

ST DOMINIC'S GRAMMAR SCHOOL

EQUALITY, EQUAL OPPORTUNITIES AND ACCESSIBILITY POLICY

including the statutory Accessibility Plan 2026-2029

OUR COMMITMENT To uphold dignity, remove unlawful discrimination, widen participation and ensure that every pupil and adult is treated fairly and respectfully within a Christian school community from EYFS to Sixth Form.

Document control	Details
Policy owner	Headmaster
Operational leads	SENCo; DSL; Bursar/Site Manager; Heads of Section
Responsible body	Proprietor, advised and overseen by the Governing Body
Applies to	Pupils, applicants, parents, staff, governors, volunteers, contractors and visitors
Effective date	1 September 2026
Annual policy review	By 31 August 2027 and annually thereafter
Accessibility-plan period	1 September 2026 to 31 August 2029
Publication	School website; accessible formats available on request

Inspiring growth in mind, body and spirit

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Part A: Equality and equal opportunities

1. Purpose and status

St Dominic's Grammar School is an independent co-educational school for pupils from EYFS to Sixth Form. The School's Christian character is expressed through compassion, honesty, responsibility, respect for the dignity of every person and the pursuit of truth. The School welcomes people of all faiths and none and prepares pupils to participate confidently and respectfully in modern Britain.

This policy sets the School's standards for fair treatment, equality of opportunity, non-discrimination, accessibility and inclusion. It applies to decisions, conduct and systems across admissions, education, safeguarding, behaviour, employment, procurement, services, premises, communications and community activity.

2. Legal and inspection framework

The policy has regard to the current framework applying in England, including:

- Equality Act 2010, including Parts 2, 5 and 6 and Schedule 10;
- Human Rights Act 1998, as applicable;
- Children and Families Act 2014 and SEND Code of Practice: 0 to 25 years;
- Education (Independent School Standards) Regulations 2014 and DfE guidance updated April 2026;
- Keeping Children Safe in Education 2026, effective 1 September 2026;
- Working Together to Safeguard Children 2026;
- Early Years Foundation Stage statutory framework in force from September 2025;
- current statutory RSHE guidance and parental rights;
- Data Protection Act 2018, UK GDPR and Data (Use and Access) Act 2025;
- current employment, health-and-safety and fire-safety law; and
- the current ISI inspection framework and handbook.

The School is not presenting the Public Sector Equality Duty as though every aspect applies to an ordinary independent school. Nevertheless, it adopts the sound principles of eliminating unlawful conduct, advancing equality of opportunity and fostering good relations as part of effective governance and school improvement.

3. Scope and protected characteristics

3.1 The nine characteristics

The Equality Act 2010 identifies nine protected characteristics: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation. “Race” includes colour, nationality and ethnic or national origins. “Religion or belief” includes lack of religion or belief.

IMPORTANT LEGAL DISTINCTION The Act does not apply every protected characteristic identically in every setting. Age and marriage/civil partnership do not operate for pupils in the same way as in employment. The School nevertheless prohibits unfair treatment based on age or family status unless a lawful and objectively justified distinction is necessary, such as age-related curriculum, safeguarding or employment requirements.

3.2 Who is protected

Protection may extend to a person because of their own characteristic, because they are perceived to have one, or because of association with another person. The School will also consider combined and overlapping disadvantage, socioeconomic barriers, caring responsibilities, being looked after or previously looked after, EAL and health needs even where these are not separate protected characteristics.

4. Forms of discrimination

Term	Meaning in School practice
Direct discrimination	Treating a person less favourably because of a protected characteristic, subject only to lawful exceptions.

Term	Meaning in School practice
Indirect discrimination	Applying an apparently neutral provision, criterion or practice that particularly disadvantages a protected group and cannot be objectively justified.
Discrimination arising from disability	Treating a disabled person unfavourably because of something arising from disability where the treatment cannot be justified and the School knew or should have known of disability.
Failure to adjust	Not taking reasonable steps to avoid substantial disadvantage for a disabled person.
Harassment	Unwanted conduct related to a protected characteristic that has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment, where the relevant legal test applies.
Victimisation	Subjecting a person to detriment because they did a protected act, such as raising an equality concern in good faith.
Prejudice-related bullying	Bullying or derogatory conduct connected to identity or perceived identity; it may also be child-on-child abuse and a safeguarding matter.
Positive action	Proportionate steps permitted by law to address disadvantage, different needs or under-representation; not automatic preferential treatment.

