Hope School, College and Provision

Equality Policy.

Policy reviewed annually by the Headteacher and Governors.

Equality Plan 2026–2030

Equality Information and Objectives

Vision

At Hope School and College, we believe that every individual is valued, respected and entitled to achieve their full potential. We are committed to creating a safe, inclusive and nurturing environment where diversity is celebrated, barriers to learning are removed and everyone is treated with dignity and respect.

As a specialist provision for children and young people aged 2–19 with severe and complex learning needs, equality is central to everything we do. We recognise that every learner has unique strengths, abilities and aspirations, and we are committed to ensuring that all members of our school community have equal opportunities to participate, succeed and flourish.

Our Commitment

Hope School and College is committed to promoting equality, eliminating discrimination and fostering positive relationships in accordance with the Equality Act 2010.

We actively promote equality for all members of our school community regardless of:

Age

Disability

Gender reassignment

Marriage and civil partnership

Pregnancy and maternity

Race

Religion or belief

Sex

Sexual orientation

We recognise that many of our pupils experience multiple barriers to learning and participation. Through personalised provision, specialist support and an inclusive curriculum, we strive to ensure that every pupil is able to access meaningful educational experiences and achieve their individual potential.

Public Sector Equality Duty (Section 149 of the 2010 Equality Act)

In carrying out our functions, the school will have due regard to the need to:

Eliminate unlawful 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 principles underpin all aspects of school life, including leadership, teaching, curriculum design, recruitment, admissions, communication and partnerships with families.

About Hope School and College

Hope School and College is a specialist school for pupils aged 2–19 years with a range of severe and complex learning needs, including:

Severe Learning Difficulties (SLD)

Profound and Multiple Learning Difficulties (PMLD)

Autism Spectrum Condition (ASC)

Severe Speech, Language and Communication Needs

Complex Medical Needs

Physical Needs

Sensory Processing Needs

All pupils have highly individual needs and access personalised learning pathways supported by multidisciplinary teams.

How We Promote Equality

Equality is embedded throughout our school and college through:

Leadership

Senior leaders and governors promote an inclusive culture through:

Strategic planning.

Monitoring equality objectives.

Reviewing policies.

Staff training.

Inclusive recruitment practices.

Accessible communication.

Appropriate allocation of resources.

Teaching and Learning

We ensure that:

Learning is personalised to meet individual needs.

The curriculum is ambitious and appropriately challenging.

Pupils access specialist communication systems.

Teaching reflects pupils' strengths and interests.

Adaptive teaching supports engagement and progress.

Educational visits and enrichment activities are accessible to all learners.

Communication

We support communication through:

Signalong

Objects of Reference

Symbols

Communication boards

Visual timetables

AAC (Alternative and Augmentative Communication) devices

Technology

Wellbeing

We promote emotional wellbeing through:

Positive relationships.

A nurturing environment.

Trauma-informed approaches.

Positive behaviour support.

Therapeutic interventions.

Mental health support.

Personalised pastoral care.

Working with Families

We value strong partnerships with parents and carers by:

Encouraging regular communication.

Providing accessible information.

Involving families in decision-making.

Seeking feedback through surveys and meetings.

Working collaboratively to achieve the best outcomes for pupils.

Equality Objectives (2026–2030)

Objective 1

Continue to improve communication accessibility across the school.

Actions

Increase the use of symbol-supported information.

Develop accessible school publications.

Review website accessibility.

Extend communication resources for families.

Success Measures

Increased accessibility of information.

Positive parent feedback.

Improved engagement from pupils and families.

Objective 2

Further develop an ambitious curriculum that enables every pupil to achieve their individual potential.

Actions

Continue to personalise curriculum pathways.

Develop adaptive teaching strategies.

Increase opportunities for independence.

Extend meaningful accreditation opportunities.

Success Measures

Strong pupil progress.

Increased independence.

High levels of pupil engagement.

Objective 3

Promote equality, diversity and inclusion throughout the curriculum.

Actions

Celebrate a diverse range of cultures, beliefs and communities.

Embed British Values appropriately.

Provide opportunities to explore similarities and differences.

Challenge stereotypes through age-appropriate learning.

Success Measures

Pupils demonstrate respect and understanding.

Curriculum reflects diversity.

Positive behaviour and relationships continue.

Objective 4

Continue to develop staff knowledge of equality, inclusion and inclusive practice.

Actions

Deliver annual equality training.

Include equality within staff induction.

Share current research and best practice.

Monitor the impact of professional development.

Success Measures

Increased staff confidence.

High-quality inclusive teaching.

Positive monitoring outcomes.

Objective 5

Ensure the learning environment remains fully accessible for pupils, families, staff and visitors.

Actions

Complete annual accessibility audits.

Maintain specialist equipment.

Improve signage using symbols where appropriate.

Review classroom environments to maximise independence.

Success Measures

Accessible learning environments.

Positive feedback from the school community.

Compliance with accessibility requirements.

Monitoring Equality

The school will monitor:

Pupil achievement and progress.

Attendance.

Behaviour and exclusions.

Participation in enrichment activities.

Recruitment and staffing.

Staff training.

Parent and pupil feedback.

Accessibility improvements.

Incidents of discrimination or prejudice.

Monitoring information will inform future school improvement priorities.

Who is responsible?

The Governing Body will:

- Making sure the school complies with the relevant equality legislation
- Making sure the school Equality Scheme and its procedures are followed.
- Ensure that the policy and its procedures and strategies are implemented and monitored with appropriate impact assessments forming future plans
- Scrutinise the recording and reporting procedures on an annual basis
- Monitor attendance and take appropriate action where necessary
- Have equal opportunities in staff recruitment and professional development and membership of the governing body
- Involvement in dealing with serious breaches of the policy

The Headteacher will:

- Implement the policy and its strategies and procedures
- Implement strategies for staff to access appropriate and relevant continuous professional development
- Making sure the race, disability and gender equality plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- Producing regular information for staff and governors about the plans and how they are working;
- Making sure all staff know their responsibilities and receive training and support in carrying these out; and
- Taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.
- Enabling reasonable adjustments to be implemented, in relation to disability, in regard to pupils/students, staff, parents, carers and visitors to the school.
- Dealing with reports of hate-incidents

All staff are responsible for:

- Recognising and reporting racist, homophobic and other hate-incidents;
- Being able to recognise and tackle bias and stereotyping;
- Promoting equal opportunities and good race relations; through practice and curriculum experiences.
- Avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- Keeping up to date with the law on discrimination;
- Taking up training and learning opportunities.

Visitors and Contractors are responsible for:

- Are responsible for being aware of and respecting the equal rights of all members of the school community.

Review

Equality information will be reviewed annually.

Equality objectives will be reviewed every four years, or sooner if required by changes in legislation, school priorities or local need.

Commitment

Hope School and College is proud to be a welcoming, inclusive and respectful community where every pupil is recognised as an individual. We are committed to working in partnership with pupils, families, governors and professionals to remove barriers, celebrate diversity and provide every learner with the opportunity to thrive.

Approved by: Governing Body