



'Nurturing Minds, Shaping Futures'

Our Equality, Diversity and Inclusion Objectives

At Sketchley School, equality is at the heart of everything we do. Our objectives ensure that every learner has the opportunity to thrive, regardless of background or need. These commitments guide our curriculum, our pathways, and our daily practice.

Objective 1: Promote Inclusive Access to Learning and the Environment

How we will achieve this:

- Ensure all learners have equitable access to a broad, balanced and autism-friendly curriculum.
- Provide personalised, reasonable adjustments informed by EHCPs, risk assessments, sensory profiles and therapeutic recommendations.
- Conduct regular environment walks with Estates, H&S and SLT to ensure accessibility for all learners and visitors, including those with physical disabilities or complex sensory needs.
- Ensure communication is accessible through visual supports, assistive technology and adapted language.
- Ensure staff and visitors can request adjustments (e.g., PEEPs, flexible working arrangements, OH referrals).

Objective 2: Celebrate Diversity and Foster a Culture of Respect, Safety and Belonging

How we will achieve this:

- Deliver assemblies, student council projects, and Culture Days that celebrate diverse identities, cultures, families and communities.
- Promote awareness days and events that enhance understanding of protected characteristics and intersectional identities.
- Maintain student-voice groups, including student council, ambassador programmes, diversity groups and sensory-friendly discussion opportunities.
- Embed respectful language and behaviour expectations into all school routines, reinforced through the behaviour curriculum and relational practice.



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Objective 3: Remove Barriers to Achievement, Participation and Progression

How we will achieve this:

- Identify and address gaps in attainment, engagement and attendance for those from disadvantaged backgrounds.
- Use data to monitor participation in leadership roles, extracurricular activities, work experience and enrichment opportunities.
- Provide flexible pathways (academic, vocational, life skills - FOX) that reflect individual strengths and aspirations.
- Implement multi-disciplinary meetings to coordinate pastoral, therapeutic and curriculum-related interventions.

Objective 4: Advance Opportunities for Independence, Employability and Life Beyond School

How we will achieve this:

- Embed independence and life-skills teaching across Years 7–14, including ASDAN Employability links (Years 12 & 13), throughout our Preparation for Adulthood Programme
- Provide meaningful work experience, enterprise projects and community engagement opportunities.
- Offer transition support for post-16 and post-18 pathways, working collaboratively with parents, professionals and external agencies.
- Empower learners to explore identity, aspiration and future goals through structured personal development.

Objective 5: Promote Wellbeing, Emotional Regulation and Inclusion

How we will achieve this:

- Provide early pastoral and therapeutic interventions through SALT, OT, counselling, ELSA, mental-health support and sensory regulation plans.
- Ensure staff are trained in autism-specialist practice, trauma-informed approaches and positive behaviour support.
- Build supportive relationships that reduce anxiety, promote co-regulation and enable learners to feel safe, understood and valued.
- Maintain safe spaces and sensory areas that support emotional regulation and readiness to learn.



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Objective 6: Strengthen Collaboration with Families and the Wider Community

How we will achieve this:

- Ensure communication with parents is accessible, supportive and personalised, including for families for whom English is an additional language.
- Develop community links that broaden learners' experiences, cultural awareness and opportunities.
- Provide resources, workshops and information to families to support equality, wellbeing and inclusion at home.

Objective 7: Challenge Discrimination, Bias and Prejudice

How we will achieve this:

- Ensure all staff understand how to identify, record and respond to discriminatory incidents.
- Challenge language, behaviour or attitudes that reinforce stereotypes or cause harm.
- Embed anti-discriminatory education across PSHE, RSE, British Values and wider curriculum content.
- Review policies annually to ensure they actively protect learners and staff from discrimination or harassment.