

**Equality Duty and Report (Public Sector) & Impact
Assessment
Annual Equality Data Report**

Date reviewed: September 2026

Date of next review: September 2027

Lead professional: CEO



Polaris
Multi-Academy Trust

Purpose

This Equality Impact Statement has been undertaken to assess the potential impact of the Accessibility Plan on pupils, staff, parents/carers, governors, visitors and members of the wider school community. The assessment considers the requirements of the Equality Act 2010 and the Public Sector Equality Duty and seeks to ensure that the plan promotes equality of opportunity, eliminates discrimination and fosters positive relationships across all protected groups.

Context

The Accessibility Plan supports the Trust's commitment to creating inclusive learning environments in which all pupils and adults can participate fully in school life. The plan specifically addresses increasing access to the curriculum for pupils with disabilities, improving the physical environment and improving the accessibility of information and communication.

Protected Characteristics Considered

Age; Disability; Gender reassignment; Pregnancy and maternity; Race; Religion or belief; Sex; Sexual orientation; Marriage and civil partnership (staff only). Special consideration has also been given to pupils with SEND, disadvantaged pupils and those with medical needs.

Impact Assessment

The Accessibility Plan is expected to have a positive impact for disabled pupils, staff and visitors through improved access to learning, facilities and information. No adverse impacts have been identified for other protected characteristics.

Potential Risks Identified

Potential risks may arise if accessibility improvements are not implemented, information is not available in accessible formats, staff are not adequately trained, or needs are not regularly reviewed. These risks will be mitigated through regular monitoring and review.

Advancing Equality of Opportunity

The Accessibility Plan advances equality by removing barriers to learning and participation, supporting attendance and achievement, providing reasonable adjustments and enabling full participation in school life.

Fostering Good Relations

The Accessibility Plan promotes understanding, inclusion, participation and respect across

the school community and supports the Trust’s commitment to challenging discrimination and inequality.

Consultation and Monitoring

The Trust will monitor the impact of the Accessibility Plan through achievement, attendance and participation data, stakeholder feedback, review of accessibility requests and equality-related incidents, and regular review of objectives.

Conclusion

This assessment concludes that the Accessibility Plan will have a positive impact on equality and accessibility across the Trust and supports compliance with the Equality Act 2010 and the Public Sector Equality Duty.

**Polaris Multi-Academy Trust
Annual Equality Data Report**

Reporting Cycle: Academic Year 2025/26
Publication Date: September 2026
Statutory Authority: Compliance statement under the Public Sector Equality Duty (PSED) / Equality Act 2010.

1. Trust-Wide Pupil Demographic Profile

- **Total Number of Enrolled Pupils:** 2,450 pupils across our primary and secondary phases.
- **Special Educational Needs and Disabilities (SEND):** 3.8% of pupils hold a statutory EHC Plan; 14.2% receive structured SEN Support.
- **English as an Additional Language (EAL):** 8.5% of the collective student population speak English as an additional language.
- **Pupil Premium (Disadvantaged Cohort):** 24.1% of pupils are actively eligible for Free School Meals (FSM), matching general regional averages.
- **Ethnic Diversity Breakdown:** 76.4% White British; 13.2% Asian or Asian British; 4.1% Black or Black British; 4.5% Mixed Heritage; 1.8% Other backgrounds.

2. Pupil Attainment & Attendance Outcomes Data (2025 / 2026)

Equality Cohort Group	Attendance Rate (%)	Persistent Absence (%)
All Pupils (Trust Average)	94.8%	11.2%

Pupil Premium (FSM)	91.6%	18.4%
Non-Pupil Premium	95.8%	8.9%
SEND (EHC Plan & Support)	90.9%	21.1%
English as an Additional Language (EAL)	95.1%	10.3%

Note: See DFE Performance tables for 2025 / 2026 attainment data.

3. Behaviour Management & Safety Monitoring Indicators

- **Prejudice-Related Incidents Logged:** A total of 14 distinct identity-based bullying or language incidents were tracked across the trust's management information systems (MIS).
- **Resolution Pathway Actions:** 100% of recorded incidents were fully investigated and resolved under our Prejudice-Based Bullying Policy framework. Interventions included targeted restorative year-group assemblies and parental alignment meetings.
- **Suspension Equity Check:** Data reviews show zero statistically significant variance or disproportionate representation of any protected characteristic within fixed-term exclusion logs.

4. Workforce & Governance Diversity Profile

- **Employee Headcount Band:** 250 to 499 active personnel across the central team and school settings.
- **Gender Representation Overview:** 74.2% Female workforce; 25.8% Male workforce.
- **Statutory Gender Pay Gap Indicator:** In alignment with our official national filings, our median hourly pay analysis reflects that women occupy 60.0% of the upper-tier pay quarter and 93.3% of the lowest-tier operational pay quarter.

Trust Board & Governance Auditing: The Board of Directors and Local Governing Bodies (LGBs) maintain a diverse balance of professional skills, with recruitment processes continually reviewed to ensure local community representation