



Equality objectives - September 2025

As a school, we are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years – we've chosen September 2029 to be our deadline for this

Objective 1: Improve Attendance for All Pupils, Particularly Those with Additional Needs

Why we have chosen this objective:

Attendance is a key barrier for many pupils with SEND, particularly those with autism, anxiety, or medical needs. In line with our commitment to equity (recognising different starting points and removing barriers), improving attendance ensures all pupils can access learning and wider opportunities equally.

To achieve this objective, we plan to:

- Develop personalised attendance support plans for pupils with persistent absence
- Work closely with families to reduce barriers (transport, anxiety, health needs)
- Use flexible and phased timetables where appropriate
- Implement targeted pastoral and therapeutic support
- Monitor attendance of vulnerable groups (e.g. EHCP complexity, SEMH needs, BAME background, CiN/LaC)

Progress we are making towards this objective:

- Increased use of individualised timetables and transition support
- Improved communication systems with families
- Early identification of attendance concerns through tracking
- Some reduction in persistent absence for targeted pupils

Objective 2: Ensure Equitable Progress for All Pupils Across the Curriculum

Why we have chosen this objective:

Pupils at Kisharon Noé School have diverse learning needs, and equality requires that all pupils make meaningful progress from their starting points. Our EDI approach emphasises removing barriers and providing appropriate adjustments so every pupil can achieve their potential.

To achieve this objective, we plan to:



- Embed a differentiated, functional, and personalised curriculum
- Use consistent assessment systems to track small-step progress
- Provide targeted interventions for pupils not making expected progress
- Ensure staff training in SEND pedagogy and inclusive teaching strategies
- Monitor progress across different pupil groups to identify gaps

Progress we are making towards this objective:

- Improved tracking systems for small-step progress
- Increased use of adaptive teaching strategies
- Staff training focused on communication and cognition needs
- Evidence of improved engagement and progress in targeted groups

Objective 3: Improve Preparation for Adulthood and Next Steps After School

Why we have chosen this objective:

A key part of equality is ensuring pupils have equal access to meaningful adult lives, including employment, independence, and community participation. The policy highlights the importance of supporting people into employment, training, and full inclusion in society.

To achieve this objective, we plan to:

- Strengthen careers education from early years through KS4
- Increase access to work-related learning and employer encounters
- Develop partnerships with supported employment providers
- Embed independence and life skills across the curriculum
- Provide personalised transition planning for all pupils

Progress we are making towards this objective:

- Expansion of work-related learning opportunities
- Increased links with external providers and community organisations
- More structured transition planning meetings with families
- Positive destinations for leavers are increasingly tracked and reviewed

Objective 4: Promote Inclusion, Belonging and Representation Across the School Community

Why we have chosen this objective:



Inclusion is central to Kisharon Langdon's ethos, ensuring all pupils feel valued, safe, and able to be themselves. This aligns with the policy's emphasis on dignity, respect, and belonging for all individuals regardless of background or need.

To achieve this objective, we plan to:

- Embed inclusive values across the curriculum and school culture
- Celebrate diversity, including cultural and religious identity
- Provide staff training on equality, diversity, and unconscious bias
- Ensure pupil voice is heard and acted upon
- Create an environment that supports communication needs and sensory differences

Progress we are making towards this objective:

- Increased opportunities for pupil voice and choice
- Curriculum reflects diverse experiences and identities
- Ongoing staff training in EDI and inclusive practice
- Positive feedback from pupils and families about belonging and support