

SERENITY SCHOOL CRAWLEY
EQUALITY INFORMATION AND OBJECTIVES
2026–2027



Serenity School

School	Serenity School Crawley
Age range	5–18
Policy holder	Headteacher
Approved by	Proprietary Board
Approval date	September 2026
Review date	September 2027

1. Purpose

Serenity School Crawley is committed to equality of opportunity, inclusion and dignity for every pupil and member of staff. The school will not unlawfully discriminate, harass or victimise anyone because of a protected characteristic and will make reasonable adjustments for disabled pupils and staff where required.

As an independent specialist SEND school, Serenity Crawley serves pupils whose needs, communication profiles, developmental levels and pathways vary significantly. Equality at Serenity does not mean that every pupil receives the same provision. It means that barriers are identified and reasonable, proportionate support is put in place so that pupils can participate, make progress and prepare for adulthood from their individual starting points.

2. Legal and regulatory context

This document reflects the Equality Act 2010, including the duties applying to schools in relation to discrimination, harassment, victimisation and reasonable adjustments. It should also be read alongside the Independent School Standards, the school's Accessibility Plan and relevant safeguarding, behaviour, curriculum and SEND policies.

Serenity Crawley is an independent school. The school uses the three broad Public Sector Equality Duty principles - eliminating unlawful discrimination, advancing equality of opportunity and fostering good relations - as a good-practice framework for its equality work and publishes proportionate equality information and objectives accordingly.

Where any function of the school is subject to the Public Sector Equality Duty because of the nature of that function or public funding arrangements, the school will have due regard to the requirements of section 149 of the Equality Act 2010.

3. Protected characteristics

The Equality Act 2010 protects people from discrimination in relation to specified protected characteristics. In the school context these include disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Age and marriage/civil partnership are also relevant in employment.

Because Serenity is a specialist SEND setting, disability is a central equality consideration. The school also recognises that pupils may experience overlapping barriers, for example where disability interacts with race, sex, religion, communication need or socioeconomic disadvantage.

4. School and local context

Serenity School Crawley is a specialist SEND school for pupils aged 5–18. Pupils access the curriculum through Formal, Semi-Formal and Nurture pathways according to their individual needs and starting points.

The school is situated in a diverse local community. Census 2021 data for Crawley shows a more ethnically and religiously diverse population than the South East as a whole. Around 15.4% of Crawley residents identified as Asian/Asian British/Asian Welsh, 4.5% as Black/Black British/Black Welsh/Caribbean/African, and 4.1% as Mixed or Multiple ethnic groups. Around

9.7% identified as Muslim and 5.1% as Hindu. Approximately 28.4% of residents were born outside England.

Local demographic information provides useful context, but it is not assumed to represent the school's pupil population. The school's priorities are determined primarily by its own pupil and staff information, safeguarding and behaviour information, participation data, pupil voice and case sampling.

Because some pupil groups are small, the school will avoid publishing information that could identify individuals or drawing unreliable conclusions from very small percentages. Quantitative information will therefore be considered alongside qualitative evidence and individual case review.

5. Our equality principles

- Every pupil should be able to access an ambitious and appropriate curriculum, regardless of pathway or protected characteristic.
- Non-speaking pupils and pupils with limited functional communication must have meaningful opportunities to express choice, preference, concern and pupil voice through AAC, symbols, signing, gesture, behaviour and other communication methods.
- Reasonable adjustments should remove barriers without lowering appropriate expectations.
- Differences in provision between pupils or pathways should be based on assessed need, not assumptions about protected characteristics.
- The curriculum and wider school experience should prepare pupils to live and participate in a diverse society.
- Prejudicial language, discrimination, harassment and victimisation will be challenged and addressed.
- Equality work will be proportionate, evidence-based and focused on areas where the school can make a meaningful difference.

6. Eliminating discrimination

The school will maintain policies and practices that comply with the Equality Act 2010 and will take appropriate action where discrimination, harassment, victimisation or prejudicial behaviour occurs.

- Equality and reasonable-adjustment expectations form part of staff induction and relevant professional development.
- Safeguarding, behaviour and anti-bullying systems will enable prejudicial incidents to be identified, recorded and followed up.
- Curriculum planning, educational visits, enrichment and school events will consider accessibility and reasonable adjustments.
- Recruitment and employment processes will be inclusive and reasonable adjustments will be considered for applicants and staff.
- Significant decisions will consider foreseeable equality impacts where relevant.

7. Advancing equality of opportunity

The school will use assessment, EHCP information, attendance, participation, communication profiles, pupil voice and other relevant evidence to identify barriers to participation and progress.

Where a material disparity or barrier is identified, leaders will consider what reasonable and proportionate action is required. This may include curriculum adaptation, communication support, environmental adjustment, staff training, targeted personal development, additional preparation for transition or changes to how a pupil accesses an activity.

The school will not set artificial attainment comparisons between pupils whose starting points and needs are not comparable. Progress will be judged from individual starting points and against appropriate curriculum, EHCP, personal development and Preparation for Adulthood outcomes.

8. Fostering good relations

Serenity Crawley will promote mutual respect and understanding through the curriculum, personal development, assemblies, reading materials, enrichment and appropriate community experiences.

In view of Crawley's diverse local population, pupils should encounter a meaningful range of cultures, religions, family experiences and perspectives in age- and developmentally appropriate ways. This does not require every protected characteristic or community to be represented in every subject or activity; provision should be coherent and appropriate to the curriculum and pupil cohort.