5. Principles and objectives

- dignity, safety and belonging for every member of the community;
- high expectations without stereotypes or deficit assumptions;
- fair access to education, employment, services, facilities and opportunities;
- early identification and removal of barriers;
- reasonable adjustments and accessible communication;
- a curriculum that develops respect for protected characteristics and cultural diversity;
- freedom of thought, conscience, religion and expression within lawful, respectful and safeguarding boundaries;
- prompt action on discrimination, harassment, bullying and victimisation;
- meaningful consultation and pupil voice; and
- evidence-led improvement, with confidentiality and data minimisation.

6. Leadership and responsibilities

Role	Core responsibilities
Proprietor	Ensure compliance and resources; set strategic expectations; receive assurance; act on material risks.
Governing Body	Scrutinise policy, equality evidence and accessibility progress; challenge disparities, delay and weak impact; assure the Proprietor.
Headmaster	Own implementation and culture; make significant decisions; ensure training, fair systems, publication, monitoring and corrective action.
DSL	Ensure equality-related conduct is screened for safeguarding; provide accessible reporting and support; address additional vulnerabilities under KCSIE 2026.
SENCo	Coordinate disability/SEND adjustments, pupil voice and accessibility planning; advise staff; monitor curriculum access.
Bursar / Site Manager	Manage premises accessibility, employment support, procurement, facilities, PEEPs and improvement budgets.

Role	Core responsibilities
Heads of Section / subject leaders	Embed equality in curriculum, behaviour, participation and staff practice from EYFS to Sixth Form; monitor outcomes and address barriers.
All staff	Model respectful conduct; apply policies fairly; make agreed adjustments; challenge and report discrimination; complete training.
Pupils	Treat others with dignity, follow behaviour expectations, report concerns and contribute to a respectful culture.
Parents, contractors and visitors	Respect the School's equality and safeguarding expectations; share relevant access information and raise concerns appropriately.

7. Pupils: admissions, education and school life

7.1 Admissions

Published admissions criteria are applied consistently and lawfully. The School will not discriminate unlawfully in admission arrangements, the terms of an offer, access to assessment or refusal. Reasonable adjustments will be made to admissions visits, interviews and assessments. Decisions will be individual and evidence-based; there will be no blanket exclusion by diagnosis, race, religion, sex, sexual orientation or other protected characteristic.

7.2 Teaching, assessment and participation

- Pupils have suitable access to the curriculum, assessment, careers, leadership, sport, arts, clubs, trips, worship and social life.
- Teaching and resources avoid unlawful stereotyping and provide age-appropriate opportunities to encounter varied lives and perspectives.
- Assessment, setting, awards, sanctions and access to opportunities use relevant, transparent criteria and are reviewed for patterns.
- Reasonable adjustments and positive action are used where lawful and proportionate.
- Financial hardship and other non-protected barriers are considered through relevant assistance arrangements without lowering safeguarding or educational standards.

7.3 Behaviour and bullying

Discriminatory language, harassment, prejudice-related bullying, sexual harassment and identity-based abuse are prohibited. Staff will act promptly, record facts, protect and support affected pupils, hear pupil voice and apply the Behaviour, Anti-Bullying and Safeguarding policies. Serious or repeated conduct may be a safeguarding matter even if described as “banter.” Mediation will not be used where unsafe or inappropriate.

8. Curriculum, protected characteristics and respectful debate

The curriculum will enable pupils to understand and respect the protected characteristics, fundamental British values, cultural diversity and the rights and responsibilities of people in modern Britain. Teaching will be accurate, age-appropriate, evidence-informed and consistent with the School's Christian ethos and statutory duties.

- Teachers may present contested issues and different religious, philosophical, moral and political views, but must not promote partisan political views.

