



# Equality Objective and Plan

The **GALLERY** TRUST



A community of special schools

<b>SLT Lead:</b>	Jo McGill
<b>Chair of LAB:</b>	Matthew Willis
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Bardwell School is committed to ensuring that equality applies to all members of the school community: Students, Parents, Community, Staff and Governors. The school aims to provide equality of education and opportunity for all. The school meets the needs and makes adaptations for all, taking account of learning ability, special needs, disability, ethnicity, culture, gender, language, race, age, faith or belief, sexual orientation and socio-economic factors.

The aims of the equality objective and plan include ensuring that:

- All students and staff are encouraged and able to achieve to their full potential
- Reasonable adjustments are made for special needs/disability
- Differences between people are respected, valued and celebrated
- We prepare students for life in a diverse society
- The school acknowledges and addresses prejudice and prejudice-based incidents and take positive action to eliminate this
- The school is a place where everyone feels welcomed and valued
- Positive relationships are fostered between different groups within the school and within the wider community
- An inclusive ethos is established and maintained

It is important that in this school we meet the diverse needs of students to ensure inclusion for all and that all students are as prepared as possible for full participation in a diverse society.

### **Leadership and Management**

All school policies reflect a commitment to inclusion and equalities. A clear ethos is also set by the Local Academy Board, the trustees of the Gallery Trust and the school leadership team (SLT): this reflects the school's commitment to equality for all members of the community. The school advances equality of opportunity through positive and proactive approaches to valuing and respecting diversity.

The Local Academy Board members, in collaboration with the SLT and all staff, take all reasonable steps to ensure that the school environment gives access to people with disabilities and also strive to make school communications as inclusive as possible for parents, carers and students.

Members of the SLT work in partnership with the whole-school community and beyond to eliminate all forms of oppressive behaviour; prejudice related incidents, sexualised behaviours, bullying, discrimination or other, through training, practice and policy.

Members of the school community, including students, parents, community and staff, are consulted and contribute to the development and review of policy documents. The school ensures the involvement of Local Academy Board members and the Gallery Trust, and values contributions from all stakeholders.

The development of teaching, learning and the curriculum are monitored to ensure high expectations of all students and appropriate breadth of content in relation to the school, local, UK and global community.

### **Responsibilities**

The Local Academy Board members, Trustees and Headteacher will ensure that the school complies with all relevant equalities legislation and ensures that the policy, related procedures and strategies are implemented. The Headteacher will also ensure that all staff are aware of their responsibilities under policies and legislation.

This policy sits within the [Equality Duty Policy of The Gallery Trust](#)

The school recognises it has to make special efforts to ensure that all groups prosper and thrive, which includes:

- Boys, girls, men, women and non-binary
- All minority ethnic groups including travellers, refugees and asylum seekers
- Students or families with different religions or beliefs
- Students and others with special educational needs
- Students and others with a range of disabilities
- Children we care for and their carers
- Students or staff who are within the LGBTQ+ community
- Students or staff who are pregnant or have just given birth
- Students or staff undergoing gender reassignment
- Students, staff or families with mental health or other medical needs

We monitor progress and achievement data to ensure that vulnerable individuals or cohorts are identified rapidly so intervention strategies are implemented to improve achievement.

**What sort of school are we?**

Bardwell School is a special school for pupils aged 2-19 who either have severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD) as their primary special educational need. In addition, many of our students also have physical difficulties, sensory impairments, speech and language difficulties and social communication needs. All our students have an Education, Health and Care Plan (EHCP) detailing their individual needs and therefore SEND is at the centre of everything we do.

