



At Archbishop Cranmer Church of England Academy, we are committed to ensuring that all pupils, staff, governors, parents and members of the wider community are treated fairly, with dignity and respect. We strive to provide opportunities for every individual to flourish regardless of sex, race, disability, religion or belief, age, sexual orientation, gender reassignment, pregnancy or maternity status, marriage or civil partnership.

Our Christian vision of "Life in all its fullness" (John 10:10) underpins our commitment to equality, diversity and inclusion. Through our curriculum, collective worship, culture of opportunity and strong community partnerships, we seek to remove barriers, celebrate difference and ensure that every child can achieve their full potential.

Equality at Archbishop Cranmer is not simply about access but about ensuring all pupils are able to participate, belong and flourish. This is reflected in our strong outcomes, exceptionally high participation in enrichment opportunities and outstanding attendance rates for vulnerable groups.

### Vision and Principles

Through our school ethos, curriculum and community links, we work towards:

- A strong sense of belonging for all
- Equality of opportunity
- High aspirations and achievement for every child
- Positive relationships built on mutual respect
- Celebrating diversity and difference
- Removing barriers to participation and success
- Enabling every member of our community to flourish

Objective	To achieve this objective we will:	Review and Impact 2026–2027
<p><b>1. Ensure all pupils achieve highly and that differences in attainment and progress between groups remain minimal.</b></p>	<ul style="list-style-type: none"> <li>• Rigorously monitor attainment and progress of all pupil groups.</li> <li>• Identify emerging gaps quickly through assessment and pupil progress meetings.</li> <li>• Maintain a "keep up, not catch up" approach.</li> <li>• Use Potential Lines of Enquiry (PLEs) to target support effectively.</li> <li>• Continue to embed WWSEIL and KISS monitoring systems</li> <li>• Maintain high expectations for all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes remained strong across the school, with vulnerable groups continuing to achieve well and access the full curriculum successfully</li> <li>• Monitoring, deep dives, external quality assurance and trust reviews demonstrated consistently strong teaching and learning.</li> <li>• School leaders and governors regularly reviewed attainment and progress information for all pupil groups.</li> <li>• Early identification enabled timely intervention and support.</li> <li>• High expectations and effective provision ensured pupils with SEND and disadvantaged pupils successfully accessed the full curriculum.</li> </ul>

