



THE
GREETLAND
ACADEMY

Equality Objectives 2026 -2030

The Greetland Academy

Equality Objectives and Action Plan 2026–2030

School Context

The Greetland Academy is a high-performing, inclusive primary school within the Great Heights Academy Trust. While the school continues to serve a predominantly White British community, recent years have seen an increase in the number of pupils with special educational needs and disabilities (particularly autism and ADHD) and a growing number of pupils from diverse cultural and ethnic backgrounds.

Our Equality Objectives reflect our evolving community and our ongoing commitment to ensuring every pupil feels safe, valued, belongs and is able to thrive.

Equality Objective 1: Inclusive Practice and Neurodiversity

Objective

To further strengthen inclusive practice and provision for pupils with SEND, particularly those with autism and ADHD, by developing staff expertise, adapting environments, and embedding a whole-school culture of neurodiversity acceptance.

Rationale

The number of pupils identified with SEND and neurodiverse needs has increased. Staff require continued professional learning to ensure consistency of approach and to enable pupils to regulate, learn, and succeed within mainstream provision.

Key Actions

- Deliver staff training on ADHD and autism awareness, co-regulation, and sensory-friendly classroom strategies.
- Implement a whole-school *Zones of Regulation* and emotional literacy approach.
- Establish calm spaces and sensory stations in each phase for emotional regulation.
- Strengthen pupil profiles and support plans to ensure targeted provision.
- Review and adapt learning environments to support sensory and attention needs.
- Increase pupil voice and family engagement through SEND coffee mornings and feedback surveys.

Monitoring and Evaluation

- Learning walks, environment audits, and pupil feedback.
- Analysis of behaviour incidents, attendance, and progress for pupils with SEND.
- Feedback from staff, parents, and external agencies.

Success Criteria / Impact

- Staff confidence and consistency in supporting neurodiverse pupils increases.
- Pupils demonstrate improved self-regulation and engagement.

- SEND pupils make sustained progress and participate fully in school life.

Equality Objective 2: Celebrating Diversity and Belonging

Objective

To celebrate and promote cultural diversity, mutual respect, and belonging within our increasingly diverse school community — ensuring all pupils see themselves represented and valued in our curriculum and wider school life.

Rationale

As our school becomes more diverse, it is essential that pupils' identities are reflected in the curriculum and that all members of our community feel a strong sense of inclusion and belonging.

Key Actions

- Review the curriculum to ensure representation of a wide range of cultures, family structures, and lived experiences.
- Develop assemblies and PSHE lessons that celebrate difference, equality, and British values.
- Introduce a "Culture and Community Week" celebrating the backgrounds of our pupils and staff.
- Ensure displays, resources, and reading materials represent diversity meaningfully.
- Engage families through shared celebrations, workshops, and events.
- Provide staff training on unconscious bias and culturally responsive practice.

Monitoring and Evaluation

- Curriculum audits and lesson observations.
- Pupil and parent surveys on belonging and inclusion.
- Monitoring of behaviour and incidents related to prejudice or discrimination.

Success Criteria / Impact

- Pupils articulate respect and understanding for difference.
- The curriculum and learning environment reflect our community's diversity.
- Families feel valued and engaged in school life.
- Fewer incidents of prejudice-related behaviour.

Equality Objective 3: Equity, Aspiration and Opportunity

Objective

To reduce barriers to achievement and participation for all pupils, particularly those from disadvantaged backgrounds or with additional needs, through equitable access to high-quality teaching, enrichment opportunities, and leadership roles.

Rationale

As our demographic shifts, it is vital that disadvantage or additional need does not limit a child's potential or access to opportunity. Equity — not equality — underpins our approach.

Key Actions

- Continue to prioritise the highest quality teaching for all pupils, with an emphasis on adaptive practice.
- Use pupil progress meetings to closely track outcomes for disadvantaged and SEND pupils.
- Ensure equitable access to trips, enrichment clubs, and leadership opportunities.
- Embed targeted mentoring and aspiration-raising initiatives (e.g. career links, alumni engagement).
- Strengthen communication and partnerships with families to overcome participation barriers.
- Evaluate impact of pupil premium and SEND funding to ensure value for money and improved outcomes.

Monitoring and Evaluation

- Termly data analysis of progress and participation.
- Pupil premium and SEND reports to governors.
- Pupil and parent voice.

Success Criteria / Impact

- Attainment gaps for SEND and disadvantaged pupils narrow over time.
- Participation in enrichment and leadership reflects the diversity of the school.
- Pupils demonstrate high aspirations and confidence in their future possibilities.
- Parents report increased engagement and satisfaction.

Monitoring and Review

Progress against all equality objectives will be reviewed annually by SLT and by the Local Governing Body. Impact will be reported through the Principal's Report and the annual Equality Statement published on the school website. Objectives will be refreshed at the end of Autumn 2029, or sooner if national or local priorities change.

Annual Review of progress to meet the School's Equality Objectives.

Review dates: January 27, January 28, January 29,

Equality Objectives	Actions/Progress
Equality Objective 1:	
Equality Objective 2:	
Equality Objective 3:	

