



EQUALITY OBJECTIVES 2026-2029

At Holwell Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We are committed to ensuring a high equality of education and opportunity for all pupils. Inclusion at Holwell Primary School is about providing equality and excellence for all to promote the highest possible standards of achievement. It also ensures that we recognise and celebrate the differences that exist amongst us, that we treat all people fairly and that we strive to eliminate discrimination wherever it exists. This is a whole school policy – equality applies to all members of the school community: pupils, staff, governors, parents and community members.

Holwell Primary School is committed to ensuring equality of provision throughout the school community. To achieve this our equality objectives 2026-2029 are as follows:

Equality Objective 1

To ensure that pupils identified as requiring specialist provision but currently educated in mainstream experience equitable access to learning, participation, and progress. Over the next four years, the school will strengthen personalised provision so these pupils can engage meaningfully in the curriculum, make improved progress, and participate fully in school life while awaiting or transitioning toward specialist placement.

Rationale:

- Some pupils whose needs are assessed as requiring specialist provision remain at Holwell for extended periods whilst waiting to be allocated local specialist placements.
 - As these children progress past the Foundation Stage they are at risk of experiencing reduced access to the Holwell curriculum and widening of the social gap with their peers.
 - The Equality Act 2010 requires schools to take reasonable steps to remove barriers and promote equal opportunity for pupils with complex SEND- Creating a provision within Holwell is therefore a priority.
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Success Criteria (by July 2029):

- **Curriculum Access:** All pupils in this group have high-quality personalised timetables and learning pathways, reviewed termly in partnership with families and outside agencies.
- **Progress:** Evidence shows improved engagement and progress towards individualised outcomes.
- **Well-Being & Inclusion:** Attendance, behaviour logs, and pupil voice show improved well-being and participation in school life.
- **Staff Confidence:** Staff surveys and observations reflect increased confidence and competence in supporting pupils with complex SEND.

- **Multi-Agency Collaboration:** Documentation shows effective, timely engagement with external specialists and clear transition planning for pupils moving to specialist settings.

Next review January 2027

Equality Objective 2

Next review January 2027

Equality Objective:

To ensure that all pupils—including those from disadvantaged backgrounds, with SEND, or other vulnerable groups—experience an equitable, well-supported transition to secondary school. Over the next three years, the school will strengthen transition processes so that every pupil enters Year 7 with the knowledge, confidence, and support needed to thrive academically, socially, and emotionally in their chosen.

Rationale:

- Holwell primary school sits between 2 of the 3 main secondary schools in Welwyn Garden city but children are also able to access a number of other local secondary schools. Many parents and carers are unsure of what is on offer and what may be best for their children so only apply to the closest school or the one that friends are applying to. As a school we recognise that the closest may not always be the best fit for the children and aim to support parents to make the best choices for their child.

- We have seen a rise in pupils who leave Holwell becoming school refusers or being excluded from secondary school within Year 7. Deepening relationships with receiving schools will help to reduce these trends.
 - Transition is a key period where inequalities can widen, particularly for pupils with SEND, social vulnerabilities, safeguarding factors, or limited parental engagement.
 - Strengthening support reduces anxiety, improves attendance, boosts attainment, and promotes inclusion.
 - As part of the Equality Act 2010 duties, the school must remove barriers to successful transition and advance equality of opportunity.
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Success Criteria (by July 2029):

- **Positive Destinations:** 100% of pupils have confirmed, appropriate secondary placements by the end of Year 6.
- **Pupil Readiness:** Transition readiness measures (e.g., wellbeing surveys, confidence checklists) show improved outcomes year-on-year.
- **Data Sharing:** High-quality academic, pastoral, and SEND information is shared with receiving schools for all pupils by June each year.
- **Parental Engagement:** Increased participation in transition meetings, workshops, or events—especially from families of vulnerable pupils.
- **Reduced Gaps:** Vulnerable groups (SEND, disadvantaged, EAL, safeguarding) show reduced anxiety levels and improved sense of preparedness by the end of Year 6.

- **Post-Transition Feedback:** Feedback from secondary schools indicates pupils settled well within the first term of Year 7.
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Key Actions to Achieve This Objective:

1. Enhanced Pupil Preparation

- Deliver structured transition lessons focusing on organisation, self-advocacy, friendship changes, routines, and emotional readiness.
- Provide additional visits, small-group sessions, and bespoke support for vulnerable pupils.

2. Strengthened Secondary Liaison

- Hold early and comprehensive handover meetings with receiving secondary schools, including SEND, safeguarding, and pastoral leads.
- Facilitate opportunities for Year 7 staff to visit pupils in the primary setting.
- Develop stronger links with all local secondary schools

3. Personalised Support for Vulnerable Pupils

- Create individual transition plans for pupils with SEND, those in care, those with social/emotional needs, and pupils known to external agencies.

- Offer additional workshops, enhanced visits, or summer school signposting.

4. Empowering Families

- Run parent/carers workshops that explain the transition process, routines, expectations, and available support.

5. Well-being and Emotional Regulation Support

- Use well-being surveys, pupil voice discussions, and emotion-coaching approaches to identify and reduce anxieties.
- Teach strategies for handling change, conflict, and independence.

6. Curriculum and Data Transition

- Produce comprehensive transition packs for secondary colleagues, ensuring smooth continuity of learning.
- Include academic data, SEND profiles, intervention records, safeguarding updates, and strategies that work for specific children.

Equality Objective 3

To ensure that all pupils—regardless of background, ability, or need—have equal access to high-quality learning opportunities that develop their understanding of sustainability and empower them to take positive environmental action.

Success Criteria:

- All pupils participate in curriculum activities focused on sustainability in line with Holwell's sustainability action plan. (e.g., recycling, energy reduction, biodiversity projects).

- Teaching materials and activities are accessible and inclusive for SEND pupils and those with EAL.
- Eco Pupil Parliament to reflect the full diversity of the school community.
- The school environment shows evidence of inclusive, pupil-led sustainability actions eg- uniform shed to become the 'sustainability shop' led by the eco pupil parliament
- **Actions:**
- Integrate sustainability themes across the curriculum in an age-appropriate and inclusive way.
- Ensure all pupils can engage in hands-on sustainability initiatives, with adaptations where needed.
- Track participation and engagement to ensure equitable access across all pupil groups.

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Next review January 2027