

# Equality Information and Objectives

## Malvern Wells CE Primary School | 2026-27

Let Your Light Shine

Community • Commitment • Compassion • Courage

**Review prepared:** October 2026

**Next annual information review:** October 2027

**Objectives:** proposed refreshed objectives for 2026-27, with annual progress review

## Our commitment

We want everyone to reach their brightest potential, with dignity, respect and a strong sense of belonging. We welcome children and families of all faiths and none. Equality means understanding individual needs and taking action to remove barriers to learning and participation.

Our equality work addresses the three aims of the Public Sector Equality Duty: eliminating unlawful discrimination, harassment and victimisation; advancing equality of opportunity; and fostering good relations between people who share a protected characteristic and those who do not.

We consider relevant protected characteristics across school life and employment. Our objectives focus particularly on disability, race, religion or belief and sex. We also address disadvantage and pupil mobility as wider inclusion priorities; these are not themselves protected characteristics. SEND and disability overlap, but are not interchangeable.

## Annual equality information: October 2026

This review records current practice reported by school leaders and identifies continuing barriers. It does not claim that all access barriers have been resolved or that planned improvements have already been achieved.

## Physical access and reasonable adjustments

Our school is built into a hillside, with internal and external double staircases. The site continues to present significant physical access barriers. Where a pupil needs it, we can organise education on one level.

We make individual adjustments for personal care, trips and visits, PE, movement and fatigue, lunch and playtime. Where pupils need to remain on one level, the available space for movement and play is restricted to indoors. This reduces access to outdoor experiences and remains an unresolved limitation.

# Our annual equality review

## Understanding and respecting difference

Children have learned about Ehlers-Danlos syndrome (EDS), supporting their understanding of physical needs that may not be visible. Collective worship has explored neurodiversity. Learning about cultures, religions and family backgrounds is woven into the broader curriculum. These approaches are intended to develop understanding, respect and belonging; their impact will continue to be reviewed.

## Responding to prejudice and discrimination

Prejudice and discriminatory language are not acceptable at Malvern Wells. The initial response treats incidents as opportunities for learning, involving children and parents or carers in understanding the impact of language choices. All incidents are recorded and actioned by the senior leadership team.

A learning response must also address the harm caused. Our continuing priority is to ensure that support for those affected and follow-up checks are explicit, and that repeated or serious incidents receive an appropriate response in line with school policies.

## Checking access and participation

Leaders review extracurricular club uptake and trip uptake, listen to pupil voice, hold parent discussions at IPM meetings and undertake regular quality assurance checks. These sources help identify where pupils may face barriers to learning, participation or belonging.

Our next step is to bring this evidence together more consistently, recording the barrier identified, the adjustment made and whether it improved access. Public reporting will protect confidentiality, particularly where small groups or individual circumstances could identify a child.

## What this review tells us

Individual adjustments and participation checks are in place. Teaching and worship provide opportunities to explore difference, and senior leaders action recorded discriminatory incidents. The physical limitations of the site remain significant. Further work is needed to evaluate the impact of adjustments, improve access to shared and outdoor experiences, and demonstrate progress against the objectives below.

# Objectives and action plan

These refreshed objectives build on the 2025–26 plan. They are proposed for school adoption in 2026–27. Progress will be reviewed annually. Objectives must be updated at least every four years; the adoption date and next full review date should be recorded when agreed.

## 1. Improve access for pupils with disabilities

**Objective:** Reduce barriers to curriculum, enrichment and social participation for pupils with disabilities, including those with mobility, sensory or fatigue-related needs.

**Actions:** Review individual access arrangements with pupils and families. Record any missed or reduced opportunities. Consider accessible teaching locations and shared activities with peers. Review feasible ways to broaden movement and outdoor experiences. Link this work to the Accessibility Plan and seek specialist advice where needed.

**Lead:** SENCO and Head of School, supported by the Business Manager.

**Review:** Termly and when needs change.

**Evidence of progress:** Barriers and responses are documented; pupil and family feedback informs changes; participation reviews show whether reduced opportunities have improved or remain unresolved.

## 2. Strengthen learning and participation

**Objective:** Improve access to learning and wider school opportunities for pupils with disabilities, alongside wider support for disadvantaged pupils and children joining in-year.

**Actions:** Use timely assessment and induction for new pupils. Review adaptive teaching through quality assurance. Review club and trip uptake alongside pupil voice and IPM discussions. Identify practical, financial or learning barriers and agree appropriate support.

**Lead:** Head of School, SENCO and subject leaders.

**Review:** Termly.

**Evidence of progress:** Identified needs lead to reviewed support; access and participation improve from individual starting points; remaining gaps prompt further action.

## 3. Build respect and respond to discrimination

**Objective:** Strengthen understanding of difference, including disability, race, religion or belief and sex, and improve the effectiveness of responses to prejudice and discrimination.

**Actions:** Review representation in curriculum resources and worship. Continue teaching about neurodiversity, cultures, religions and family backgrounds. Review recorded incidents for patterns, follow-up and support for those affected. Use pupil voice to check understanding and belonging.

**Lead:** Executive Headteacher, senior leadership team, PSHE and RE leads.

**Review:** Termly, with annual evaluation.

**Evidence of progress:** Children can explain respectful choices; incidents receive recorded follow-up; recurring patterns lead to changes in provision.

Reference: DfE, What maintained schools must or should publish online, Public sector equality duty.  
[www.gov.uk/guidance/what-maintained-schools-must-publish-online](http://www.gov.uk/guidance/what-maintained-schools-must-publish-online)