EQUALITY INFORMATION AND OBJECTIVES

Understanding our community. Removing barriers. Driving improvement.



RIVERSIDE BRIDGE SCHOOL

INSPIRE, EMPOWER, ACHIEVE

This policy forms part of the Riverside Bridge School Policy Framework and should be read alongside any related policies, procedures and guidance.

RIVERSIDE BRIDGE SCHOOL
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OUR COMMITMENT

At Riverside Bridge School, every policy reflects our commitment to creating a safe, inclusive and ambitious school community in which every pupil is valued, every voice matters and every family is respected and supported.

Our policies translate our values into consistent practice. They support high expectations, clear responsibilities, effective partnership and informed decision-making, ensuring that the needs, rights, wellbeing and future outcomes of our pupils remain at the heart of our work.

We work collaboratively, act with integrity and continually reflect upon and improve our practice to achieve the best possible outcomes for every pupil.

POLICY PRINCIPLES

Our Policy Principles underpin how we work together and guide the decisions and actions we take to support every pupil and their families.



POLICY PURPOSE & FRAMEWORK

Riverside Bridge School policies set out the expectations, responsibilities and approaches that support safe, consistent and high-quality practice across the school. They translate our values, statutory responsibilities and professional expectations into clear guidance for everyday decision-making and practice.

Each policy forms part of the Riverside Bridge School Policy Framework and should be read alongside any related policies, procedures, statutory guidance and school frameworks referenced within the document.

Policies apply to the members of the school community identified within each document, including staff, governors, parents and carers, volunteers, contractors and other professionals where relevant. Everyone is expected to understand and apply the requirements appropriate to their role and to seek further guidance where clarification is required.

CURRICULUM DRIVERS



Our Drivers provide a shared golden thread across curriculum, school life, policy and leadership, helping ensure that our decisions and practice remain focused on the experiences and futures we want for every pupil.

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STATEMENT OF INTENT

This document sets out Riverside Bridge School's published Equality Information and Equality Objectives for 2026-2029 in accordance with the Equality Act 2010 and the Public Sector Equality Duty. It explains how the school reviews equality information, identifies barriers and monitors progress towards improving equitable opportunities and outcomes across the school community.

As a specialist school for pupils with complex SEND, Riverside Bridge School recognises that equality is achieved through equity. This means understanding individual strengths, needs and circumstances, removing barriers to participation and making reasonable adjustments so that pupils, staff and families can participate as fully as possible in school life.

The Equality Information within this document provides an overview of the areas the school reviews to understand its community, identify inequalities and evaluate the impact of inclusive practice. The Equality Objectives set out the school's strategic priorities for improvement and are monitored annually through governance, quality assurance and school improvement processes.
This document should be read alongside the Equality, Diversity, Equity and Inclusion Policy, Accessibility Plan and wider Riverside Bridge School governance framework.

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APPROVED BY: Governing Board

APPROVED ON: September 2026

REVIEWED DUE ON: September 2027

Section 01

SCHOOL COMMUNITY

Understanding context. Recognising diversity. Identifying need.

Riverside Bridge School is a specialist school for children and young people aged 4 to 19 years with complex special educational needs and disabilities (SEND). The school provides education for pupils with a wide range of learning needs, communication differences, sensory needs, physical disabilities, medical needs and regulation needs and other complex developmental needs, ensuring that every pupil receives an individualised education that enables them to communicate, participate and achieve.

Our school community reflects a rich diversity of cultures, languages, ethnicities, faiths and lived experiences. We value this diversity and recognise that it strengthens our school, enriches learning and promotes mutual understanding and respect.

The school is committed to creating an inclusive environment where every pupil, employee, governor, volunteer, contractor, family member and visitor feels welcomed, respected and valued. We recognise that many individuals experience multiple and intersecting barriers to participation and are committed to removing those barriers through equitable practice, reasonable adjustments and personalised support.

As a specialist SEND school, inclusion is fundamental to everything we do. Through high expectations, effective communication, collaborative working and evidence-informed practice, we seek to ensure that every individual has equitable opportunities to participate, contribute and flourish within our school community.

Section 02

PUBLIC SECTOR EQUALITY DUTY

Meeting duties. Advancing equality. Fostering good relations.

In accordance with the Equality Act 2010, Riverside Bridge School complies with the Public Sector Equality Duty (PSED). In carrying out its functions, the school 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 people who share a protected characteristic and those who do not.

These duties are embedded throughout the school's governance, leadership, employment practices, curriculum, safeguarding arrangements and wider provision. Equality considerations inform strategic planning, policy development, decision-making and continuous improvement to ensure that the school remains inclusive, accessible and responsive to the needs of its community.

