

Equality, Diversity and Inclusion Statement

(Public Sector Equality Duty – Equality Act 2010)

1. Overview

Tor View School is committed to promoting equality, diversity and inclusion for all pupils, staff and members of the wider school community. We recognise our responsibilities under the Equality Act 2010 and ensure that equality considerations are embedded throughout all aspects of school life.

Our approach is underpinned by a trauma-informed (TIS) and autism-informed (NAS-aligned) ethos, ensuring that all pupils, regardless of their starting point, are supported to engage, achieve and thrive.

2. Public Sector Equality Duty (PSED)

In line with the Public Sector Equality Duty, the school has due regard to the need to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

These duties apply across all protected characteristics, including:

- Disability
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age
- Gender reassignment
- Pregnancy and maternity

3. How We Meet the Public Sector Equality Duty

We ensure compliance with the PSED through a whole-school approach:

Inclusive and Personalised Provision

- Individualised programmes based on **EHCP outcomes**

- Therapeutic and relational approaches that reduce barriers to learning
- Adapted environments to meet sensory, communication and emotional needs

Curriculum and Personal Development

- A curriculum that promotes respect, diversity and inclusion
- Explicit teaching of relationships, identity and life in modern Britain
- Opportunities for community engagement and preparation for adulthood

Monitoring and Evaluation

- Regular analysis of:
 - Progress (PRISUM and academic data)
 - Engagement and regulation (Motional)
 - Attendance and behaviour
- Identification of any gaps between groups and targeted intervention to address these

Safeguarding and Wellbeing

- Robust safeguarding systems ensuring all pupils feel safe and supported
- Trauma-informed practice embedded across all staff
- Strong multi-agency working to support vulnerable pupils and families

Staff Training and Development

- Ongoing professional development in:
 - Safeguarding
 - Equality and diversity
 - SEND and EHCP delivery
 - Autism and trauma-informed approaches
- Regular supervision and reflective practice

Policy and Practice

- An Equality, Diversity and Inclusion Procedure
- Regular review of policies to ensure compliance with legislation

Equality information is reviewed annually and published in line with statutory requirements.

4. Equality Objectives (2026–2029)

Objective 1: Improve communication and engagement for all pupils

All pupils, particularly those with complex communication needs, are supported to express their views and access learning effectively.

Success criteria:

- 90%+ of pupils demonstrate measurable progress in communication targets (PRISUM/SaLT data)
- Increased pupil voice participation in EHCP reviews and school processes
- Reduction in behaviour incidents linked to communication difficulties

Objective 2: Embed trauma-informed and autism-informed practice across the school

A consistent, inclusive environment supports all pupils to regulate, engage and learn.

Success criteria:

- 100% of staff trained in TIS and autism-informed approaches
- Consistent practice evidenced through monitoring and observation
- Reduction in dysregulation incidents and improved Motional scores

Objective 3: Reduce gaps in attendance, engagement and progress for pupils with complex SEMH needs

Targeted support ensures improved outcomes for the most vulnerable pupils.

Success criteria:

- Sustained improvement in attendance, particularly for identified pupils
- Reduction in persistent absence
- Evidence of narrowed gaps in progress and engagement over time

Objective 4: Prepare pupils for life in modern Britain through understanding of diversity and inclusion

Pupils develop respect, understanding and the skills needed to contribute positively to society.

Success criteria:

- Curriculum evidence of planned teaching of diversity and equality
- Pupil voice demonstrates increased understanding of respect and difference

- Increased participation in community-based and inclusive activities

5. Accessibility and Inclusion

The school ensures that:

- The physical environment supports **accessibility and sensory needs**
- The curriculum is adapted to meet **individual learning profiles**
- Reasonable adjustments are made to enable full participation
- Pupils are supported to develop independence, communication and life skills

6. Review and Monitoring

Leaders review equality practice regularly through:

- Self-evaluation (SEF) and school improvement planning
- Monitoring of pupil outcomes and wellbeing
- Feedback from pupils, families and external professionals

Equality objectives are reviewed at least every **four years**, and equality information is updated **annually**.

7. Summary Statement

Equality, diversity and inclusion are central to the ethos of Tor View School. Leaders ensure that all pupils are supported to overcome barriers, engage in learning and achieve positive outcomes.

Through a personalised, therapeutic and inclusive approach, the school ensures compliance with the Equality Act 2010 and maintains a strong commitment to improving outcomes for all.