

This Equality Objectives Action Plan supports the Campfire Education Trusts Equality Information and Objectives Statement. It is reviewed early in the autumn term, following National Performance Data releases, so that our Equality Objectives remain relevant and strongly connected to our School Improvement Plan. As a minimum requirement, Equality Objectives are updated every four years; this action plan forms part of this process in which progress towards our long term strategic priorities are evidenced each year. All Campfire Education Trust schools have written new Equality Objective Action Plans for September 2022, following the first National release of performance data since 2019.

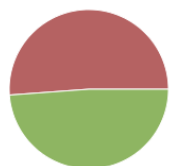
An overview of the school's demographics (September 2026)

Demographics of Bourton Meadow Academy

2026-2027: 512 Pupils

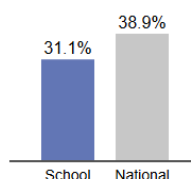
Print

Gender



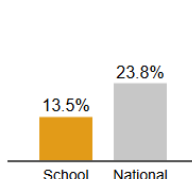
● 51.2% Boys
● 48.8% Girls

Minority Ethnic Background



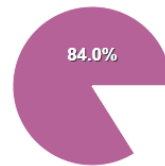
School National

EAL



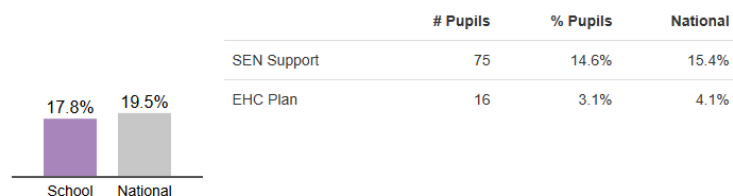
School National

Homegrown Pupils



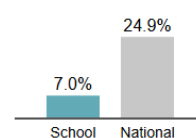
① Only includes pupils in Reception and above.

Pupils with SEND



School National

Targeted FSM



① Only includes pupils in Reception and above.

Equality Strategic Priority 1: To ensure that all pupils with SEND and those from other vulnerable groups have equitable access to high-quality teaching and learning, enabling them to make strong progress from their individual starting points.

Rationale:

The 2026 end-of-year outcomes demonstrate that pupils with SEND and those from other vulnerable groups continue to face significant barriers to achieving outcomes in line with their peers.

	National	Whole School	School Disadvantaged	School Non-Disadvantaged	Disadvantaged gap	School SEND	School Non SEND	SEND gap
EYFS Good Level of Development	72%	77%	50%	78%	-28pp	0% <i>(data based on 2 pupils)</i>	84%	-84pp
Y1 Phonics	82%	92%	75%	93%	-18pp	73%	81%	-8pp
Y4 Multiplication Times Table Check	44%	62%	47%	65%	-18pp	29%	69%	-40pp
Y6 Combined (Meeting expected standard in all Reading, Writing and Maths)	49%	67%	70%	60%	-8pp	30% <i>(SEND National =26%)</i>	77%	-47pp
Y6 Reading	63%		81%	70%	-13pp	55%	89%	-34pp
Y6 Writing	60%		79%	70%	-3pp	35%	83%	-48pp
Y6 Maths	62%		82%	80%	-3pp	50%	92%	-42pp

The data demonstrates that the attainment gap between pupils with SEND and their peers is the greatest across the groups analysed. This is likely to reflect the complex and individual barriers to learning experienced by many pupils with SEND, highlighting the importance of tracking progress from individual starting points alongside comparisons with peers.

The EEF's Guide to Inclusive Teaching, published in July 2026, sets out a two-part model:

- Consistently effective classroom teaching that supports all pupils, particularly those who face additional barriers to learning.

- Adjustments and targeted provision based on pupils' individual needs.

The guide emphasises that inclusive teaching should enable every child to participate and succeed, while recognising that some pupils require additional adaptations and support. These evidence-informed approaches will underpin the actions within this plan.