Bardwell School gathers the following information and data regarding students annually:

Ethnicity of students	Any other Asian background
	Any other white background
	Any other mixed background
	Black African
	Black Caribbean
	Pakistani
	White British
	White and Asian
	White and Black African
Gender	Boys, Girls, Other
Students with home language other than English	Yes / No
Socio-economic backgrounds of students	Pupil Premium
Attainment levels	Children’s attainment on entry to the school is well below expected for their age due to their special educational needs
Nature of learning difficulties	Profound and Multiple Learning difficulties, Severe learning difficulties, Autistic Spectrum Conditions, Cognition and Learning (C&L), Communication and Interaction (C&I), Speech, Language and Communication needs (SPCLN)

Cultural, faith and diversity of students	Christian: Muslim: Jewish: Hindu: Buddhist: No religion: Other:
Child We Care For (CWCF)	Yes / No
Students on Child Protection Plans	Yes / No

**The school has identified the following issues that may be barriers to effective learning:**

- o Special Educational Needs
- o Disabilities
- o Attendance
- o Low self-esteem, low expectations – mental health / family needs
- o Low income leading to difficulty in participating in some aspects of school life, and access at home to learning tools
- o Low parental support and expectations
- o Lack of external help with emotional, mental & physical well-being
- o Students on the Child Protection Register
- o Child We Care For (CWCF)

**Bardwell School's Commitment to Equalities**

As a school, we welcome our duties under the Equality Act 2010. The general duties are to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

We understand the principles of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The school recognises that new Positive Action provisions in the Equalities Act 2010 allow us to target measures that are designed to alleviate disadvantage experienced by or to meet the particular needs of students with particular protected characteristics. If we decide to use these, we will ensure that it is a proportionate response to achieve the relevant aim.

<p><b>1.</b></p>	<p><b>Establishing, maintaining and developing school culture and ethos</b></p>	<p>A consistent approach to behaviour ensures that students are aware of the expectations upon them. Students are encouraged to be sensitive to the needs of their peer groups, and the school community is caring and respectful, regardless of special need, disability, gender, faith, race, religion and diversity.</p> <p>The school implements many strategies to celebrate pupil achievement, including the weekly celebration during assemblies. Achievements can be regarded as gains made in terms of behaviour, independence and attainment. Assemblies engender a sense of belonging and a desire to achieve amongst students.</p> <p>The school involves parents, carers and key stakeholders through regular contact, face to face meetings, participation in school events, newsletters, home school agreements, assemblies and the website. The school places great emphasis on the celebration of diversity and equality through its PSHE and RSE curriculum, assemblies and during enrichment days.</p>
<p><b>2.</b></p>	<p><b>Listening to students, staff, parents and others</b></p>	<p>The school welcomes the voice of students, staff and stakeholders.</p> <p>SLT are available daily from 8.00 am onwards to listen to staff concerns and to answer queries and questions. The Student Council meets regularly so the school can consult the group on activities and proposals. The views of parents are sought through annual review meetings, parents’ evenings, home school diaries and through informal consultation.</p> <p>All staff have a line manager with whom they can discuss issues and concerns. The school takes a consultative approach, ensuring equality of voice to all.</p>
<p><b>3.</b></p>	<p><b>Equalising opportunities</b></p>	<p>The school recognises that the socio-economic profile of some students could potentially reduce their ability to access opportunities.</p> <p>The school has a <a href="#">Charging and Remissions Policy</a> in place and ensures that contributions to fund activities and trips are voluntary. No child is precluded from accessing an opportunity because of financial pressures.</p> <p>The school in some circumstances funds students to access activities and takes a flexible approach to payment, for example offering</p>

