers such as mobility, SEND and in-year entry can limit access to the full curriculum if not carefully planned for.

Actions

- Conduct an annual accessibility audit of the site and provision
- Implement strategic classroom allocation and timetabling to minimise movement barriers
- Develop individual access plans and risk assessments where required
- Ensure all trips, visits and enrichment activities are inclusive and accessible
- Provide staff training on reasonable adjustments and inclusive practice
- Communicate clearly with families regarding support and adaptations available

Success Criteria

- All pupils access a broad and balanced curriculum

- No pupil is excluded from learning or enrichment due to physical or contextual barriers
- Adjustments are clearly planned, implemented and reviewed
- Positive feedback from pupils and families regarding accessibility

Objective 3: Strong Belonging, Attendance and Inclusion for All Pupils

Rationale

DfE priorities highlight attendance and inclusion as key drivers of success. Pupils who are disadvantaged, have SEND, or join mid-year are more vulnerable to poor attendance and weaker feelings of belonging.

Actions

- Monitor attendance closely for key groups, particularly in-year pupils
- Implement early intervention within the first 4–6 weeks of admission
- Provide pastoral support and check-ins for vulnerable pupils
- Establish buddy systems and peer support for new starters
- Strengthen family engagement, particularly during transition periods
- Embed inclusive practice and diversity education through PSHE, RE and the wider curriculum

Success Criteria

- Attendance improves for disadvantaged, SEND and mobile pupils
- Reduction in persistent absence
- Pupil voice indicates a strong sense of belonging and safety
- Positive relationships evident across the school community