Disadvantaged pupils also continue to achieve below their non-disadvantaged peers across key measures, although the school has successfully narrowed this gap over the past three years and will continue to build on this progress through the ongoing implementation of its Pupil Premium Strategy.

The target seeks to strengthen equitable access to learning, improve progress from individual starting points and secure a sustained reduction in attainment gaps by 2030.

It aligns with the [Department for Education's SEND Code of Practice: 0 to 25 years](#), particularly its emphasis on identifying and removing barriers to learning, maintaining high expectations, providing effective support and using the graduated approach of assess, plan, do and review to secure good progress and outcomes for pupils with SEND.

Furthermore, the target supports the aims and objectives set out within Campfire Education Trust's three-year Inclusion Strategy, reinforcing the Trust's commitment to inclusive practice, equitable opportunities and improved outcomes for all pupils. The work carried out through this action plan will complement the work outlined in the school's own Inclusion Strategy Plan.

Equality Objective for	Impact Measures	Actions	Milestones	By Whom
To ensure that all pupils with SEND and those from other vulnerable groups have equitable access to high-quality teaching and learning, enabling them to make strong progress from their individual starting points	▪ Monitoring evidences consistently high-quality, inclusive and adaptive teaching across all year groups. ▪ The Assess–Plan–Do–Review cycle ensures targeted, responsive and impactful provision for pupils with SEND. ▪ Assessment demonstrates strong year-on-year progress for pupils with SEND from their individual starting points. ▪ Pupil voice demonstrates that pupils with SEND feel supported, able to access learning and confident in their ability to achieve.	▪ Deliver targeted SEND CPD on ADHD, autism and dyslexia, focusing on identification, areas of need, common barriers to learning, classroom adaptations and evidence-based interventions. ▪ Continue CPD on Quality First Teaching, embedding the CET Classroom Expectations and the EEF's recommendations relating to flexible grouping, cognitive and metacognitive strategies, explicit instruction, scaffolding and the use of technology. ▪ Embed delegated leadership and shared accountability, ensuring all staff take ownership of the progress, behaviour and wellbeing of pupils with SEND and other known vulnerabilities, with class teachers leading provision for pupils in their classes.	Feb 2027 Termly: Dec 26, April 27, June 27 Oct 26, Dec 26, June 26	AHT for SEND and Inclusion HoS/AHTs HoS/SLT

	Monitoring evidences high expectations for pupils with SEND, reflected in curriculum access and attainment, attendance and behaviour.	- Embed SEND and Inclusion within the half-termly monitoring cycle, evaluating the quality and impact of universal provision, targeted support and pupil voice. - Strengthen the Assess–Plan–Do–Review approach, ensuring teachers confidently establish accurate baselines, plan and deliver appropriate interventions, evaluate their impact and adapt provision in response to pupils’ evolving needs, working with parents and carers to do so. - Strengthen SLT oversight of provision and outcomes by closely reviewing intervention and support plans and analysing SEND outcomes at half-termly pupil progress meetings to identify pupils not making expected progress and adapt provision accordingly. - Continued CPD for teaching assistants - and teachers on the effective deployment of teaching assistants - to maximise their impact on pupil outcomes.	Half Termly – October – June Termly – Dec 26, April 27, June 27 Half termly Dec 26	HoS/AHT for SEND and Inclusion HoS/AHT for SEND and Inclusion HoS/AHTs AHT for SEND and Inclusion HoS / AHT for SEND and Inclusion
Autumn 2027 Progress Review				
Autumn 2028 Progress Review				
Autumn 2029 Progress Review				
Autumn 2030 Progress Review				

Equality Strategic Priority 2: To develop and embed inclusive, evidence-informed and trauma-informed SEMH approaches that remove barriers to learning, promote equitable access and participation and improve engagement, behaviour and outcomes for pupils with SEND and other known vulnerabilities.

Rationale:

In line with national trends, Bourton Meadow Academy has seen an increase in both the number and proportion of pupils with SEND, including pupils with complex and additional needs. Alongside this, the school has seen an increase in the number of pupils experiencing social, emotional and mental health (SEMH) difficulties, including those with SEND, disadvantage, trauma and adverse childhood experiences (ACEs).