		<p>staggered payment plans.</p> <p>Emphasis is placed on offering students opportunities which may not be available to them from any other source: for example, visits, sporting activities, performances both internal and external.</p> <p>The promotion of independence skills, such as cooking, and independent travel, are a key part of the school's offer. The school has a school uniform, although this is not compulsory.</p>
<b>4.</b>	<b>Informing and involving parents and carers</b>	<p>The school adapts communications with parents to meet their need. Communication channels include home school diaries, telephone, text message, email contact, face to face meetings and where relevant the use of interpreters.</p> <p>The main communication system is through ParentMail and home school diaries, which offer parents/carers further opportunities to access information promptly.</p> <p>The school caters for any special needs that parents/carers have by adapting the method of contact, for example providing letters and resources in large print and braille. Bardwell School also adapts information for parents who have English as an additional language and organises translators for those who need them.</p> <p>Parents are welcomed into the school, both formally through regular, scheduled meetings, and through informal meetings. An effort is made to accommodate parents through the arrangement of meetings at times to suit their commitments, and meetings are frequently re-arranged to meet needs.</p>
<b>5.</b>	<b>Welcoming new students and helping them to settle in, effectively</b>	<p>The school ensures that all students have a structured and tailored introduction to the school through a carefully thought-out transition process, which is agreed after discussion with their current provision, alongside family.</p> <p>Information regarding new students is shared with key staff to ensure that there is a clear understanding of their needs and how best to accommodate them. New students are placed into classes after consideration of their learning and social needs, nature of their learning difficulties and the cohort they will be joining.</p>
<b>6.</b>	<b>Addressing the full range of learning needs</b>	<p>The school has rigorous data collection systems to ensure that any students who are at risk of under-achievement are rapidly identified and interventions are put into place to meet their specific needs.</p> <p>Pupil assessment is ongoing, and pupil progress is tracked to ensure appropriate teaching strategies are used to meet needs. Pupil progress meetings are set 3 times a year to monitor the progress made by all learners.</p> <p>Attendance is tracked on an ongoing basis to reduce any impact on pupil progress. Students' Educational Health and Care Plans (EHCPs) are reviewed annually with parents and key professionals, with targets set in the interim period. These reviews give parents/carers an opportunity to discuss their child's learning needs and to share their rights with professionals.</p> <p>The curriculum has been developed to address the full range of learning needs across the school, offering bespoke learning packages as necessary. Teachers use a variety of creative teaching approaches and detailed assessment to ensure progress is made by all learners. Classrooms are carefully designed with the needs of all learners in mind.</p>
<b>7.</b>	<b>Supporting learners with</b>	<p>All students have Learning Outcome Plans (LOPs) that outline their termly goals.</p>

	<b>particular needs</b>	<p>Outside agencies such as Speech and Language Therapists, Occupational Therapists, Physiotherapists are welcomed into the school on a regular basis to support students and advise staff/parents where needed. We have a special school nurse who works on site 4 days a week to ensure all staff receive the necessary training and understand the specific health needs of each individual student.</p> <p>The school's behaviour policy and school teams support students who have particular needs due to their own personal circumstances: for example, Looked After Children, Social Care Status.</p> <p>The Raising Achievement Plan features strategic objectives to develop specific areas designed to enhance teaching and learning. Progress against the objectives are reviewed and monitored through the academic year and funding is allocated to resource the initiatives.</p> <p>Bespoke learning packages can be created for students who require additional support to meet their educational / learning / emotional needs.</p>
8.	<b>Making the school accessible to all</b>	<p>The school meets the needs of students with physical disabilities and reviews the physical site facilities on a regular basis.</p> <p>An <a href="#">Accessibility Plan</a> is in place.</p> <p>A stringent Health and Safety Policy and rigorous Risk Assessment system ensures that if any issues are posed by disability, control measures are put into place to accommodate needs so that full access is maintained. Students and staff are not prevented from accessing any area of the school site at present through disability.</p>
9.	<b>Ensuring fair and equal treatment for students</b>	<p>The school does not discriminate on any grounds, and admissions to the school are based against non-discriminatory criteria: the needs of different cultures, races and religions are accommodated. Should the issue of gender reassignment, cultural or diversity issues be raised, the implementation of the set policies would be applied flexibly.</p> <p>The careful monitoring of incident reports ensures that staff do not impose stricter disciplinary penalties on any particular group, as trends would be quickly identified.</p> <p>Incidents of bullying and harassment which may be linked to diversity are, along with all incidents, rapidly dealt with through the school's anti-bullying policy. All teaching regarding diversity, such as same sex relationships, gender, faith, culture and race is conveyed responsibly and sensitively.</p>
10.	<b>Ensuring fair and equal treatment for staff and others</b>	<p>The school follows the principles of Safer Recruitment, ensuring that it does not discriminate against any particular group at any stage throughout the recruitment process.</p> <p>The school follows The Gallery Trust policy that should an applicant who regards themselves to be disabled meets the essential selection criteria for a post, he or she will be automatically shortlisted for interview.</p> <p>All staff receive equal access to funding for training and professional development.</p> <p>The school follows The Gallery Trust policy Code of Conduct to ensure that equality, respect and dignity are observed by staff within the workplace. Any discrimination to a member of staff would be pursued rapidly in line with appropriate policies.</p>
11.	<b>Encourage participation of under-represented</b>	<p>The Local Academy Board (LAB) represents parents and the wider community. All recruitments to the LAB follow appropriate electoral procedure, including the election of teacher/parent governors.</p>