The school publishes Equality Information and Equality Objectives in accordance with the Equality Act 2010. These objectives are reviewed regularly and monitored through the school's governance and quality assurance processes to ensure they continue to reflect the needs of the school community and support ongoing improvement.

Equality Information will be reviewed and updated at least annually, while Equality Objectives will be formally reviewed at least every four years, or sooner where significant changes in need or statutory requirements make this necessary.

Section 03

PROMOTING EQUALITY, DIVERSITY, EQUITY AND INCLUSION

Embedding inclusion. Removing barriers. Enabling participation.

Riverside Bridge School promotes equality, diversity, equity and inclusion through every aspect of school life. As a specialist setting for children and young people with complex special educational needs and disabilities (SEND), we recognise that equality is achieved through equity—understanding individual strengths and needs, removing barriers to participation and providing the support, reasonable adjustments and opportunities required for every individual to thrive.

Our inclusive approach is embedded throughout the curriculum, communication, learning environments, relationships, leadership and wider school community. The following examples demonstrate how equality is promoted in practice across Riverside Bridge School.

3.1 Communication

Communication is the foundation of participation, learning, relationships and independence. Every pupil is supported through communication approaches that reflect their individual strengths, needs and preferred methods of communication, enabling them to understand, express themselves, make choices and participate meaningfully in school life.

This is achieved through:

- Total Communication approaches;
- BridgeWorks structured teaching;
- Communication Profiles;
- Augmentative and Alternative Communication (AAC);
- symbols, signing, objects of reference and visual supports;
- communication-rich learning environments;
- integrated Speech and Language Therapy.

By adapting communication to meet individual needs, we remove barriers that may prevent pupils from participating, learning or expressing themselves.

3.2 Teaching & Learning and curriculum

Riverside Bridge School provides an ambitious, personalised and accessible curriculum that enables every pupil to make meaningful progress from their individual starting point.

Equality is promoted through adaptive teaching, inclusive learning environments and personalised pathways that recognise differing abilities, aspirations and outcomes.

Inclusive practice is supported through:

- personalised curriculum pathways;
- adaptive teaching strategies;
- BridgeWorks structured teaching;
- reasonable adjustments;
- specialist equipment, technology and adapted resources;
- integrated therapeutic approaches within everyday classroom practice;
- consistently high expectations that promote communication, participation, independence and Preparing for Adulthood.

We believe that inclusion is achieved by adapting teaching to meet the learner, rather than expecting the learner to adapt to the teaching.

3.3 Participation and belonging

Every pupil has the right to participate fully in school life. Riverside Bridge School is committed to removing barriers that may prevent pupils from engaging in learning, developing friendships, contributing to the school community or accessing wider opportunities.

This is promoted through:

- educational visits and community learning;
- enrichment activities and personal development opportunities;
- pupil voice and decision-making;
- leadership opportunities appropriate to individual strengths;
- Preparing for Adulthood experiences;
- personalised support that enables pupils to participate alongside their peers wherever possible.

Where participation requires reasonable adjustments, specialist support or environmental adaptations, these are considered as part of everyday practice.

3.4 Health, wellbeing and positive relationships

Positive relationships are central to creating an inclusive school community where every individual feels safe, respected and valued.

Staff seek to understand each pupil's presentation and responses within the context of their communication, regulation, sensory, emotional and health needs. Support is proactive, individualised and grounded in the principles of the Positive Support Policy. Support is proactive, individualised and informed by pupils' communication, sensory, emotional and health needs.

The school works closely with families, healthcare professionals and therapists to ensure that pupils receive the personalised support required to participate safely, confidently and successfully in school life.

3.5 Partnership working

Equality is strengthened through effective partnership working. Riverside Bridge School recognises parents and carers as bringing unique knowledge and expertise about their child. and values collaborative working with families and professionals to achieve the best possible outcomes.

The school works in partnership with:

- parents and carers;
- governors;
- Speech and Language Therapists;
- Occupational Therapists;
- healthcare professionals;
- the Local Authority and Virtual School, where appropriate;
- external agencies;
- community partners.

These partnerships help ensure that support is coordinated, barriers are identified early and decisions are centred on the strengths, needs and aspirations of every individual.

3.6 Preparing for Adulthood

Equality extends beyond pupils' experiences in school. Riverside Bridge School is committed to preparing every pupil for adult life by developing communication, independence, confidence and the skills needed to participate successfully within their communities. Preparing for Adulthood is embedded throughout the curriculum and wider school experiences, enabling pupils to develop the knowledge, skills and resilience required for future learning, employment, independent living, community inclusion and healthy lives.

By maintaining high aspirations and providing equitable opportunities, we support every pupil to achieve meaningful outcomes and brighter futures.