For these pupils, unmet SEMH needs can create significant barriers to accessing learning, sustaining attention, regulating emotions, maintaining positive relationships, attending school consistently and engaging successfully in the classroom. These barriers can impact pupils' behaviour, wellbeing, sense of belonging and, ultimately, their academic progress and attainment.

It is therefore a priority for Bourton Meadow Academy to further develop its SEMH provision and ensure that evidence-informed, trauma-informed and inclusive approaches are implemented consistently and effectively across the school. By strengthening staff expertise, improving early identification and ensuring that appropriate universal and targeted support is in place, we aim to reduce barriers to learning, improve access and engagement, promote positive behaviour and strengthen academic outcomes for pupils with SEND and other known vulnerabilities.

The EEF highlights the relationship between social and emotional learning and academic attainment, reporting that social and emotional learning approaches are associated with an average of three additional months' academic progress over an academic year. As part of our commitment to equality, we will ensure that pupils with SEND are not disadvantaged in accessing appropriate support and that our provision promotes inclusion, belonging and equitable opportunities to achieve positive outcomes.

Equality Objective for 2026-2027	Impact Measures	Actions	Milestones	By Whom
To develop and embed inclusive, evidence-informed and trauma-informed SEMH approaches that remove barriers to learning, promote equitable access and participation, and improve engagement, behaviour and outcomes for pupils with SEND and other vulnerable groups.	Pupils with a protected characteristic or known vulnerability who experience SEMH will be accurately identified, with clear and effective targeted support in place. This group of pupils will make strong progress against their individual starting points. Monitoring will evidence a reduction in behaviour incidents for this group of pupils.	- Accurately identify pupils with SEMH needs, including those with protected characteristics or other known vulnerabilities. - Use Boxall Profiles to assess needs and identify barriers to learning. - Identify, implement and evaluate the use of targeted interventions for identified children. - Provide refresher training for staff on trauma-informed approaches and	Nov 26 Nov 26 Dec 26, Apr 27, Jun27 Feb 27	AHT Inclusion/PP Lead AHT Inclusion/PP Lead AHT Inclusion/HoS AHT Inclusion

	Pupil Voice will demonstrate a strong understanding of the Zones of Regulation and the strategies pupils can use within each zone to help regulate and ensure their readiness to learn. There will be a reduction in absences attributable to emotionally based school avoidance (EBSA) among pupils receiving targeted SEMH support, alongside improved attendance and engagement.	strategies to strengthen universal classroom provision. ▪ Embed consistent use of the Zones of Regulation across the school, evaluating their impact on pupils' self-regulation and readiness to learn. ▪ Develop The Nest provision to support pupils with SEND and other known vulnerabilities, prioritising emotional regulation, belonging, successful reintegration and continuity of learning beyond the classroom where required.	Dec 26, Apr 27, Jun27 Half Termly Review: Oct, Dec, Feb, Apr, May, Jul	AHT Inclusion Ex HT/HoS/SLT The Nest Staff
Autumn 2027 Progress Review				
Autumn 2028 Progress Review				
Autumn 2029 Progress Review				
Autumn 2030 Progress Review				

Equality Strategic Priority 3: To ensure that all pupils, including those with protected characteristics, develop a strong sense of belonging through positive, meaningful and inclusive representation across all aspects of school life.

Rationale

This objective supports the school's duties under the Equality Act 2010 and the Public Sector Equality Duty to have due regard to the need to eliminate discrimination, harassment and victimisation; advance equality of opportunity between people who share a protected characteristic and those who do not; and foster good relations between different groups. This includes removing or minimising disadvantages, taking steps to meet different needs and encouraging participation where it is disproportionately low.

Bourton Meadow Academy has undertaken significant work to promote diversity and inclusion, particularly through the curriculum and our resources, ensuring pupils encounter positive and meaningful representations of diverse individuals, including historical figures, world leaders and significant contributors across a broad range of subjects. However, further review would be beneficial as the school's demographics continue to evolve and other opportunities should be maximised to strengthen this work beyond the formal curriculum, particularly through assemblies, the celebration of religious festivals and cultural events and the development of pupils' understanding of different identities, beliefs and lived experiences.