- Respect for a person does not require agreement with every belief or opinion. Pupils may question ideas respectfully and must not be compelled to affirm a contested belief.
- No protected characteristic, faith or worldview may be mocked, stereotyped or treated as inherently inferior.
- RSHE will follow statutory guidance, parental rights and safeguarding requirements.
- Resources, speakers and visits will be risk assessed for suitability, balance and accessibility.
- Pupil debate is managed so that speech does not become bullying, harassment, incitement, intimidation or unlawful discrimination.

9. Religion, belief and the Christian character

The School may lawfully maintain and teach its Christian ethos while respecting pupils, families and staff of other faiths and none. Collective worship and religious education will be conducted in accordance with applicable requirements and published arrangements. Requests concerning worship, dress, diet, fasting, prayer, religious festivals or observance will be considered individually, respectfully and consistently, taking account of safety, education, staffing, contractual duties and the rights of others.

Absence requests for religious observance will be handled under the Attendance Policy and current registration law; employee leave requests will be considered under employment arrangements. The School will not assume that all members of a faith practise in the same way.

10. Sex, gender reassignment and safeguarding

The School protects pupils and adults from unlawful discrimination connected with sex or gender reassignment and from sexist, homophobic, biphobic or transphobic bullying. It will respond sensitively and individually to a child questioning their gender, involving parents unless there is a safeguarding reason not to do so, and following KCSIE 2026, data-protection law and the child's best interests.

- Sex and gender reassignment are distinct protected characteristics in law. Records and decisions will use legally accurate terms.
- Single-sex toilets, changing facilities, washing arrangements, sleeping accommodation and sport will be organised in accordance with KCSIE 2026, premises requirements, safety, privacy and fairness.
- Where additional privacy is needed, the School will explore a suitable alternative facility without removing the rights or safety of other pupils.
- Names, pronouns, uniform and pastoral support requests will be considered individually, without automatic social transition or disciplinary compulsion, and with clear safeguarding oversight.
- Confidential information will be shared only where lawful and necessary.
- Any concern about distress, bullying, self-harm, family response or exploitation will be addressed through safeguarding and pastoral procedures.

11. Disability, SEND and reasonable adjustments

A person is disabled if a physical or mental impairment has a substantial and long-term adverse effect on normal day-to-day activities. A pupil may be disabled without SEN and may have SEN without being disabled. The School will not wait for an EHCP, formal diagnosis or parental request where it knew or could reasonably be expected to know of disability.

Reasonable adjustments may change policies, criteria or practices or provide auxiliary aids/services. They are free to the disabled person. Decisions consider effectiveness, practicality, resources, disruption, health and safety, dignity and the interests of others. Refusals and alternatives considered will be recorded and explained. Physical-feature improvements for pupils are progressed through Part B, while immediate individual adjustments continue separately.

12. Staff recruitment and employment

All nine protected characteristics are relevant to employment, subject to the Act's provisions. Recruitment, pay, training, appraisal, promotion, discipline, grievance, redundancy and termination will use relevant, transparent and consistently applied criteria. Safer recruitment and safeguarding checks remain mandatory and are not unlawful discrimination.

- Job descriptions and person specifications contain justifiable requirements and avoid unnecessary barriers.
- Applicants are invited to request reasonable recruitment adjustments; disability or health questions are asked only when lawful and necessary.
- Interview questions assess suitability for the role and safeguarding, not irrelevant personal circumstances.
- Occupational-health advice may inform reasonable adjustments, support and risk assessment.
- Religious-observance and flexible-working requests are considered fairly under applicable procedures.
- Harassment, sexual harassment, discriminatory conduct and victimisation may result in disciplinary action, including gross misconduct where appropriate.
- Equality monitoring data is separated from selection decisions and handled confidentially.

13. Parents, visitors, contractors and community use

The School will provide fair access to information, meetings, complaints and events and will consider reasonable disability adjustments and language/communication support. Contractors, hirers and visitors must comply with School equality, safeguarding, conduct and access expectations. Procurement and contracts will consider accessibility and unlawful discrimination. Abusive or discriminatory conduct by an adult will be addressed under the Parent Contract, visitor, complaints or contractor procedures as applicable.

