



**Reach
Schools**
CHOICE & OPPORTUNITY
FOR EVERY CHILD

Reach Schools

Equality Objectives

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Academies to note: This is a Reach Schools policy and should not be modified.	



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Context

This section provides information on the composition of the pupil population at the school with respect to the 'protected characteristics' outlined in the Equality Act. The Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Gender

Male (%)	50.3
Female (%)	49.6
Other/Not stated (%)	0.1

SEND

Special Educational or Medical Needs and Disability Pupils with a Statement of SEN or EHCP (%)	4.7
SEND Support (%)	14.7



Ethnicity and Race

Asian (%)	47.3
Black (%)	13.1
Mixed (%)	9.3
White (%)	23.2
Other/Not stated (%)	7.0

Religion

Christian (%)	24.0
Hindu (%)	18.4
Muslim (%)	33.1
None/Other/Not stated (%)	24.5

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

English as an Additional Language (%)

Boys	37.1
Girls	35.7
Both	36.4



Objectives

Objective 1: We aim to narrow the gap between pupil premium and non pupil premium children, across all our schools and advocate for the same in schools that we work with.

We will do this by:

- Ensuring that our curriculum is delivered to a high standard by staff who are highly trained.
- Ensuring that we are running highly effective interventions to support rapid progress for pupils who are eligible for the pupil premium and not on track.
- Ensure close monitoring to identify and close gaps early.
- Use Reach Out Days to advocate for evidence-informed practices that close this gap.
- Work in partnership with other organisations that seek to support these children in schools and other organisations both locally and nationally.

September 2026:

New staff across both schools have had a rigorous induction process to ensure they are able to deliver our curriculum to a high standard. They will have ongoing support through weekly coaching and a weekly CPD programme. Baseline data is being collected over the first two weeks of term to ensure any pupils who need support are able to take part in English and Maths interventions. The SENCo and department heads will ensure the quality and rigour of these interventions.

Across the trusts, we will prioritise working with and supporting children with Pupil Premium in our schools and the schools that we support through school to school improvement work. We will actively advocate for evidence informed practices that close the gap between Pupil Premium and Non Pupil Premium and consistently challenge that such a gap is just the status quo. We will hold ourselves to account for any gaps in the data that exists between these groups across all measures from GLD to A Level.

Objective 2: We aim to increase the diversity of applicants for leadership, teaching and support staff roles across Reach Academy Schools ensuring that our recruitment campaigns are encouraging a range of applicants

We will do this by:



- Closely considering the materials we use to advertise roles
- Ensuring that our commitment to diversity is clear in all of our job packs
- Anonymising applications to account for unconscious bias ahead of taking applicants into the interview process
- Ensuring that our advertising of roles is across varied platforms and is accessible

September 2026

Analysis of our recruitment pipeline data shows strong engagement from a diverse talent pool, with ethnic minority candidates representing 66.77% of total applicants (and 76.01% in teaching roles) and female candidates accounting for 61.2%. However, internal conversion data reveals a significant drop-off for diverse candidates during shortlisting and interview stages. In order to increase the diversity of applicants we also draw upon the Reach teacher training programme.

Objective 3: We aim to improve the progress of pupils with SEND.

We will do this by:

- Dedicated provision for pupils with SEND across targeted areas with regular quality assurance of these provisions.
- Small group teaching where necessary
- Drawing upon external expertise where necessary and ensuring that staff are consistently developing their subject knowledge
- Closely monitoring progress and attainment.
- Working closely with key partners, including the local authority, to ensure that we are effectively supporting these pupils.
- Acting as advocates in the system for the needs of pupils with SEND and holding ourselves to account to be an example of best practice in this area.

September 2026:

All staff across both schools have received training from the SENDCo during our INSET days on our principles of supporting SEND pupils through 3 waves: wave 1) high quality inclusive teaching; wave 2) targeted intervention support; wave 3) specialist support. The SENDCo is responsible for ensuring that the provision for pupils with SEND is purposeful, appropriate and high quality. The SENDCo has had beginning of year meetings with both the Speech and Language therapist (SALT) and occupational therapist (OT) to plan provision for pupils for the autumn term. We are in the process of organising Autism training for all staff for our next INSET day in October. Our SEND Team works closely with the Local Authority and Hounslow SEN teams to ensure correct provision is in place for pupils who need it and has reached out



for specific staff training where required e.g. moving and handling and dysphagia. Whole Trust Inclusion team meetings will be held bi-weekly with the SEN, safeguarding and pastoral teams to ensure a joined up approach in supporting pupils in each year group.

Objective 4: We will ensure that Trustees and Governors reflect and have representatives from the diverse communities that we serve.

We will do this by:

- Clearly advertising opportunities on our Trust Board and Local Governing Bodies in the local area.
- Creating an environment in all boards that proves welcoming and supportive to those who are volunteering their time.
- Seek external support with recruitment where needed.

September 2026:

We have engaged with Edugov to recruit for our Board of Trustees and Local Governing Bodies and are undertaking a local campaign through the Autumn term.