Section 04

EQUALITY INFORMATION

Reviewing evidence. Identifying inequality. Informing action.

Riverside Bridge School reviews a range of equality information to understand the experiences and outcomes of pupils, staff and families, identify potential inequalities and inform future priorities.

Equality information will be considered proportionately and with due regard to confidentiality, data protection and the small size of some pupil or staff groups. Information will not be published where doing so could identify individuals.

The information reviewed reflects the school's duties under the Public Sector Equality Duty and supports evidence-informed decision-making across governance, leadership and school improvement. Information is considered alongside quality assurance activities, safeguarding, accessibility and stakeholder feedback to ensure that equality remains embedded throughout all aspects of school life.

4.1 Pupil profile

The school reviews information about its pupil population to understand the characteristics and needs of the community it serves. This includes, where appropriate:

- pupil numbers and age profile;
- primary areas of need and SEND profiles;
- ethnicity and cultural diversity;
- English as an Additional Language (EAL);
- disadvantaged pupils and Pupil Premium eligibility;
- Looked After and Previously Looked After Children;
- other relevant demographic information.

4.2 Educational outcomes

The school monitors educational outcomes to ensure that every pupil has equitable opportunities to achieve their individual potential. Information considered includes:

- progress and achievement;
- Education, Health and Care Plan (EHCP) outcomes;
- Preparing for Adulthood outcomes;
- participation in the wider curriculum;
- personal development and independence;
- destination and transition outcomes, where appropriate.

Where differences in outcomes are identified, the school reviews provision, reasonable adjustments and support to remove barriers to learning and participation.

4.3 Attendance, participation and engagement

The school reviews attendance and participation information to identify barriers to education and ensure that all pupils can access the full life of the school.

Monitoring includes:

- attendance patterns;
- persistent and severe absence;
- engagement in learning;
- participation in educational visits and enrichment activities;
- pupil leadership and wider opportunities;
- engagement with school life.

4.4 Wellbeing, positive support and safeguarding

Riverside Bridge School recognises that wellbeing is fundamental to equality and inclusion. Information reviewed includes:

- regulation, Positive Support and wellbeing trends;
- safeguarding information;
- bullying, discrimination and prejudice-related incidents;
- pupil wellbeing;
- positive support outcomes;
- the effectiveness of therapeutic and pastoral provision.

This information helps ensure that every pupil feels safe, respected, valued and able to participate fully in school life.

4.5 Accessibility and inclusion

The school regularly reviews the accessibility of its curriculum, learning environments, physical environment and communication to ensure that barriers to participation continue to be identified and removed.

Monitoring includes:

- reasonable adjustments;
- accessibility of the curriculum;
- accessibility of buildings and facilities;
- accessibility of information and communication;

- specialist equipment and resources;
- progress against the Accessibility Plan.

4.6 Workforce equality

Riverside Bridge School is committed to ensuring that employment practices are fair, inclusive and free from unlawful discrimination.

Information reviewed may include:

- recruitment and retention;
- professional development;
- staff wellbeing;
- equality-related training;
- flexible working arrangements;
- workforce diversity, where appropriate.

4.7 Stakeholder voice

The views and experiences of pupils, families, staff, governors and partner agencies form an important part of the school's evaluation of equality, diversity, equity and inclusion.

Feedback may be gathered through:

- pupil voice;
- parent and carer surveys;
- staff consultation;
- governor monitoring;
- partner agency feedback;
- complaints, compliments and suggestions.

The information gathered informs school improvement planning and helps ensure that Riverside Bridge School continues to provide an inclusive environment where every individual is respected, supported and able to succeed.

Section 05

EQUALITY OBJECTIVES (2026–2029)

Setting priorities. Measuring progress. Driving improvement.

In accordance with the Equality Act 2010 and the Public Sector Equality Duty, Riverside Bridge School has identified the following Equality Objectives for the period 2026-2029.

These objectives reflect the school's strategic commitment to eliminating discrimination, advancing equality of opportunity and fostering good relations. Progress towards each objective will be monitored annually through the school's governance, quality assurance and school improvement processes, with the objectives formally reviewed at least every four years.

Objective 1 - Remove barriers to learning, communication and participation

Strategic objective

To ensure that every pupil has equitable access to communication, learning and participation through personalised support, reasonable adjustments and inclusive practice that remove barriers to achievement.

Key actions

- Continue to embed Total Communication and personalised communication approaches across the school.
- Identify and address barriers to curriculum access, participation and engagement.
- Ensure reasonable adjustments are identified, implemented and reviewed according to individual need.
- Strengthen the use of accessible environments, resources and technology to support participation.
- Use pupil voice, observation and assessment to understand where barriers remain.

