

## **Baldwins Hill Four-Year Equality Objectives 2026-2030**

### **Equality Objective 1: Remove barriers to learning and ensure every child can access an ambitious, inclusive curriculum**

#### **Four year aim:**

Ensure that all children, regardless of background, disability, gender, starting point or individual need, have equitable access to high-quality teaching, an inclusive learning environment and the support they need to participate, learn and achieve.

#### **Key areas of focus:**

- Develop EYFS environments that reflect children's interests, experiences and needs and promote independence, engagement and learning.
- Embed consistently high-quality adult-child interactions that develop language, vocabulary, thinking and learning.
- Ensure inclusive Quality First Teaching enables all pupils to access the curriculum and make progress.
- Embed effective adaptations and accessibility planning for pupils with SEND and other barriers to learning.
- Ensure staff have the expertise to identify barriers early and respond effectively, drawing on specialist advice where appropriate.
- Strengthen partnerships with parents, carers and professionals to ensure provision is responsive to individual needs.

#### **By the end of four years:**

Children experience a consistently inclusive curriculum and environment in which barriers to participation and learning are identified early, appropriate adaptations are made, and pupils increasingly develop independence, confidence and the capacity to succeed.

### **Equality Objective 2: Reduce gaps in achievement and ensure every child has the opportunity to achieve their potential**

#### **Four -year aim:**

Reduce and ultimately minimise differences in educational outcomes between groups of pupils, with a particular focus on disadvantaged pupils, pupils with SEND and groups where assessment identifies a gender or attainment gap.

#### **Key areas of focus:**

- Embed consistently effective Read Write Inc. phonics teaching and use assessment to identify and address gaps rapidly.
- Ensure disadvantaged pupils, pupils with SEND and gender specific areas of concern, receive timely, targeted support where gaps emerge.
- Embed effective Mastering Number practice and strong mathematical Quality First Teaching.
- Provide regular opportunities for pupils to apply and consolidate knowledge and skills across different contexts.
- Use assessment information accurately to identify emerging gaps and evaluate the impact of interventions and adaptations.

- Ensure professional development strengthens teachers' and practitioners' ability to adapt teaching without lowering expectations.

**By the end of four years:**

Achievement gaps between identified groups and their peers are reduced, with pupils making strong progress from their individual starting points and demonstrating increasing confidence, fluency and independence in reading, phonics and mathematics.

**Equality Objective 3: Improve attendance and remove barriers to sustained participation in education**

**Four-year aim:**

Ensure that all pupils have equitable opportunities to attend school regularly and benefit from education, with a particular focus on identifying and removing barriers affecting pupils who experience disadvantage, SEND or other vulnerabilities.

**Key areas of focus:**

- Maintain a whole-school culture in which excellent attendance is understood as essential to learning, wellbeing and achievement.
- Ensure staff understand the individual and contextual barriers that may affect attendance and respond promptly and appropriately.
- Use attendance information to identify patterns, groups and individual pupils at risk of persistent absence.
- Strengthen early intervention and personalised support for pupils and families experiencing barriers to attendance.
- Work effectively with parents, carers, the Inclusion Base and external agencies to provide coordinated support.
- Monitor attendance by relevant pupil groups to identify and address inequalities in attendance.
- Ensure pupils returning after absence are supported effectively to reintegrate and access missed learning.

**By the end of four years:**

Attendance inequalities between pupil groups are reduced, barriers to attendance are identified and addressed at an early stage, and all pupils have improved access to the learning, relationships and wider opportunities provided by regular school attendance.