

Kilburn Grange School
Equality Objectives 2026-2027

The Public Sector Equality Duty (PSED) requires all schools to publish specific and measurable equality objectives. Kilburn Grange School is committed to ensuring equality of provision throughout the school community. Our equality objectives are based on our analysis of data and other evidence inclusive of observations and daily interactions with pupils. Our equality objectives focus on specific areas where we have agreed to take action in order to improve equality and tackle disadvantages or preconceived ideas.

Equality Objective	Why we have chosen this objective:	To achieve this objective, we intend to:	Success Criteria
To reduce attainment gaps in reading, writing and mathematics across all year groups, particularly between boys and girls, pupils with SEND and their peers, and disadvantaged pupils, ensuring that all children, including those experiencing multiple barriers to learning, make good progress from their individual starting points.	Our assessment data identifies differences in attainment between boys and girls, pupils with SEND and non-SEND pupils, and disadvantaged pupils and their peers. We recognise that some children experience multiple barriers to learning, which can affect their progress and achievement. We aim to reduce these inequalities through high-quality inclusive teaching, early identification of underachievement and targeted support to ensure all pupils achieve their potential.	<ul style="list-style-type: none"> Early identification and monitoring: Use termly pupil progress meetings to identify pupils at risk of underachievement, analyse attainment gaps between pupil groups and agree targeted actions to accelerate progress. High-quality inclusive teaching: Continue to develop staff expertise through training and professional development focused on adaptive teaching, effective classroom strategies and meeting the needs of pupils with SEND and those experiencing additional barriers to learning. Targeted interventions: Provide appropriate interventions and additional support for identified pupils, particularly the lowest-attaining 20% of readers and those working below age-related expectations in writing and mathematics. Staff collaboration: Ensure teachers, teaching assistants and the SEND team contribute to pupil progress discussions and work collaboratively to identify needs, implement support and evaluate its impact. Monitoring impact: Introduce regular intervention impact meetings with teaching assistants and continue to monitor the quality and effectiveness of interventions, adapting provision where necessary to secure improved outcomes. 	<ul style="list-style-type: none"> Attainment gaps in reading, writing and mathematics between identified pupil groups narrow over the four-year period. Assessment data demonstrates that pupils with SEND, disadvantaged pupils and those experiencing multiple barriers make measurable progress from their individual starting points. Termly pupil progress meetings consistently identify underachievement early, with clear actions and evidence of follow-up. Monitoring demonstrates that high-quality inclusive teaching and adaptive strategies are consistently implemented across the school. Targeted interventions are delivered effectively, with regular reviews demonstrating their impact on pupils' progress and achievement. Teachers, teaching assistants and the SEND team work collaboratively to ensure provision is responsive to pupils' needs and supports improved outcomes.
To improve attendance and reduce persistent absence among vulnerable pupil groups, particularly disadvantaged pupils, those with SEND and pupils experiencing multiple barriers to learning.	Our attendance analysis shows that persistent absence remains higher among some vulnerable pupil groups, particularly disadvantaged pupils and those with SEND. We recognise that some children face multiple and overlapping barriers to regular school attendance. We aim to reduce these inequalities by identifying concerns early, understanding individual circumstances and providing targeted support to improve attendance and ensure all pupils have equal opportunities to learn and succeed.	<ul style="list-style-type: none"> Strengthen attendance procedures: Continue to refine and embed robust attendance processes in line with the DfE's Working together to improve school attendance statutory guidance, ensuring that individual needs and barriers are considered. Early identification and monitoring: The Senior Attendance Champion and Attendance Lead will meet weekly to analyse attendance patterns, identify emerging concerns and monitor persistent absence, with particular attention to vulnerable pupils and those experiencing multiple barriers. Targeted support: Work closely with families, the SENDCo, Education Welfare Officer (EWO) and external agencies to identify barriers to attendance, implement personalised support and escalate concerns where appropriate. Whole-school responsibility: Ensure all staff understand their role in promoting attendance through regular training, sharing best practice and timely communication of attendance concerns and updates via CPOMS. Positive engagement: Continue to recognise and celebrate improvements in attendance, including small but significant improvements for pupils facing additional challenges, while maintaining high expectations and providing appropriate support. 	<ul style="list-style-type: none"> Overall attendance improves and persistent absence reduces, particularly among disadvantaged pupils, those with SEND and pupils experiencing multiple barriers. Attendance and persistent absence gaps between vulnerable pupil groups and their peers narrow over the academic year. Weekly monitoring identifies attendance concerns early, with timely, personalised interventions and regular reviews of their impact. Attendance records demonstrate improved attendance for pupils receiving targeted support, taking account of individual circumstances. Effective partnerships with families and external agencies help identify and address barriers to attendance. Staff consistently follow attendance procedures and demonstrate a shared responsibility for improving attendance.
To strengthen inclusive practice and staff expertise across the school, removing barriers to learning, ensuring pupils with SEND and disabilities receive appropriate support, make good progress and feel valued and included, while promoting understanding and acceptance of neurodiversity and individual differences.	As a diverse school with a high proportion of pupils with SEND, we recognise the importance of strengthening our inclusive provision. Behaviour analysis and pupil voice have identified a small number of instances where pupils' limited understanding of neurodiversity and disability has led to misconceptions or exclusion. We also recognise the need to improve consistency in identifying, recording and evaluating additional support to ensure all pupils can participate fully and achieve their potential.	<ul style="list-style-type: none"> Reasonable adjustments and provision: The SENDCo and SLT will develop a whole-school overview of reasonable adjustments and inclusive strategies. Teachers will maintain records of additional provision and adjustments implemented for pupils to support monitoring, evaluation and evidence gathering for EHCP applications where required. Early identification: Use termly pupil progress meetings to identify pupils requiring additional support, agree appropriate actions and review their impact. Staff development: Provide training on SEND processes and documentation, including EHCP applications, annual reviews, one-page profiles and writing effective IEP targets. Intervention impact: Introduce regular intervention impact meetings with teaching assistants to evaluate pupils' progress, review the effectiveness of interventions and agree next steps. Inclusion Strategy: Develop and publish the school's first Inclusion Strategy by 31 December 2026, outlining how inclusion funding will be used to remove barriers and improve provision. Share the strategy with the school community and review progress annually. Awareness and understanding: Promote understanding of SEND, disability and neurodiversity through the curriculum, assemblies and key events such as Neurodiversity Celebration Week, helping children to develop a greater understanding that disability is a protected characteristic. Parental engagement: Offer regular SEND coffee mornings to support parents' understanding of SEND provision and processes and address barriers to inclusion. 	<ul style="list-style-type: none"> A whole-school overview of reasonable adjustments is implemented, with teachers consistently recording and reviewing additional provision. Pupil progress meetings identify needs early, with documented actions and evidence of follow-up and progress. Staff training and SEND monitoring demonstrate improved confidence and consistency in completing SEND documentation and setting appropriate targets. Intervention impact meetings are embedded, with evidence that interventions are evaluated and adapted to improve pupil outcomes. The school's Inclusion Strategy is published by 31 December 2026, shared with the school community and reviewed annually. Pupil voice demonstrates improved understanding and acceptance of SEND, disability and neurodiversity, with behaviour analysis used to identify and address any incidents of exclusion or discrimination. SEND coffee mornings are established, with parental feedback demonstrating increased understanding of available support.