14. Reporting, responding and support

A concern may be raised with any trusted member of staff, the relevant line manager, Head of Section, SENCo, DSL or Headmaster. Staff grievances use the Grievance Procedure; whistleblowing and adult safeguarding concerns follow the appropriate routes. Concerns involving the Headmaster are reported to the Chair of the Governing Body or Proprietor as specified by the relevant policy.

Step	Required response
Make safe	Address immediate welfare, medical, safeguarding or access risk; contact the DSL or emergency services where required.
Record	Record the words used, context, impact, witnesses, action and protected characteristic or perceived characteristic where relevant.
Triage	Decide which policies apply: safeguarding, behaviour, anti-bullying, staff conduct, grievance, complaints, data protection or accessibility.
Investigate	Use a fair, timely, impartial and proportionate process; hear affected people in an accessible way and avoid retaliation.
Respond	Provide support, adjustments, education, restorative work only where safe, sanctions/discipline where appropriate and referral to external agencies where required.
Review	Check impact and recurrence; identify wider cultural, curriculum, policy, training or premises action; report themes to governance.

15. Monitoring, evaluation and governance

Leaders will examine evidence proportionately and lawfully, avoiding small-group reporting that could identify individuals. The Governing Body will receive at least termly assurance covering:

- admissions, participation, progress, attendance, behaviour, sanctions, exclusions and destinations;
- bullying, discriminatory incidents, safeguarding concerns, complaints and staff grievances;
- curriculum coverage and pupil voice about belonging, safety and respect;
- staff recruitment, progression, training and workplace concerns;
- reasonable-adjustment requests and outcomes;
- accessibility actions, premises risks, PEEPs and alternative-format requests; and
- corrective action, resources and evidence of impact.

Disparity prompts enquiry, not automatic proof of discrimination. Leaders will investigate causes, consult affected groups and document proportionate action. The policy is reviewed annually and after material legal change, significant incident, inspection finding or evidence of ineffectiveness.

Part B: Statutory Accessibility Plan

16. Purpose and three statutory strands

This is the School's written Accessibility Plan under Schedule 10 of the Equality Act 2010. It covers 1 September 2026 to 31 August 2029 and will be updated termly and reviewed formally each year. Its statutory aims are to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment to increase the extent to which disabled pupils can take advantage of education, benefits, facilities and services; and
- improve the delivery to disabled pupils of information provided in writing to pupils who are not disabled.

TWO DUTIES, WORKING TOGETHER The duty to make a reasonable adjustment for an individual is immediate and continuing. The longer-term accessibility plan does not justify delaying an individual adjustment. Conversely, an individual adjustment record does not replace the published three-year plan.

17. Identifying barriers and consultation

The School will identify barriers through admissions and transition information; pupil and parent consultation; SEND, medical and safeguarding records; curriculum and participation evidence; learning walks; examination access; premises audits; accidents and near misses; PEEPs and drills; digital/document checks; complaints and feedback from professionals. Pupil voice will be sought in a form the pupil can use.

18. Admissions and transition

- Invite early disclosure of disability, health, SEND, communication and access needs without judgement.
- Offer reasonable adjustments to visits, interviews, taster days and entry assessments without changing the competence assessed.
- Assess curriculum, buildings, personal care, medication, transport, trips, co-curricular life, information and evacuation before entry.
- Record adjustment options, decision, owner, funding/equipment and review date.
- Plan transition into EYFS/EYFS, Prep, Senior School and Sixth Form, between buildings/teachers, following injury or absence, and on leaving.
- Transfer safeguarding, medical and SEND information securely and before the pupil begins where necessary.

19. Curriculum and wider participation

Accessibility covers teaching, assessment, remote learning, worship, assemblies, sport, practical subjects, arts, clubs, trips, residential, careers, work experience, leadership and social times. Adjustments may include adaptive teaching, accessible resources, alternative recording, communication and sensory support, assistive technology, specialist equipment, rest/movement breaks, ground-floor rooming, adapted participation, medical/mental-health support and examination arrangements.

