Progress School

Equality, Diversity and Inclusion Policy



Written August 2026 – C. Vaughan

To be reviewed July 2027

Equality, Diversity and Inclusion

Policy Statement

Progress School is a specialist SEND provision committed to providing a safe, inclusive and nurturing environment where every pupil is valued, respected and supported to achieve their full potential.

We recognise that our pupils may have a wide range of special educational needs and disabilities, social, emotional and mental health needs, communication difficulties and additional vulnerabilities. We are committed to ensuring that these needs do not become barriers to participation, achievement or wellbeing.

The school actively promotes equality, diversity and inclusion and is committed to eliminating discrimination, advancing equality of opportunity and fostering positive relationships throughout the school community.

This local procedure sets out our commitment to equality, diversity and inclusion for pupils, prospective pupils, former pupils where relevant, parents and carers, employees, applicants, visitors, contractors, multi-agency professionals and other stakeholders. It explains how the school will prevent unlawful discrimination, harassment and victimisation; make reasonable adjustments; advance equality of opportunity; foster good relations; identify and respond to prejudice-related incidents; and publish evidence and measurable equality objectives.

This procedure should be read alongside the school's Accessibility Plan, SEND policy and SEN Information Report, Safeguarding and Child Protection Policy, Behaviour Policy, Anti bullying Policy, Curriculum Policy, Complaints Procedure, Admissions arrangements and Aspris employment policies.

Aims

In addition to the existing aims, Progress School will:

- Ensure that all pupils have equitable access to learning through personalised and adapted provision.
- Recognise and celebrate neurodiversity and individual differences.
- Remove barriers that may arise as a result of disability, special educational needs, or health needs.
- Support pupils to develop confidence, independence and self-advocacy skills.
- Promote a culture where difference is understood, respected and viewed positively.

Protected characteristics

The nine Protected characteristics from the Equality Act 2010 are

age
disability
gender reassignment
marriage and civil partnership
pregnancy and maternity
race
religion or belief
sex
sexual orientation

The way the Act applies differs by context. For pupils, age and marriage/civil partnership do not operate in the same way as they do in employment. The school nevertheless considers all nine characteristics when developing an inclusive culture, employing staff and reviewing policy and practice. Protection can also apply where discrimination is based on a perceived characteristic or association with someone who has a protected characteristic.

Prohibited conduct

Direct discrimination: treating someone less favourably because of a protected characteristic.

Indirect discrimination: applying a provision, criterion or practice that disadvantages people sharing a protected characteristic and cannot be objectively justified.

Harassment: unwanted conduct related to a protected characteristic that violates dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment, subject to the statutory definitions applying in the relevant context.

Victimisation: subjecting someone to detriment because they have carried out, or are believed to have carried out, a protected act such as raising or supporting an equality concern.

Discrimination arising from disability: treating a disabled person unfavourably because of something arising from disability where that treatment cannot be justified.

Failure to make reasonable adjustments: not taking reasonable steps to avoid substantial disadvantage for a disabled person

Public Sector Equality Duty (PSED)

As a specialist SEND school, Progress School, Gough Lane places equality and inclusion at the centre of its practice. In meeting the Public Sector Equality Duty, the school actively seeks to identify and remove barriers that may disadvantage pupils with disabilities and additional needs.

1. Eliminating Discrimination

The school will:

- Ensure all pupils are treated fairly and according to their individual needs.
- Make reasonable adjustments wherever required.
- Provide staff training on SEND, neurodiversity, disability awareness, trauma-informed practice and inclusive teaching strategies.
- Challenge discrimination, prejudice and stereotypes relating to disability, race, sex, religion, sexuality and other protected characteristics.
- Monitor and address any incidents of discriminatory language, bullying or harassment.

2. Advancing Equality of Opportunity

The school advances equality by:

- Delivering highly personalised learning programmes.
- Using EHCP outcomes and individual targets to inform planning and support.
- Providing specialist interventions and therapeutic support where appropriate.
- Adapting teaching approaches, resources and environments to meet individual needs.

- Promoting attendance, engagement and participation for all pupils.
- Supporting pupils to access wider opportunities including educational visits, careers education, work-related learning and enrichment activities.

3. Fostering Good Relations

The school fosters positive relationships by:

- Promoting respect and understanding of individual differences and disabilities.
- Supporting pupils to develop social and emotional skills.
- Teaching tolerance, empathy and acceptance through the curriculum and enrichment activities.
- Celebrating diversity and encouraging pupils to value themselves and others.
- Working closely with families, carers and external professionals to support pupils' development.

Public Sector Equality Duty

Personalised Provision

As a specialist SEND school, the school ensures:

- Individual needs are identified through assessment, EHCPs, professional advice and ongoing review.
- Learning programmes are personalised to maximise progress and engagement.
- Reasonable adjustments are implemented to ensure equal access to learning and school activities.
- Support plans are regularly reviewed to ensure they remain effective.
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Accessibility and Inclusion

Progress School actively removes barriers to participation by:

- Providing adapted learning environments and resources.
- Using assistive technology where appropriate.
- Making adjustments to teaching methods, communication systems and assessments.
- Supporting pupils with mobility, sensory, communication and medical needs.
- Ensuring that educational visits and extracurricular activities are accessible wherever reasonably possible.

Curriculum

The curriculum:

- Reflects the diverse needs, backgrounds and experiences of pupils.

- Promotes self-esteem, resilience and independence.
- Encourages understanding of protected characteristics and British Values.
- Supports pupils to recognise discrimination and understand their rights.
- Celebrates diversity, inclusion and neurodiversity throughout school life.

Therapeutic and Pastoral Support

The school recognises that many pupils require additional support to access learning and achieve positive outcomes.

To support equality of opportunity, the school provides:

- Strong pastoral support systems.
- Mental health and emotional wellbeing support.
- Therapeutic approaches informed by individual need.
- Positive behaviour support strategies.
- Close collaboration with external agencies and families.

Equality Objectives

The school's equality objectives are:

Objective 1

As an employer to ensure that all employees are not subjected to any discrimination and are treated equally.

Objective 2

To create a curriculum offer that is aspirational and does not discriminate any pupils

Objective 3

To ensure that all Staff are aware of the Equality act 2010 and protected characteristics.

Objective 4

To ensure appropriate policies refer to the Equality act

Objective 5

To ensure Personal Development curriculum allows opportunities to teach , model , discuss or celebrate protected characteristics.

Monitoring

To ensure compliance with the Equality Act 2010 and Public Sector Equality Duty, Progress School will monitor:

- Pupil progress against individual targets and EHCP outcomes.
- Attendance and engagement data.
- Behaviour incidents and exclusions.
- Bullying and prejudice-related incidents.
- Access to enrichment activities and educational visits.
- Accessibility arrangements and reasonable adjustments.
- Feedback from pupils, families and professionals.

This information will be reviewed regularly by senior leaders and governors/proprietors to evaluate the effectiveness of equality and inclusion practices and identify areas for further development.

This specialist SEND focus ensures that equality is embedded throughout all aspects of school life and recognises that achieving equality often requires different levels of support and adjustment for different pupils.