



Swallow Grange Alternative Provision

Public Sector Equality Duty (PSED) Statement

Policy Owner: Head of Provision

Approved By: Footsteps to Futures Education Ltd

Date Approved: June 2026

Review Frequency: Annually

Next Review: June 2027

1. Statement of Commitment

Swallow Grange Alternative Provision is fully committed to promoting equality, diversity and inclusion in every aspect of school life. We believe that every pupil, member of staff, parent, carer and visitor has the right to be treated with dignity, fairness and respect.

As a specialist Alternative Provision supporting children aged 4–11 with Special Educational Needs and Disabilities (SEND) and Social, Emotional and Mental Health (SEMH) needs, we recognise that equality is fundamental to achieving positive educational outcomes and promoting the wellbeing of our school community.

We are committed to meeting our responsibilities under the **Public Sector Equality Duty (PSED)** contained within **Section 149 of the Equality Act 2010** by ensuring equality considerations are embedded in our policies, decision-making and day-to-day practice.

2. Our Legal Duties

In carrying out our functions, Swallow Grange has 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 individuals from different backgrounds and communities.

These duties apply across all aspects of our work, including education, employment, safeguarding and service delivery.

3. Our School Context

Swallow Grange provides specialist education for pupils aged **4–11 years** with a range of Special Educational Needs and Disabilities (SEND) and Social, Emotional and Mental Health (SEMH) needs.

Many pupils joining the provision have experienced barriers to education including:

- Communication and language difficulties.
- Emotional dysregulation.
- Anxiety and trauma.
- Interrupted educational experiences.
- Autism and neurodiversity.
- Complex social and emotional needs.

Our provision is designed to remove barriers to learning through personalised education, therapeutic support and inclusive practice.

4. How We Meet the Public Sector Equality Duty

4.1 Eliminating Discrimination

We achieve this by:

- Maintaining clear equality, safeguarding and behaviour policies.
- Challenging discriminatory language, behaviour and attitudes.

- Promoting respectful relationships throughout the school.
- Providing regular equality and inclusion training for staff.
- Responding promptly and effectively to any incidents of discrimination or prejudice.
- Recording and monitoring equality-related incidents where appropriate.

4.2 Advancing Equality of Opportunity

We promote equality by:

- Delivering highly personalised educational programmes.
- Removing barriers to learning wherever possible.
- Making reasonable adjustments for pupils with disabilities and additional needs.
- Providing access to a broad, balanced and ambitious curriculum.
- Using high staff-to-pupil ratios to maximise participation and achievement.
- Monitoring attendance, behaviour, wellbeing and progress to identify and address inequalities.

4.3 Fostering Good Relations

Positive relationships are central to the ethos of Swallow Grange.

We promote mutual respect by:

- Embedding restorative and relational approaches.
- Teaching empathy, kindness and respect through the curriculum.
- Supporting pupils to develop emotional literacy and social communication skills.
- Celebrating diversity and individuality.
- Encouraging positive partnerships between pupils, families and professionals.
- Creating a culture where everyone feels valued and included.

5. Equality Objectives

Swallow Grange has published Equality Objectives for the period **2026–2030**. These focus on:

- Improving communication accessibility.
- Strengthening staff knowledge of equality, SEND and inclusive practice.
- Enhancing curriculum accessibility.
- Increasing engagement with parents and carers.
- Continuing to develop an inclusive physical and emotional environment.

Progress towards these objectives is monitored annually by the Senior Leadership Team.

6. Monitoring Impact

We evaluate the effectiveness of our equality work through:

- Pupil progress and attainment data.
- Attendance and engagement information.
- Behaviour and wellbeing monitoring.
- Pupil voice.
- Parent and carer feedback.
- Staff feedback.
- Quality assurance activities.
- Review of equality-related incidents.
- Annual review of Equality Objectives.

This information enables leaders to identify priorities for improvement and ensure equality remains embedded across the provision.

7. Accessibility

This statement should be read alongside the following documents:

- Accessibility Plan (2026–2029)
- Equality Policy
- Equality Objectives (2026–2030)
- SEND Policy

- Behaviour Policy
- Safeguarding and Child Protection Policy

Together these documents demonstrate Swallow Grange's commitment to providing an inclusive environment where every child can participate fully in school life.

8. Review

This statement will be:

- Reviewed annually by the Senior Leadership Team.
- Updated following changes in legislation or statutory guidance.
- Reviewed following significant changes to the school community or provision.
- Monitored alongside the school's Equality Objectives and Accessibility Plan.

9. Commitment

Swallow Grange is committed to ensuring equality is embedded in every aspect of school life.

We will continue to remove barriers to participation, celebrate diversity, promote inclusion and provide a safe, respectful and supportive learning environment where every child is valued and able to achieve their full potential.

Approval

Approved by: Jayne Chudley

Position: Managing Director

Date: June 2026

Next Review: June 2027