



Kingsley Special Academy

Equality Duty with Objectives

Chairperson's signature: *DWithers*
Approved by SLG: **Autumn 2025**
Ratified at Governors Meeting: **Autumn 2025**
Review Cycle: **4 years**

Kingsley Learning Foundation Trust Mission Statement

Helping families living in extraordinary circumstances to live ordinary lives.

Our Vision

To have a positive impact on the lives of our pupils, their families, and the community. We achieve this by keeping an open mind, celebrating all achievements, and persisting in all we do. We will work tirelessly to create a better future for our pupils and their families.

Our Values

Purposeful: We aim to achieve our vision by acting with purpose.

Reflective: We are solution-focused practitioners who continuously reflect on our practice and stay up-to-date with new developments.

Genuine: We act with authenticity, honesty, and transparency. We value diversity and inclusivity and care deeply about our families and colleagues.

Aspirational: We strive for excellence and add value to people's lives. We are brave and take risks.

Joyous: We are passionate about learning and take pride in the achievements of our children, young people and staff across the Trust.

Core Principles

Our Equality Duty Policy is built upon the following core principles:

Inclusion: We are dedicated to providing an inclusive education that meets the diverse needs of all learners. This involves removing barriers, promoting accessibility, and creating a supportive atmosphere where all students can thrive.

Respect: We value and respect the dignity of each individual within our school community. Discrimination of any form, including but not limited to disability, race, gender, and socio-economic status, has no place within our school

Equal Opportunities: We are committed to ensuring all students have equal opportunities to access education, participate in school activities, and achieve their full potential. This includes providing necessary support and accommodations for students with diverse needs.

Promoting Positive Relationships: We encourage positive interactions and relationships among students, staff, and parents. We contribute to a culture of acceptance and collaboration by fostering understanding and empathy.

Kingsley Special Academy is committed to:

Eliminate discrimination, harassment, victimisation, and any other conduct prohibited by the Equality Act 2010.

Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

This involves actively working to remove or minimise disadvantages, meet the needs of protected groups, and encourage their participation.

Foster good relations between people who share a protected characteristic and people who do not share it.

Educational Objectives	Actions	Leads
Equality: To ensure pupils have equality of opportunity and receive a curriculum that is highly personalised, accessible, and differentiated to meet their individual learning styles, needs, and aspirations	Provision of education paths to ensure every pupil can achieve their potential, based on their own and their families wishes for their future	Education Development Officer (EDO)
	Focus on the attainment and attendance of EAL and pupil premium pupils	Chief Executive Officer (CEO)
	Provision of appropriate adaptations, resources, and assistive technologies.	Headteachers (HT)
To enhance the personalisation and accessibility of the curriculum for students with profound and multiple learning difficulties (PMLD)	To consistently implement a sensory-rich learning environment	HT
	To provide appropriate communication strategies for all pupils in all academies	HT
Promoting Diversity & Inclusion: To ensure all curriculums are broad and balanced, and reflect the importance of equalities and inclusivity	To embed opportunities within the curriculum for learning about and appreciating diversity in all its forms (e.g., cultural, religious, gender, disability). This fosters an inclusive environment and prepares pupils for a diverse society.	CEO
To ensure the curriculum effectively promotes the development of essential life skills, independence, and readiness for adulthood, tailored to each pupil's potential, thereby reducing future disadvantages	Progress tracking against individual independence and life skills targets (PNT's)	CEO, Board
	Post-16 destination data and feedback from pupils and families on their preparedness for future stages.	EDO, Standards committee
	Set a time for teaching of PHSE in both primary and secondary	HT
Operational objectives		
To ensure staff and potential staff have equality of opportunity	To ensure the HR processes support staff with disabilities and provide CPD that equips staff with the skills to identify and challenge discriminatory practices, unconscious bias, and stereotypes, fostering a truly inclusive school culture.	EDO, EFO
	Provision of apprenticeship strategy for staff, increase of the CPD offering.	EDO
	Review of staff wide terms and conditions to ensure they are inclusive.	CEO
For staff to model and use inclusive and gender neutral language	Sourcing and provision of training courses on the use of gender neutral language and provision of training courses for staff to learn how to combat derogatory language confidently and actions in others	CEO, EDO
	Ensuring trust communications are written in gender neutral language	Policy working group, Governance professional, HT, SLG
Academies and offices to be made as accessible as is possible	To identify the least accessible buildings and understand the impact on the community	EFO, Business managers
	Ensure any office moves consider accessibility before completion	EFO, Business managers