

Equality Information and Objectives Statement

KTS Academy



Approved by:	Governing Body	Date: 20/09/2017
Policy Author:	Sarah Gunn	
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Next review due by:	February 2027	
Review Frequency:	Annually and objectives every 4 years	

1. Introduction

At Kilton Thorpe Specialist Academy, we are committed to ensuring equality of opportunity for all pupils, staff, parents/carers and visitors. We recognise our duties under the Equality Act 2010 and are dedicated to eliminating discrimination, advancing equality of opportunity, and fostering good relations between different groups.

This statement sets out how we comply with the Public Sector Equality Duty and outlines our equality objectives.

2. Our Legal Duties

The Equality Act 2010 protects everyone in England and Wales and applies to all schools, regardless of type. The Key Leaders

The Act covers the following protected characteristics:

- Sex
- Race
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Age (in relation to employment only)
- Disability
- Marriage and civil partnership (in relation to employment only) The Key Leaders

We are committed to:

- Eliminating discrimination and other conduct that is prohibited by the Equality Act 2010
 - Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
 - Fostering good relations across all characteristics, between people who share a protected characteristic and people who do not share it
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3. How We Eliminate Discrimination

We take the following steps to eliminate discrimination:

For pupils:

We do not discriminate against, harass or victimise any pupil or potential pupil:

- In relation to admissions
- In the way we provide education for pupils
- In the way we provide pupils access to any benefit, facility or service
- By excluding a pupil or subjecting them to any other detriment

For staff:

We do not discriminate against school staff. Staff are protected under all the protected characteristics including age and marriage or civil partnership.

For parents/carers:

In some circumstances, our school is regarded as a 'service provider', so we have a duty to make accommodations for parents of pupils if those parents have a disability. For example, if a parent is deaf, our school would have a duty to provide a sign language interpreter for parents' evenings.

Our approach includes:

- Clear behaviour and anti-bullying policies that address all forms of discrimination
- Staff training on equality and diversity (including understanding of protected characteristics)
- Robust procedures for recording and responding to incidents of discrimination or harassment

- Regular monitoring of incidents and taking appropriate action
 - Ensuring our curriculum promotes respect and understanding of diversity
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4. How We Advance Equality of Opportunity

Context: Our approach to monitoring in a specialist setting

Due to the nature of our provision as an all-age special school, pupils present with a wide range of complex and intersecting special educational needs and disabilities (SEND). These needs are highly individual and have a significant influence on pupils' attendance, engagement, and achievement.

As a result, the school does not routinely analyse or report attendance and attainment data solely by protected characteristics (as defined in the Equality Act 2010), as this would not provide meaningful or accurate comparisons. Differences in outcomes are more appropriately understood in relation to pupils' specific needs, starting points, and personalised provision rather than demographic groupings.

Instead, the school adopts an individualised approach to monitoring progress and inclusion. We track and evaluate outcomes based on pupils' Education, Health and Care Plan (EHCP) targets, individual baselines, and personalised learning pathways. This ensures that all pupils are supported to achieve their potential while maintaining a strong commitment to equality of opportunity and non-discrimination.

The school remains vigilant in identifying and addressing any potential barriers to participation or inclusion for all pupils, including those with protected characteristics, through qualitative monitoring, pastoral support, and regular review processes.

Reasonable adjustments for pupils with disabilities:

We have a duty to make 'reasonable adjustments' for pupils with disabilities. Where something our school does places a pupil with disabilities at a disadvantage compared to other pupils, we take reasonable steps to try to avoid that disadvantage.

This includes:

- Providing auxiliary aids or services where reasonable (e.g. hearing loops, adaptive keyboards, special software, communication aids)
- Making adjustments to our teaching approaches and learning materials
- Adapting the physical environment to meet individual needs
- Ensuring all pupils can access school trips and extra-curricular activities
- Working with pupils and families to identify and implement appropriate adjustments
- Regular review of individual provision through EHCP annual reviews and ongoing assessment

Accessibility planning:

We have created, published and implemented an accessibility plan that sets out how we'll improve accessibility for pupils with disabilities, aimed at:

- Increasing the extent to which pupils with disabilities can participate in the curriculum
- Improving the school's physical environment to enable pupils with disabilities to take better advantage of the education, benefits, facilities and services provided
- Improving the availability of accessible information to pupils with disabilities

Our approach to monitoring equality:

Given the highly individualised nature of our provision, we monitor equality through:

- **Individual progress tracking:** Regular assessment against EHCP outcomes, personalised targets, and individual baselines
- **Qualitative monitoring:** Case studies, pupil voice activities, parent/carer feedback, and staff observations to identify any patterns of disadvantage
- **Pastoral oversight:** Close monitoring through our pastoral systems to identify any pupils who may face additional barriers related to protected characteristics

- **Incident monitoring:** Recording and analysing any incidents of discrimination, bullying or harassment.
- **Participation audits:** Regular review of which pupils are accessing different aspects of school life (trips, clubs, enrichment activities) to ensure equitable access
- **Staff data:** Analysis of recruitment, retention and progression data for staff by protected characteristic
- **Stakeholder consultation:** Regular engagement with pupils, families and staff to identify any equality concerns

This approach ensures we can identify and address barriers to equality while respecting the complex and individual nature of our pupils' needs.