TRIPS AND ACTIVITIES Accessibility must be considered at the planning stage. Cost, inconvenience or a provider's initial response does not by itself justify exclusion. Staff must explore alternatives, consult the family, document risk and adjustments, and obtain senior approval before concluding that safe participation cannot be achieved.

20. Physical environment, safety and evacuation

The School's buildings differ in age and configuration. Prep and the Sir Jack Hayward Sports Hall operate principally at ground-floor level. The Senior School and Sixth Form Centre contain upper floors which may not be independently accessible to some wheelchair users or people with reduced mobility. Lifts must not be used in fire unless designed, approved and incorporated into the evacuation strategy.

- Use ground-floor rooming, timetable relocation or equivalent facilities where upper floors are inaccessible.
- Maintain an annual whole-site access audit covering approaches, parking, entrances, thresholds, routes, doors, rooms, toilets, changing, lighting, acoustics, signage and external spaces.
- Keep accessible routes and facilities unobstructed and make defects safe promptly.
- Prepare, brief, practise and review a PEEP for anyone who may need evacuation assistance, including temporary mobility needs.
- Do not carry or assist a person on stairs unless a competent, risk-assessed plan and suitable equipment expressly provide for it.
- Include inclusive design and accessibility sign-off in refurbishment, furniture, equipment, digital systems and capital projects.
- Publish a route for visitors to request access arrangements.

21. Accessible information and digital access

Information normally provided in writing will be made accessible within a reasonable period, considering disability and preferred communication. Options may include large print, high contrast, accessible Word or tagged PDF, electronic text compatible with assistive technology, plain language, symbols, visual timetables, audio, captioned video, sign-supported communication or verbal explanation.

Staff will use meaningful headings, descriptive links, alt text for informative images, captions/transcripts where appropriate, readable contrast and accessible source files. Priority webpages, portals, forms and documents will be checked periodically. Digital procurement will require accessibility information and testing proportionate to risk and use.

22. Individual reasonable-adjustment process

Stage	Required action
Identify	Define the barrier and substantial disadvantage in the particular context.
Consult	Seek the pupil's views accessibly; consult parents, staff and specialists where proportionate.
Explore	Consider policy/practice changes, auxiliary aids/services, immediate environmental solutions and longer-term plan action.
Assess	Consider likely effectiveness, practicality, cost/resources, disruption, safety, dignity and effects on others; avoid blanket assumptions.

Stage	Required action
Decide	Record adjustment, owner, start date, people to brief, contingency and review; explain any refusal and alternatives.
Implement	Secure equipment/training and ensure consistent delivery without unnecessary disclosure.
Review	Evaluate whether disadvantage was actually reduced and amend promptly as needs or circumstances change.

23. Monitoring and complaints

The Headmaster will ensure Appendix A is reviewed at least termly. Status, evidence, impact, delay, revised dates and new actions will be reported to the Governing Body and Proprietor. The current policy and plan will be published and available in accessible formats. Access concerns should be raised promptly with the relevant staff member, SENCo or Head of Section; unresolved concerns follow the Complaints Policy. Safeguarding concerns go directly to the DSL.

Appendix A: Three-year accessibility action plan

Plan period: 1 September 2026 to 31 August 2029. "Completed" requires evidence of impact, not merely that an activity occurred. The review record is updated termly.