Success criteria

- Pupils demonstrate increased access to learning, communication and participation from their individual starting points.
- Reasonable adjustments are evident within planning, provision and learning environments.
- Assessment, participation evidence and pupil voice demonstrate that barriers to communication, access and participation are being identified and reduced.
- Quality assurance demonstrates increasingly consistent inclusive practice across the school.

Objective 2 - Strengthen inclusion, belonging and wellbeing

Strategic objective

To continue developing an inclusive school culture where every member of the school community feels welcomed, respected, safe and valued, and where diversity is recognised as a strength.

Key actions

- Promote positive representation of diversity through the curriculum, resources, events and wider school life.
- Strengthen opportunities for pupils to develop identity, self-advocacy and a sense of belonging.
- Continue to embed respectful, inclusive and communication-accessible practice.
- Seek and respond to the experiences of pupils, families and staff.
- Identify and respond appropriately to discrimination, harassment, victimisation or barriers to inclusion.

Success criteria

- Pupils experience meaningful opportunities to participate in the wider life of the school.
- Diversity and positive representation are evident across curriculum and school life.
- Pupil, family and staff feedback provides evidence that belonging, inclusion and respect are strengthening.
- Concerns relating to discrimination or exclusion are identified, addressed and used to inform improvement.

Objective 3 - Improve accessibility and partnership working

Strategic objective

To continually improve accessibility and strengthen partnership working with families, professionals and the wider community to ensure that every individual can participate fully in school life.

Key actions

- Continue to improve the accessibility of information, communication and school environments.
- Provide reasonable adjustments, alternative formats, translation and interpretation where required.
- Strengthen opportunities for families to contribute to decisions, consultation and school development.
- Work collaboratively with external professionals and community partners to identify and reduce barriers.
- Use feedback from families to identify areas where access or participation can be improved.

Success criteria

- Families can access key school information in formats appropriate to their needs.
- Family participation and voice are evident within individual planning and wider school development.
- Progress against identified Accessibility Plan actions demonstrates improvements in access to information, environments and participation.
- Feedback demonstrates that families experience communication and engagement with the school as increasingly accessible and inclusive.

Objective 4 - Embed equality within leadership and continuous improvement

Strategic objective

To ensure that equality, diversity, equity and inclusion remain embedded within leadership, governance and decision-making through the effective use of equality information, monitoring and evidence-informed school improvement.

Key actions

- Review equality information regularly to identify trends, inequalities and emerging priorities.
- Ensure equality considerations inform policy development, strategic planning and decision-making.
- Maintain Governing Board oversight of Equality Objectives and progress.
- Use equality information alongside quality assurance, pupil outcomes and stakeholder feedback to inform school improvement.
- Review progress against the Equality Objectives annually and formally review the objectives within the statutory four-year cycle.

Success criteria

- Equality information is reviewed systematically and informs identified improvement priorities.
- Governors receive appropriate information to scrutinise progress against the Equality Objectives.
- There is evidence that equality considerations inform governance, policy review, resource allocation and school improvement priorities.
- Annual review demonstrates progress against the objectives and identifies clear next steps where further improvement is required.

Section 06

MONITORING AND REVIEW

Tracking progress. Maintaining oversight. Refining priorities.

Riverside Bridge School is committed to ensuring that equality, diversity, equity and inclusion remain integral to the school's leadership, governance and continuous improvement processes.

The Equality Information contained within this document will be reviewed annually to ensure that it accurately reflects the school's community, emerging priorities and the impact of its provision.

Progress towards the Equality Objectives will be monitored through the school's quality assurance, self-evaluation and governance arrangements and will inform future school improvement planning.

The Governing Board will receive appropriate assurance that the school continues to meet its duties under the Equality Act 2010 and Public Sector Equality Duty, including the publication of up-to-date Equality Information and the monitoring of progress against the Equality Objectives.

This document will be reviewed annually, with the Equality Objectives formally reviewed at least every four years, or sooner where significant changes in legislation, statutory guidance or the needs of the school community require revision.

Section 7

RELATED POLICIES & FRAMEWORKS

Connecting practice. Strengthening consistency.

This document should be read alongside the following Riverside Bridge School policies and strategic documents:

- Accessibility Plan
- Accessibility Statement
- Attendance Policy
- BridgeWorks - Structured Teaching Framework
- Total Communication Policy
- Child Protection and Safeguarding Policy
- Curriculum Policy
- Educational Visits Policy
- Equality, Diversity, Equity and Inclusion Policy
- First Aid Policy
- Intimate Care Policy
- Looked After and Previously Looked After Children Policy
- Medical Needs, Medication and Allergy Safety Policy
- Missing Child on Site Policy
- Positive Support Policy
- Risk Management and Risk Assessment PolicySEND Policy
- School Development Plan
- Parent Partnership Policy