5. How We Foster Good Relations

We foster good relations between people who share a protected characteristic and those who do not through:

- A curriculum that celebrates diversity and promotes understanding of different cultures, religions and backgrounds
 - Assemblies and special events that mark significant cultural and religious occasions
 - PSHE education that addresses equality, diversity and respect
 - Creating an inclusive school environment where all pupils feel valued and respected
 - Encouraging pupils to challenge stereotypes and prejudice through appropriate communication methods
 - Working with families and the wider community to promote understanding and respect
 - Providing opportunities for pupils to develop social skills and build positive relationships with peers and adults
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6. Our Equality Objectives (2026-2030)

Based on our analysis of individual pupil progress, consultation with our school community, and qualitative monitoring, we have identified the following equality objectives:

Objective 1: To ensure that all pupils, regardless of protected characteristics, have equitable access to the full curriculum, enrichment activities and wider school life

Rationale:

While our pupils' primary barriers to learning relate to their individual SEND, we recognise that some pupils may face additional barriers linked to protected characteristics (e.g. cultural or religious considerations, gender-specific needs, or intersecting disadvantages). We want to ensure no pupil is disadvantaged in accessing any aspect of school life due to a protected characteristic.

Actions:

- Conduct an annual participation audit to identify which pupils are accessing trips, clubs, therapies and enrichment activities, with particular attention to any patterns related to protected characteristics (by Summer 2026)
- Consult with families from diverse backgrounds to identify any cultural, religious or other barriers to participation and develop appropriate solutions (Autumn 2026)
- Review all curriculum content, resources and activities to ensure they reflect and celebrate diversity, and are accessible and relevant to all pupils (by Spring 2027)
- Provide staff training on cultural competence and understanding the intersection of SEND with other protected characteristics (by Summer 2027)
- Establish a system for pupils (using appropriate communication methods) to feedback on whether they feel included and valued (ongoing from Autumn 2026)

Responsible person: Headteacher

Success criteria:

- 100% of pupils have accessed at least one enrichment activity or school trip appropriate to their needs during the academic year
- No patterns of under-representation in activities linked to protected characteristics
- Positive feedback from families about inclusivity and cultural sensitivity
- Staff demonstrate increased confidence in supporting pupils with intersecting needs (evidenced through training evaluations and observations)
- Pupil voice data shows all pupils feel valued and included

Objective 2: To strengthen our identification and support of pupils who may experience discrimination or barriers related to protected characteristics, in addition to their SEND

Rationale:

Our pupils may be particularly vulnerable to discrimination or bullying related to protected characteristics, but may have limited ability to report this due to communication needs. We need robust systems to identify and address any such issues proactively.

Actions:

- Develop and implement enhanced monitoring systems to identify any incidents or patterns of discrimination, bullying or exclusion related to protected characteristics (by Autumn 2026)
- Create accessible reporting mechanisms for pupils, using visual supports, communication aids and alternative methods appropriate to individual needs (by Spring 2027)
- Provide targeted training for all staff on recognising and responding to discrimination, including understanding how this may present differently in pupils with complex SEND (by Summer 2027)
- Establish regular case review meetings to discuss any pupils who may be experiencing barriers related to protected characteristics (termly from Autumn 2026)
- Develop age-appropriate and accessible PSHE resources that help pupils understand diversity, respect and their rights (by Summer 2027)
- Strengthen partnerships with families to ensure they feel confident reporting concerns about discrimination (ongoing)

Responsible person: Becky Williams (AHT)

Success criteria:

- All incidents of discrimination are identified, recorded and addressed appropriately
- Staff demonstrate increased confidence in identifying and responding to discrimination (evidenced through training evaluations and case studies)
- Pupils have access to appropriate reporting mechanisms suited to their communication needs
- Families report feeling confident that concerns about discrimination will be taken seriously
- Zero tolerance culture for discrimination is embedded across the school community

Objective 3: To ensure equality of opportunity for all staff, including those with protected characteristics, in recruitment, development and progression

Rationale:

As a specialist setting, we recognise the value of a diverse workforce that reflects the communities we serve and brings different perspectives and experiences. We want to ensure all staff have equal opportunities to develop and progress, and that our recruitment practices are fair and inclusive.

