



Swallow Grange Alternative Provision

Equality Objectives (2026–2030)

Policy Owner: Head of Provision

Approved By: Footsteps to Futures Education Ltd

Date Approved: June 2026

Review Frequency: Annually

Full Review Date: June 2030

1. Introduction

Swallow Grange Alternative Provision is committed to promoting equality, diversity and inclusion in all aspects of school life. We believe every pupil has the right to access high-quality education within a safe, nurturing and inclusive environment, regardless of disability, race, sex, religion or belief, age, sexual orientation, gender reassignment, pregnancy or maternity, or any other protected characteristic under the Equality Act 2010.

As a specialist Alternative Provision supporting pupils aged 4–11 with Special Educational Needs and Disabilities (SEND) and Social, Emotional and Mental Health (SEMH) needs, we recognise our responsibility to remove barriers to learning and ensure every pupil can thrive.

These Equality Objectives support our Public Sector Equality Duty and will be reviewed annually, with a full review every four years.

Equality Objective 1 – Improve Communication Accessibility

Aim

To ensure all pupils, particularly those with speech, language and communication needs, can access learning, understand expectations and communicate effectively.

Actions

- Embed consistent use of visual timetables, symbols and communication aids throughout the provision.
- Continue to develop staff confidence in using simplified language and alternative communication methods.
- Introduce additional communication strategies where required, including visual supports and structured language approaches.
- Monitor the effectiveness of communication strategies through pupil progress reviews.

Success Measures

- Improved pupil understanding of daily routines.
- Reduced anxiety linked to communication barriers.
- Increased engagement in learning and social interaction.
- Positive feedback from pupils, parents and staff.

Equality Objective 2 – Strengthen Staff Knowledge and Inclusive Practice

Aim

To ensure all staff possess the knowledge, confidence and skills required to provide equitable, inclusive education for every pupil.

Actions

- Deliver regular professional development on equality, SEND, SEMH and diversity.
- Provide ongoing training in neurodiversity and trauma-informed practice.
- Monitor inclusive teaching practices through lesson observations and quality assurance activities.
- Promote reflective practice and continuous professional development.

Success Measures

- Increased staff confidence.
- Consistent inclusive practice across the provision.
- Positive impact on pupil engagement, behaviour and progress.
- Improved outcomes for pupils with additional needs.

Equality Objective 3 – Enhance Inclusive Curriculum Delivery

Aim

To provide a curriculum that is ambitious, accessible and appropriately adapted to meet the needs of every pupil.

Actions

- Continue to personalise learning through Individual Learning Plans and EHCP outcomes.
- Review curriculum content to ensure it reflects diversity, equality and mutual respect.
- Adapt teaching approaches to meet individual learning, communication and emotional needs.
- Ensure all pupils have equitable access to enrichment opportunities.

Success Measures

- Pupils access learning at an appropriate level.
- Improved engagement, attendance and participation.
- Curriculum reflects a diverse range of perspectives and experiences.
- Progress is evident against individual learning targets.

Equality Objective 4 – Strengthen Partnership with Parents and Carers

Aim

To ensure parents and carers can easily access information and work in partnership with the provision to support their child's education and wellbeing.

Actions

- Provide key information in clear, accessible formats.
- Offer flexible communication methods, including telephone, face-to-face meetings and email.
- Support parents in understanding their child's progress, provision and outcomes.
- Seek regular feedback from families to improve communication and engagement.

Success Measures

- Increased parental engagement.
- Positive parent and carer feedback.
- Improved shared understanding of pupils' needs.
- Stronger collaborative relationships between home and school.

Equality Objective 5 – Develop an Inclusive Learning Environment

Aim

To ensure the physical, emotional and sensory environment enables all pupils to feel safe, supported and ready to learn.

Actions

- Review and adapt learning environments in response to pupil needs.
- Continue to develop calm spaces and sensory regulation areas.
- Maintain low-arousal classrooms that promote emotional regulation.
- Evaluate the learning environment regularly through risk assessments and pupil voice.

Success Measures

- Reduction in incidents of dysregulation.
- Effective use of sensory and calming spaces.
- Positive pupil wellbeing and engagement.
- An environment that supports learning, inclusion and emotional safety.

Monitoring and Review

Progress towards these objectives will be monitored through:

- Annual review by the Senior Leadership Team.
- Quality assurance activities.
- Pupil progress and attainment data.
- Behaviour, attendance and wellbeing information.
- Feedback from pupils, parents, carers and staff.
- Governor monitoring where appropriate.

These objectives will be formally reviewed every four years, or sooner where significant changes in legislation, guidance or the needs of the school community require.

Linked Policies

These Equality Objectives should be read alongside:

- Equality Policy
- Accessibility Plan
- SEND Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Curriculum Policy
- Staff Code of Conduct

Approval

Approved by: Jayne Chudley

Position: Managing Director

Date: June 2026

Next Review: June 2027

Full Review: June 2030