	<b>groups</b>	Students have regular opportunities to learn about their local community through curriculum opportunities, but also by engaging with community groups about their work e.g. Salvation Army, Tesco, Harvest at Home
<b>12.</b>	<b>Other</b>	The school recognises its continuing duty to treat former students fairly and equally in relation to the provision of references and access to 'old students' communications and activities. Former students are welcomed back into school for pre-arranged visits and work experience opportunities. The school provides references for ex-students.
<b>13.</b>	<b>Monitoring and Evaluating the policy</b>	The school will continually monitor and review how this policy is applied and will address any concerns rapidly, noting any areas of concern or improvements needed. This policy will be brought to the attention of staff and students on an annual basis.
<b>14.</b>	<p><b>The specific reporting duties</b></p> <p>We will:</p> <ul style="list-style-type: none"> <li>• Publish information to demonstrate compliance with the three aims of the Equality Duty within all our functions and to do this at least annually.</li> <li>• Set and publish equality objectives, at least every four years.</li> </ul> <p>To achieve the specific duties, we will collect and analyse data related to the protected characteristics to determine our focus for the equality objectives.</p> <p>We will decide what information we need to publish to demonstrate our compliance with the Equality Duty as <b><i>there is no subscribed format.</i></b> We will look at what equality information we publish already, and to consider whether that gives a reasonable picture of progress on equality issues affecting our students, parents/carers, community and staff to raise standards for all. <b><i>It is essential for us to maintain and ensure that our focus is on performance, not process.</i></b></p> <p>We will ensure that the information we publish and the equality objectives that we set are easily accessible for people. In addition to publishing them electronically on our website, we will consider making them available in other formats. We will also consider whether the information is provided in a way which makes it easy for everyone to understand and use.</p> <p>We will publish this information at least annually.</p>	

**The Local Academy Board will report annually on progress made to achieve Bardwell School equalities objective(s).**

### Bardwell School Equality Objective

Following our audit of equalities in the school, and the national drive to raise standards for identified groups of vulnerable learners, the Local Academy Board has agreed the following Equality Objective (2025-2026)

	<b>Equality objective</b>	<b>Success Criteria</b> <i>How will we know we are making progress?</i>	<b>Actions required to achieve objective</b>	<b>Aims of the Equality Duty</b>	<b>Protected Characteristic</b>
1	To contribute to the growth of a school that fosters inclusivity, celebrates diversity, and educates students about relationships, family structure, and individual differences and choice.	<ul style="list-style-type: none"> <li>● The curriculum plans for opportunities to make students aware of the different types of relationships and families.</li> <li>● Pupils or staff who are within the LGBTQ+ community will be appropriately supported within the school: e.g. staff using correct pronoun, chosen name</li> <li>● All students, regardless of gender, sexuality or other protected characteristics, will continue to make appropriate progress</li> <li>● Staff will understand how the student/s are protected under the law and how to support students who question and explore difference.</li> </ul>	<ul style="list-style-type: none"> <li>● Be clear about the Equalities Objective with key stakeholders: ongoing communications related to the RSE and PSHE curriculum</li> <li>● Ensure School Council are aware and discuss the objective so that student voice is prioritised</li> <li>● Identify further training opportunities following feedback from RSE curriculum delivery</li> <li>● Ensure staff are clear on terminology to use with students and how best to support them</li> </ul>	<ul style="list-style-type: none"> <li>● To ensure that all pupils and staff are encouraged and able to achieve their full potential</li> <li>● To ensure that an inclusive ethos is established and maintained</li> </ul>	<p>Sexual Orientation</p> <p>Gender</p>