A1. Curriculum and participation

Action	Steps	Lead	Timescale	Success evidence	Review
C1 Baseline audit	Audit lessons, assessment, clubs, sport, trips, leadership and transitions by phase.	SENCo; Heads	Autumn 2026	Barrier/participation baseline completed; priorities assigned.	Termly
C2 Pupil profiles	Maintain concise pupil-informed profiles stating strengths, barriers, communication, strategies and review.	SENCo	By Dec 2026	100% of identified pupils current; staff samples show implementation.	Termly
C3 Inclusive teaching	Role-specific CPD on disability, adaptive teaching, communication, mental health and assistive technology.	SENCo; Heads	From Sept 2026	Training and termly learning walks demonstrate improved practice.	Termly
C4 Examinations	Audit normal way of working, evidence, applications, equipment and rooming.	SENCo; Exams Officer	Each cycle	Deadlines met; arrangements trialled; no avoidable failures.	Each cycle
C5 Wider life	Add accessibility prompt/sign-off to trips, events and clubs; review non-participation.	Visits lead; Heads	Spring 2027	No blanket exclusion; early adjustment evidence; participation improves.	Termly
C6 Transitions	Use checklist across EYFS/EYFS, Prep, Senior and Sixth Form.	Admission s; SENCo; DSL	By Jan 2027	Information transferred before start; feedback and review recorded.	Each move
C7 Pupil voice	Accessible termly consultation with disabled pupils.	SENCo; pastoral leads	From Spring 2027	At least one consultation termly; actions fed back.	Termly

A2. Physical environment and safety

Action	Steps	Lead	Timescale	Success evidence	Review
P1 Access audit	Professional site audit of approaches, parking, entrances, routes, stairs, doors, rooms, toilets, lighting, acoustics and signs.	Bursar / Site Manager	By Dec 2026	Dated, photographed, costed and prioritised schedule approved.	Annual
P2 Ground-floor plan	Map accessible teaching/specialist rooms and test timetable contingency.	Deputy Head; Site Manager	By Oct 2026	Relocation test protects full curriculum entitlement.	Termly
P3 PEEPs	Identify need; standardise plans, briefing, drills and review.	Site Manager; DSL; SENCo	By Oct 2026	100% coverage; drill evidence and corrective action.	Termly
P4 Routes/facilities	Weekly checks of routes, ramps, doors, toilets and signs.	Site Manager	From Sept 2026	Logs complete; accessible toilets clear; urgent hazards safe same day.	Weekly
P5 Sensory/wayfinding	Review contrast, signs, lighting, acoustics and sensory barriers.	Site Manager; SENCo	By Mar 2027	Quick wins and one phased improvement annually.	Termly
P6 Capital works	Accessibility checklist/sign-off in projects and procurement.	Bursar; Proprietor	From Sept 2026	Every relevant project documents inclusive-design review.	Each project

Action	Steps	Lead	Timescale	Success evidence	Review
P7 Upper-floor study	Costed feasibility of improving Senior/Sixth Form upper-floor access and equivalent provision.	Proprietor; Bursar	By July 2027	Options report covers planning, fire, heritage, maintenance and education; decision minuted.	Annual
P8 Events/visitors	Access-contact route and accessible arrival, seating, toilet and evacuation checklist.	Events leads; Site Manager	By Jan 2027	Checklist used and feedback reviewed.	Each event

A3. Information and communication

Action	Steps	Lead	Timescale	Success evidence	Review
I1 Format protocol	Request route for large print, accessible digital text, audio, symbols and simplified language.	SENCo; Admin	By Nov 2026	Route publicised; requests logged; agreed times met.	Termly
I2 Document standard	Staff standard for headings, links, alt text, contrast, captions and accessible source files.	IT lead; SENCo	By Jan 2027	Briefing complete; sampled documents improve.	Termly
I3 Web/portals	Audit priority pages/forms for keyboard, zoom, contrast, headings and mobile use.	IT / website lead	By Mar 2027	Defects risk-rated and corrected; contact route visible.	Six-monthly
I4 Learning resources	Sample platforms, texts and multimedia; include access in renewal/procurement.	Heads; IT	From Spring 2027	Checklist used; accessible alternatives available.	Annual
I5 Emergency info	Accessible fire, lockdown, medical and safeguarding instructions.	DSL; Site Manager	By Dec 2026	Relevant pupils understand; arrangements tested.	Termly
I6 Preferences	Record pupil/parent communication preference and brief staff.	SENCo; Admissions	From Sept 2026	Secure records current; avoidable communication failures reduce.	Termly