Monitoring, feedback and analysis also indicate a need to strengthen staff understanding of the protected characteristics and their implications for everyday practice. This includes developing greater awareness of unconscious bias and ensuring that staff language, teaching, interactions and decision-making consistently promote inclusion, challenge stereotypes and avoid inadvertently reinforcing discriminatory assumptions.

The school has an outstanding personal development offer (Ofsted, 2024) and established strategies to promote the participation of disadvantaged pupils. However, further analysis of participation, including for pupils with other protected characteristics and those experiencing additional vulnerabilities, will help identify and address any barriers to equitable access. This includes ensuring that pupils have opportunities to participate in enrichment during the school day, where attendance at after-school activities may be affected by financial, practical, social or other barriers.

Through this work, the school aims to ensure that every pupil feels valued, represented and included, develops a strong sense of belonging, and has equitable opportunities to participate fully in all aspects of school life.

Equality Objective for 2026-2027	Impact Measures	Actions	Milestones	By Whom
To ensure that all pupils, including those with protected characteristics, develop a strong sense of belonging through	Planning and monitoring demonstrates that all pupils participate in a planned programme of assemblies that celebrate diversity, religious festivals and protected characteristics.	Develop a planned programme of assemblies and celebrations recognising religious festivals, cultural events and diversity, ensuring that these are introduced and explored	November 26	AHT Curriculum

positive, meaningful and inclusive representation across all aspects of school life.	▪ Termly analysis of enrichment participation is completed for disadvantaged pupils and other relevant vulnerable groups, with identified participation gaps reduced and barriers addressed. ▪ Staff complete equality and inclusion training, with monitoring demonstrating consistent use of inclusive language, positive representation and strategies to challenge stereotypes. ▪ Monitoring evidences that Voice 21 (oracy) is evident as a golden thread through the curriculum, with all pupils, regardless of their background, being confident to express their views and experiences and listen respectfully to those of others. ▪ Establish a baseline measure of the percentage of pupils who report feeling valued, respected and included at school through pupil voice surveys. Use this baseline to measure impact, with at least 90% of pupils reporting positively by the end of the academic year, and any disparities between pupil groups identified and addressed.	before their formal teaching within the curriculum where appropriate. ▪ Analyse enrichment and extra-curricular participation data to identify and address barriers for disadvantaged pupils and other vulnerable groups, considering the introduction of in-school enrichment. ▪ Ensure inclusion for enrichment opportunities and school trips is considered at the planning stage. ▪ Deliver equality and inclusion CPD for all staff, including protected characteristics, unconscious bias, inclusive language and challenging stereotypes; evaluate impact through regular monitoring. ▪ Review policies and everyday practice to eliminate unconscious bias, stereotyping, labelling and discriminatory behaviour. ▪ Deliver a structured Voice 21 CPD programme to strengthen inclusive oracy. ▪ Gather and analyse pupil voice to evaluate pupils' experiences of belonging, representation and inclusion. ▪ Review equality-related incidents, behaviour records to identify patterns of discrimination, harassment, victimisation or exclusion and inform preventative action.	Termly: Dec 26, Apr 27, Jul 27 Trip flow chart to be completed by Nov 26 April 2027 Ongoing in line with CET timescales Baseline: Oct 2026 End of Year: Jun 27 Termly: Dec 26, Apr 27, Jul 27	AHT Inclusion AHT Inclusion HoS/AHT Curriculum HoS Oracy Lead / Oracy Champion PP Lead Ex HT/HoS
---	---	--	--	---

Autumn 2027 Progress Review	
Autumn 2028 Progress Review	
Autumn 2029 Progress Review	
Autumn 2030 Progress Review	

Our Equality Objective Action Plan and Review is shared with our School Governors by December of each academic year. They have an important role in checking progress towards our Equality Objectives and longer term Equality Strategic Priorities.