<p><b>2. Promote equality, diversity and inclusion through the curriculum, collective worship and wider opportunities.</b></p>	<ul style="list-style-type: none"> <li>• Deliver a curriculum which reflects diverse communities, cultures and experiences.</li> <li>• Promote understanding, respect and tolerance through RE, PSHE, collective worship and Picture News.</li> <li>• Develop pupil leadership opportunities linked to diversity, equity and inclusion.</li> <li>• Provide opportunities to explore different faiths, cultures and viewpoints.</li> <li>• Encourage courageous advocacy and social action projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity, inclusion and respect continued to be embedded throughout school life.</li> <li>• Pupils demonstrated empathy, understanding and respect towards others.</li> <li>• Diversity, Equity and Inclusion pupil leaders contributed positively to school improvement and pupil voice.</li> <li>• Pupils engaged in courageous advocacy projects including Toilet Twinning and charitable initiatives.</li> <li>• The curriculum and collective worship promoted understanding of local, national and global communities.</li> </ul>
<p><b>3. Ensure all pupils, including those with SEND, EHCPs and disadvantaged backgrounds, can fully access enrichment, leadership and wider opportunities.</b></p>	<ul style="list-style-type: none"> <li>• Monitor participation rates across all groups.</li> <li>• Remove financial and practical barriers wherever possible.</li> <li>• Ensure visits, clubs, leadership roles and enrichment opportunities are accessible to all pupils.</li> <li>• Continue to develop Rainbow Room provision.</li> <li>• Provide personalised opportunities which support confidence, wellbeing and personal development.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in enrichment opportunities remained exceptionally high, with over 97% of pupils engaging in the school's Culture of Opportunity programme</li> <li>• Pupils with SEND and EHCPs successfully accessed educational visits, residential experiences and wider school opportunities.</li> <li>• Weekly horse-riding sessions provided targeted enrichment opportunities for pupils with additional needs.</li> <li>• Rainbow Room provision was further developed to support pupils' emotional wellbeing and engagement in learning.</li> <li>• Expertise developed through the Rainbow Room was shared with colleagues beyond the school.</li> <li>• Pupils developed confidence, independence and resilience through a wide range of opportunities.</li> </ul>
<p><b>4. Strengthen partnerships with parents, the church and the wider community to promote belonging and inclusion.</b></p>	<ul style="list-style-type: none"> <li>• Continue to develop opportunities for parental engagement</li> <li>• Maintain strong partnerships with St Thomas' Church and community organisations.</li> <li>• Encourage participation in worship, celebrations, performances and community events.</li> <li>• Seek regular feedback from parents and carers.</li> <li>• Promote opportunities for families to engage with school life.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents continued to report positive experiences of engagement with the school.</li> <li>• Strong partnerships with St Thomas' Church enriched pupils' spiritual development and sense of belonging.</li> <li>• Celebration assemblies, performances, worship events and community activities strengthened relationships with families.</li> <li>• Community partnerships enhanced pupils' experiences and understanding of the wider world.</li> <li>• Families from a range of backgrounds felt welcomed, valued and included.</li> </ul>
<p><b>5. Ensure staff identify and respond rapidly to barriers that may</b></p>	<ul style="list-style-type: none"> <li>• Maintain a strong culture of safeguarding and early intervention.</li> <li>• Ensure all staff receive regular safeguarding and inclusion training.</li> </ul>	<p>Staff demonstrated a strong understanding of safeguarding, inclusion and vulnerability, enabling barriers to learning and wellbeing to be identified and addressed promptly.</p>

<p><b>prevent pupils from flourishing.</b></p>	<ul style="list-style-type: none"> <li>• Discuss vulnerable pupils regularly through staff meetings and professional dialogue.</li> <li>• Use CPOMS and other systems effectively to identify emerging concerns.</li> <li>• Work closely with families and external agencies.</li> <li>• Promote staff awareness of disadvantage, vulnerability and inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• The graduated approach and Plan-Do-Review process ensured support was responsive, evidence-informed and tailored to individual needs.</li> <li>• The Assistant Headteacher/SENDCo provided strong strategic leadership for inclusion, whilst Rainbow Room provision was further developed to support pupils' social, emotional and academic development. Effective practice was also shared with colleagues beyond the school.</li> <li>• Strong partnerships with parents, specialists and external agencies ensured pupils and families received coordinated support and timely intervention.</li> <li>• Attendance remained exceptionally strong across vulnerable groups. Attendance for pupils eligible for Free School Meals was significantly above comparable schools nationally, whilst local authority benchmarking placed the school amongst the highest-performing schools for attendance of vulnerable pupils. Attendance for pupils with SEND and Free School Meal eligibility reached 99%, ranking the school 2nd out of 286 schools in the local authority. There were no persistently absent or severely absent pupils within this group, ranking the school 1st out of 286 schools.</li> <li>• These outcomes demonstrate the school's success in identifying and removing barriers to attendance, engagement and learning, enabling pupils to flourish academically, socially, emotionally and spiritually.</li> <li>• Pupils felt safe, valued and included, accessing the same high-quality educational, enrichment and leadership opportunities as their peers.</li> </ul>
--	---	---

**Conclusion**

At Archbishop Cranmer Church of England Academy, inclusion is not an additional provision for some pupils but a commitment to ensuring that every child belongs, participates and flourishes.

Through our culture of opportunity, ambition and high expectations, we strive to remove barriers, celebrate diversity and enable all members of our community to experience life in all its fullness.

These objectives will be reviewed annually by school leaders and governors to ensure they continue to reflect the needs of our pupils and wider community.