The school will also promote positive relationships between pupils across Formal, Semi-Formal and Nurture provision, ensuring that pupils with more complex communication or support needs are visible, valued and able to participate in school life.

9. Equality objectives for 2026–2027

The school has selected three objectives that are relevant to its specialist context and Crawley's local demographics. They are intentionally achievable and measurable without creating unrealistic promises or fixed numerical outcome targets for small cohorts.

Objective 1 – Equitable participation across Formal, Semi-Formal and Nurture pathways

Aim: To identify and reduce avoidable barriers that prevent pupils in any pathway from participating in the wider curriculum, personal development, enrichment, pupil voice, careers and Preparation for Adulthood opportunities.

Why this is relevant: Pupils at Serenity Crawley have a wide range of SEND, communication and developmental needs. Equality of opportunity requires that activities are adapted where reasonably possible rather than being designed only around pupils who communicate verbally or access the Formal curriculum.

During 2026–27 we will:

- sample participation and access across the three pathways at least termly;
- include pupils with complex communication needs in pupil voice through appropriate communication methods;
- identify any recurring accessibility barrier and record the reasonable adjustment or action taken; and
- use case sampling to check that pathway placement does not unnecessarily restrict access to enrichment, careers or wider school life.

Evidence of progress: termly case samples, pupil voice evidence, participation records, reasonable-adjustment actions and leadership review. Success will be demonstrated by identified barriers being acted upon and improved access where a reasonable adjustment is possible.

Objective 2 – Strengthen cultural and religious inclusion and belonging

Aim: To ensure that the curriculum and wider school experience appropriately reflect the diversity of Crawley and enable pupils to develop respect and understanding of people from different racial, cultural and religious backgrounds.

Why this is relevant: Crawley has a diverse population, including sizeable Asian, Black, Mixed, Muslim and Hindu communities. The school should prepare pupils to participate positively in the community in which they live while remaining responsive to the actual composition and needs of its own pupil cohort.

During 2026–27 we will:

- review Personal Development, assemblies, reading/resources and enrichment to check that pupils encounter an appropriate range of cultures, religions and perspectives;
- use local community opportunities where they add genuine educational value;
- record and respond to any prejudicial or discriminatory incident through the appropriate safeguarding/behaviour systems; and
- use pupil voice and case sampling to identify any issue of belonging, exclusion or representation that requires action.

Evidence of progress: curriculum/PD review evidence, examples of relevant learning or enrichment, incident records and follow-up, and pupil voice. The objective is not to achieve a fixed reduction in incident numbers; the school will instead expect all identified incidents to be responded to appropriately and any pattern to be acted upon.

Objective 3 – Equitable preparation for adulthood and next steps

Aim: To ensure that pupils from Year 9 onwards have access to Preparation for Adulthood, careers and transition planning that is ambitious and appropriate to their individual pathway, strengths, communication needs and aspirations.

Why this is relevant: Equality of opportunity for Serenity pupils cannot be measured only by progression to university. Appropriate outcomes may include further education, supported internships, employment, vocational learning, independent or supported living, community participation and other suitable destinations.

During 2026–27 we will:

- ensure Year 9+ pupils have appropriate Preparation for Adulthood and careers activity linked to their individual needs and aspirations;
- ensure pupils can express preferences about next steps using appropriate communication methods;
- review whether pupils in Nurture and Semi-Formal pathways have equitable access to meaningful careers and community opportunities; and
- for pupils approaching transition, maintain a clear intended destination or next-step plan with identified actions.

Evidence of progress: careers/PfA records, EHCP/annual review evidence where relevant, pupil voice, transition plans, work-related learning and destination information. Success will be judged by the quality and appropriateness of planning rather than by requiring every pupil to progress to the same type of destination.

10. Monitoring and accountability

The Headteacher is responsible for ensuring that equality considerations are embedded in school practice and that the objectives in this document are reviewed.

Relevant leaders will contribute evidence from curriculum, SEND, safeguarding, behaviour, attendance, personal development, careers and pupil voice. The Executive Headteacher may provide challenge and quality assurance as part of the wider leadership structure.

The Proprietary Board will receive appropriate assurance that the school is meeting its Equality Act duties and making progress against its stated objectives.

Progress against the objectives will be reviewed at least annually. The objectives may be amended sooner if school data identifies a more significant equality issue or if the pupil cohort changes materially.

11. Publication and confidentiality

This document will be made available on the school website. Published information will be proportionate and will not identify individual pupils or staff. Where cohort numbers are too small for meaningful or safe statistical publication, the school will describe its approach and evidence of action without publishing identifiable subgroup data.

12. Links with other policies and documents

- Accessibility Plan
- Child Protection and Safeguarding Policy
- SEND Policy
- Behaviour for Learning Policy
- Anti-Bullying and Harassment Policy
- Personal Development Policy
- Curriculum Policy
- Admissions Policy
- Recruitment Policy
- Student Risk Assessment Policy

- Careers / CEIAG arrangements
- Pupil Premium and Disadvantaged Pupils Strategy

References

Equality Act 2010.

Department for Education, Equality Act 2010: advice for schools.

Department for Education, Independent School Standards guidance.

Office for National Statistics, Census 2021: How life has changed in Crawley.

Equality and Human Rights Commission, guidance on reasonable adjustments for disabled pupils.