A4. Leadership and assurance

Action	Steps	Lead	Timescale	Success evidence	Review
L1 Dashboard	Termly equality/access dashboard: participation, PEEPs, defects, training, formats, incidents and complaints.	Headmaster; Clerk	Autumn 2026	Challenge/actions minuted; Proprietor receives assurance.	Termly
L2 Safeguarding	Audit accessible reporting and KCSIE 2026 vulnerabilities.	DSL	By Oct 2026	Pupils know routes; training and audit complete.	Termly
L3 Induction	Equality/accessibility duties and barrier-reporting in staff induction.	Headmaster; SENCo	From Sept 2026	100% new starters; understanding checked.	Termly
L4 Budget/procurement	Annual accessibility budget and relevant procurement control.	Proprietor; Bursar	2027 budget cycle	Priorities costed; decisions recorded; inaccessible purchase avoided.	Annual
L5 Annual review	Consult, evaluate impact, update plan and publish approved version.	Headmaster; Governing Body	By 31 Aug annually	Review report, approval minute and accessible publication.	Annual

Appendix B: Equality impact and decision record

Field	Record
Policy, practice or decision	
Purpose and decision-maker	
People/groups affected	
Evidence and consultation	
Potential disadvantage or differential impact	
Protected characteristics / other barriers considered	
Reasonable adjustment or mitigation	
Positive action considered and legal basis	
Alternatives considered	
Proportionality / objective justification where relevant	
Safeguarding, privacy and human-rights considerations	
Decision, owner and implementation date	
Success measure and review date	

Appendix C: Individual adjustment record

Field	Record
Pupil / staff member / date	
Strengths, wishes and preferred communication	
Disability or access need	
Specific barrier and substantial disadvantage	
Adjustment(s) agreed	
Alternatives and reason for decision	
Equipment, training or funding	
Owner / people to brief	
Start date / contingency	
Safeguarding, medical, data or PEEP links	
Impact evidence and feedback	
Review decision and date	

Appendix D: Governing Body assurance

- ☐ Current policy distinguishes pupil, employment and accessibility duties accurately.
- ☐ Termly evidence identifies disparities and records proportionate action.
- ☐ Admissions and participation decisions include reasonable-adjustment analysis.
- ☐ Curriculum develops respectful understanding without stereotyping or political indoctrination.
- ☐ Safeguarding reflects KCSIE 2026, including SEND and gender-questioning considerations.
- ☐ Discriminatory incidents, bullying, complaints, grievances and victimisation are addressed effectively.
- ☐ Staff recruitment, employment and training systems are fair and accessible.
- ☐ The three Schedule 10 strands have measurable, resourced actions and impact evidence.
- ☐ PEEPs and temporary plans are current and tested.
- ☐ Digital/document access and alternative-format requests are monitored.
- ☐ Pupil, parent and staff voice informs improvement.
- ☐ Annual approval and publication are complete.

Appendix E: References and linked policies

E1. Core references

- Equality Act 2010: <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- Equality Act 2010, Schedule 10: <https://www.legislation.gov.uk/ukpga/2010/15/schedule/10>
- DfE Equality Act advice for schools: <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- Independent School Standards guidance: <https://www.gov.uk/government/publications/regulating-independent-schools>
- Keeping Children Safe in Education 2026: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- SEND Code of Practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- ISI inspection framework: <https://www.isi.net/inspection-explained/inspection-framework/interactive-version/>

E2. Linked School policies and records

- Admissions Policy
- SEND, EHCP and EAL Policy
- Safeguarding and Child Protection Policy
- Staff Code of Conduct
- Low-Level Concerns and Allegations procedures
- Behaviour and Anti-Bullying policies
- RSHE Policy
- Curriculum Policy
- Attendance and Punctuality Policy
- Supporting Pupils with Medical Conditions / First Aid policies
- Educational Visits Policy
- Health and Safety, Fire Risk Assessment and PEEPs
- Online Safety, Data Protection and Acceptable Use Policy
- Recruitment, Grievance and Disciplinary procedures
- Complaints Policy

- School Development Plan and premises access audit

Approval

Approval	Name / signature / date
Headmaster	Peter McNabb __22-8-2026_____
For the Proprietor	_G Hartland 30-8-2026_____
Chair of Governing Body	__Sir m Griffiths 30-8-2026_____