Actions:

- Review and update recruitment processes to ensure they are accessible and free from bias, including use of diverse interview panels where possible (by Autumn 2026)
- Analyse staff recruitment, retention and progression data annually by protected characteristic to identify any patterns or gaps (first analysis by Spring 2027)
- Ensure all staff have access to appropriate professional development opportunities, with reasonable adjustments made for staff with disabilities (ongoing)
- Provide training for leaders involved in recruitment and performance management on unconscious bias and equality legislation (by Summer 2027)

- Establish staff networks or forums where staff with protected characteristics can share experiences and contribute to policy development (by Autumn 2027)
- Review and update all HR policies to ensure they promote equality and inclusion (by Spring 2027)
- Conduct regular staff surveys to gather feedback on workplace equality and inclusion (annually from Summer 2027)

Responsible person: Laura Wilson

Success criteria:

- Recruitment processes are demonstrably fair and accessible
- Staff data shows no unexplained patterns of disadvantage in recruitment, retention or progression
- All staff report feeling valued and supported (evidenced through staff surveys)
- Staff with protected characteristics report positive experiences of working at the school
- Leaders demonstrate understanding of equality duties in employment (evidenced through training evaluations and practice)
- HR policies are compliant with equality legislation and promote best practice

Objective 4: To enhance our partnerships with families from diverse backgrounds to ensure they can fully participate in their child's education and school life

Rationale:

We recognise that some families may face additional barriers to engaging with school due to protected characteristics (e.g. language barriers, disabilities, cultural differences). We want to ensure all families feel welcomed, valued and able to participate fully in supporting their child's education.

Actions:

- Conduct a consultation with families to identify any barriers to engagement related to protected characteristics (by Autumn 2026)
- Review all parent/carer communications and events to ensure they are accessible and inclusive (by Spring 2027)
- Provide translation services and accessible formats for key communications where needed (ongoing from Autumn 2026)
- Ensure all parent/carer events are held at times and in formats that maximise participation, with reasonable adjustments made where requested (ongoing)
- Develop resources to help families from diverse backgrounds understand the school system and how to support their child (by Summer 2027)
- Provide cultural awareness training for staff who work directly with families (by Summer 2027)
- Establish a parent/carer forum that includes representation from diverse backgrounds (by Autumn 2027)

Responsible person: Becky Williams

Success criteria:

- Increased participation rates in parent/carer events from families with protected characteristics
- Positive feedback from families about feeling welcomed and valued
- All key communications are available in accessible formats
- Staff demonstrate cultural competence in working with diverse families
- Parent/carer forum includes diverse representation and provides valuable input to school development

7. Roles and Responsibilities

The Governing Body is responsible for:

- Ensuring the school complies with equality legislation
- Approving this statement and equality objectives
- Monitoring progress towards achieving objectives through regular reports from the headteacher

The Headteacher is responsible for:

- Implementing this statement and ensuring staff understand their responsibilities

- Monitoring equality and diversity issues through qualitative and quantitative methods appropriate to our setting
- Reporting to governors on progress towards equality objectives
- Ensuring adequate resources are allocated to achieve our equality objectives

The Senior Leadership Team is responsible for:

- Embedding equality principles in all aspects of school life
- Supporting staff to understand and meet their equality duties
- Monitoring the implementation of equality objectives within their areas of responsibility

All staff are responsible for:

- Promoting equality and challenging discrimination
- Treating all members of the school community with respect
- Following school policies relating to equality
- Identifying and reporting any concerns about discrimination or barriers to inclusion
- Making reasonable adjustments to support pupils, colleagues and families

Pupils are expected to:

- Treat others with respect (at a level appropriate to their understanding and communication abilities)
- Value diversity and difference
- Support the school's commitment to equality through their behaviour and attitudes

Parents/carers are encouraged to:

- Support the school's commitment to equality
- Raise any concerns about discrimination or barriers to inclusion
- Model respectful attitudes towards diversity

8. Monitoring and Review

We will:

- Review our equality information annually, updating our understanding of how we're meeting the PSED through our individualised monitoring approach
- Review our equality objectives every four years (or sooner if needed based on our ongoing monitoring)
- Monitor progress towards our objectives through:
 - Regular case reviews and qualitative monitoring
 - Analysis of incident data
 - Participation audits
 - Staff and family feedback
 - Pupil voice activities (using appropriate communication methods)
- Report to governors on equality matters at least termly, including progress towards objectives and any emerging concerns
- Consult with pupils (using appropriate communication methods), staff, parents/carers and governors when reviewing our objectives
- Ensure this statement remains relevant to our school context and responsive to the needs of our community

9. Further Information

This statement should be read alongside our other relevant policies, including:

- Behaviour Policy
- Anti-Bullying Policy
- Accessibility Plan
- SEND Policy
- Admissions Policy
- Safeguarding and Child Protection Policy
- Staff Recruitment Policy

- Staff Code of Conduct

For further information or to discuss any aspect of this statement, please contact: