



LEICESTER THERAPEUTIC SCHOOL

BUILDING FOUNDATIONS THROUGH NURTURE AND MINDSET

Statement of Leicester Therapeutic School, Equality Objectives

Policy Owner	Leicester Therapeutic School
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1. Equality, Diversity, and Inclusion Objectives

Leicester Therapeutic School is an independent school. The public sector equality duty and its specific duty to publish equality objectives do not generally apply to independent fee-paying schools. We set these objectives voluntarily to help us meet our Equality Act 2010 responsibilities and improve pupils' and staff members' experiences. We aim to:

1. Prevent and address discrimination, harassment and victimisation in school life and employment.
2. Identify and reduce barriers to participation and achievement for pupils and staff.
3. Build respectful relationships across our school community.

Leicester Therapeutic School values each pupil and staff member. We adapt our approach to individual needs and review whether pupils can access learning, relationships and wider school opportunities.

The Equality Act 2010 prohibits unlawful discrimination in education and employment and requires schools to make reasonable adjustments for disabled pupils. We maintain a separate accessibility plan covering curriculum participation, the physical environment and accessible information.

Our approach to equality is based on the following key principles:

- All learners are of equal value.
- We recognise, respect, and celebrate difference.
- We foster positive attitudes and relationships and a shared sense of belonging.
- We observe good equalities practice in staff recruitment, retention, and development.
- We aim to recognise and then reduce and remove inequalities and barriers.
- We have the highest aspirations and expectations of all our children.

2. Protected characteristics

The Equality Act 2010 protects people in relation to characteristics including disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity, and marriage and civil partnership. The scope of protection differs between school education and employment.

We use information about pupils' needs and experiences only where it is relevant and lawful, with appropriate privacy safeguards. We do not require pupils to disclose sensitive characteristics for the purpose of these objectives.

We also consider barriers linked to circumstances that are not protected characteristics, where relevant and known, including:

- Economic disadvantage and eligibility for relevant financial support;
- Special educational needs and disabilities;
- English as an additional language;
- Caring responsibilities;
- Experience of being looked after;
- Previous care experience;

- Current social care involvement; and
- Service family circumstances.

3. Eliminating discrimination

We work to eliminate discrimination by:

- Making inclusion part of curriculum, behaviour, recruitment and decision-making.
- Using supportive behaviour and safeguarding practices, with reasonable adjustments where needed.
- Recording, responding to and reviewing prejudice-related incidents, including racist, homophobic and disability-related incidents.
- Checking that the curriculum represents different backgrounds and challenges stereotypes in an age-appropriate way.
- Planning access to trips, enrichment and personal development from each pupil's needs and EHC plan, with reasonable adjustments.
- Seeking accessible feedback from pupils, parents and staff, and acting on recurring concerns.

4. Our equality and inclusion objectives – September 2026 to August 2027

For the 2026–27 academic year, the school will focus on access to learning, participation, respectful relationships and fair opportunities for staff. The Headteacher will coordinate delivery and report progress to the proprietor body.

The objectives below are voluntary school commitments. Progress measures will be reviewed termly using proportionate evidence, recognising that small pupil numbers may make group comparisons unreliable and risk identifying individuals.

Our equality and inclusion objectives for September 2026 to August 2027 are:

- Objective 1 – Accessible learning: By October 2026, check that every pupil has an up-to-date profile linking EHC plan needs, communication methods, reasonable adjustments and classroom strategies. Review delivery each term through pupil work, observation and provision records.
- Measure: record the proportion of pupils with current profiles and the actions closed after each termly review. The Headteacher and SEND lead are responsible.
- Objective 2 – Pupil voice and participation: Offer each pupil an accessible way to express views about lessons, safety and activities at least once each term, using communication support where needed.
- Measure: record participation, themes and the changes made in response, without publishing identifiable responses. Class teams and the SEND lead are responsible.
- Objective 3 – Equal access to school life: Check trips, clubs, assemblies and personal development activities in advance for disability-related barriers and record reasonable adjustments.
- Measure: review participation and any barriers termly, with an action and owner for each avoidable barrier. The senior leadership team is responsible.

- Objective 4 – Respectful relationships: Record prejudice-related incidents consistently and respond with support, education and safeguarding action as appropriate.
- Measure: review anonymised themes, recurrence and actions each term. The Headteacher and safeguarding lead are responsible.
- Objective 5 – Accessible communication: Ask families how they prefer to receive school information and provide reasonable alternative formats or communication support where needed.
- Measure: check communication preferences at admission and annually, and review concerns raised about accessibility. The office team and SEND lead are responsible.
- Objective 6 – Fair employment: Review recruitment materials, interview arrangements and staff development access for unnecessary barriers, including disability-related barriers.
- Measure: record adjustment requests and actions, and review anonymised recruitment and training feedback annually. The proprietor body and Headteacher are responsible.
- The proprietor body will review progress at least annually and agree revised priorities for 2027–28.
- Relevant health, therapy, education and social care partners will be involved when their advice is needed for an individual pupil, with appropriate information sharing.
- Relationships, sex and health education will be planned accessibly and taught in line with the school’s current curriculum and legal duties.
- Pupils will encounter a range of cultures, beliefs and family experiences through suitable curriculum opportunities.
- Community activities will be selected for their educational value and planned so pupils can participate safely and meaningfully.

5. Monitoring Arrangements

The Headteacher will monitor the measures termly. The proprietor body will review an anonymised annual summary, ask what changed for pupils and staff, and agree actions where barriers persist.

A concise progress summary may be shared with families, subject to confidentiality for small cohorts. Individual pupil information will not be published.

This statement should be read with the Equality Act 2010, the school’s Equalities and Diversity Policy and Accessibility Plan. It will be reviewed by September 2027 or earlier if arrangements or law change.