

Equality Objectives 2026

Objective 1: Increasing curriculum participation			
Key Action(s)	Lead	Target Date	Review / Outcome / End of cycle impact assessment
Samuel Whitbread has invested heavily in a developing literacy among those for whom this is a barrier to their learning. We have purchased market leading software, Lexia, to support with reading and have developed more handwriting programmes	J Swift	September 25	The use of Lexia and handwriting programs has improved students' reading and writing skills, fluency, understanding of texts, and confidence. Handwriting support has also helped with fine motor skills and classroom participation. Regular reviews show steady progress, with many students reaching expected literacy levels. Strategies are adjusted as needed to keep improving results. Lexia is now embedded into the Samuel Whitbread SEN department, playing a vital role in supporting students' literacy development. Continuing to purchase Lexia as it embedded and needs to remain a tool to track and improve reading. We now need to establish who is leading on Lexia - English or LS?
Objective 2: Improving the physical environment			
Action	Lead	Target Date	Review / Outcome / End of cycle impact assessment
Samuel Whitbread has expanded its Additional Resourced Provision to a 21-space setting with additional space in the 6 th form. In order to do this the school has secured funding from the Local Authority to remodel the Learning Support area to make it more accessible and more suited to the needs of those with ASD, particularly for those at KS3.	B Whittle/ J Swift	Sept 25	The expansion of Samuel Whitbread's Additional Resourced Provision to a 21-space setting, including extra 6th form space, has successfully improved support for students with ASD, particularly at KS3. Funding from the Local Authority enabled the remodelling of the Learning Support area, making it more accessible and better suited to students' needs. This has improved student engagement,

			increased participation, and enhanced overall well-being. We are now continuing to develop the outside space around Learning Support and Provision. The plans for further improving the outside space include getting water features up and running in the summer, getting students involved in improving the space using gardening projects. It will become more like an outside classroom environment. This is also linked to a focus on creating more in house interventions - using outside space to do this e.g. making and planting raised beds, a pond etc.
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Objective 3: Improving delivery of accessible information

Action	Lead	Target Date	Review / Outcome / End of cycle impact assessment
Ensuring that information is available in a variety of formats. Working with our design and publication team to ensure that the website is accessible and any output is also presented in an accessible format.	J Swift	Sept 25	Working with the design and publication team to ensure information is available in multiple accessible formats, including an improved, accessible website. This has made it easier for all users to access important information. Exploring how people with additional needs can access our communication. There is a package available that allows you to highlight things and it will read it out, a budget is available for this - logistics now need discussion.

Objective 4: Implementation and Monitoring of actions on discriminatory behaviour.

Action	Lead	Target Date	Review / Outcome / End of cycle impact assessment
Establish and embed a new behaviour policy on discrimination through whole-school student education, staff training, and awareness.	J Swift	September 2026	A new behaviour category (B4) has been introduced to address discriminatory incidents, alongside a clear behaviour flowchart for Year Teams. The flowchart incorporates structured “education opportunities” as a

			restorative and preventative measure. These materials were developed by Julia Haynes and Yvonne Brown, who have also trained Year Teams in delivery. The approach focuses on reducing repeat incidents through education rather than sanction alone. The new policy was formally launched during the January 2026 staff training day and is now embedded in practice. Ongoing monitoring will evaluate impact on incident frequency and repeat behaviours.
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Objective 5: Championing Equality, Diversity and Inclusion

Action	Lead	Target Date	Review / Outcome / End of cycle impact assessment
Continue to develop the Equality, Diversity and Inclusion (EDI) Ambassador group, including staff and students, to provide a safe space and promote whole-school education and celebration of equality and diversity. Work collaboratively with BEST schools (RBA, Langford and Gothic Mede).	J Swift	Sept 2026	The Equality and Diversity Ambassadors group is established and embedded within the school. The group provides a safe and supportive forum for students who wish to share experiences of discrimination or advocate for peers. It has strengthened student voice and promoted a culture of openness and respect. The Ambassadors have led and supported a range of whole-school educational and celebratory events, including Black History Month, and informing students about the new discrimination policy. We continue to celebrate the school's diversity through 'International Day'. The group has also influenced wider practice across the trust; for example, Langford Lower School has established its own EDI Ambassador group following collaboration and guidance from Samuel Whitbread. This demonstrates growing impact beyond the immediate school community.

Objective 6: Monitoring and establishing inclusivity in the HPA offer

Action	Lead	Target Date	Review / Outcome / End of cycle impact assessment
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<p>Monitor PP and SEND student engagement in HPA and super-curricular activities. Ensure High Prior Attainer (HPA) provision broadens accessibility through targeted offers and support.</p>	<p>J Swift</p>	<p>Sept 2026</p>	<p>The development of the High Prior Attainers (HPA) provision has placed a clear focus on equitable access and participation. Engagement of PP and SEND students who are also identified as HPA is now monitored to ensure representation across enrichment, super-curricular activities, and aspirational programmes. We are targeting encouragement and support to increase participation in Raising Aspirations initiatives (including Meta Method and The Brilliant Club) and a range of aspirational trips and visits. This is to strengthen inclusion within high attainment pathways. Ongoing monitoring will continue to evaluate participation rates and remove any emerging barriers to engagement.</p>
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