



**GREEN VALLEY ACADEMY**

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# **Equity, Diversity, Inclusion and Reasonable Adjustments Policy Statement**

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**Academic Board Approval, 5 October 2026**

## DOCUMENT CONTROL

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| <b>Reference</b>        | GVA-09                                                                                                                                                                                                             |
| <b>Policy owner</b>     | Wellbeing Team Leader; governance by the EDI Committee                                                                                                                                                             |
| <b>Approved by</b>      | Academic Board and Board of Directors — October 2026                                                                                                                                                               |
| <b>Effective from</b>   | 5 October 2026                                                                                                                                                                                                     |
| <b>Next review</b>      | August 2027                                                                                                                                                                                                        |
| <b>Applies to</b>       | All students, applicants, staff, Board members, contractors and visitors of GVA                                                                                                                                    |
| <b>Linked documents</b> | Equity, Diversity and Inclusion Policy (detailed instrument); Disability Disclosure and Learning Support Policy (LSA, LSP, TLA and PEEP instruments); University of Wolverhampton reasonable-adjustment procedures |

## CONTENTS

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### DOCUMENT CONTROL

1. POLICY STATEMENT
2. OUR COMMITMENTS IN PRACTICE
3. RESPONSIBILITIES
4. OPERATION AND GOVERNANCE

*If page numbers do not display, right-click the contents and select "Update Field".*

## **1. POLICY STATEMENT**

- 1.1** Green Valley Academy is a widening-participation institution based in Luton, one of England's most diverse towns, and is committed to eliminating unlawful discrimination, harassment and victimisation; advancing equality of opportunity across admissions, teaching, support, employment and governance; and fostering good relations across its community in accordance with the Equality Act 2010. Reasonable adjustments at GVA are supported through the Academy's Learning Support Agreement, Learning Support Plan and Temporary Learning Agreement, together with Personal Emergency Evacuation Plans and individual medical care plans where required. These local arrangements operate alongside the University of Wolverhampton's current reasonable adjustment processes and documentation, including the University's Self Declaration Form, Tutor Awareness Sheet, or any successor arrangements. Adjustments affecting teaching, learning or assessment on a University of Wolverhampton award must be implemented consistently with university requirements and without altering the academic or competence standards of the award.

## **2. OUR COMMITMENTS IN PRACTICE**

- 2.1** These commitments are practical obligations, not aspirations, and each has a home in GVA's operation: admissions are assessed on merit and potential through the Preparation for Foundation and Preparation for Degree days, with no specific qualification requirements, with reasonable adjustments available at every stage, and with disclosure of a disability never disadvantaging an application; teaching and materials are designed inclusively from the outset — accessible documents and virtual learning environment content, varied teaching methods, and assessment practices that anticipate diverse needs — so that individual adjustments are the exception built on an accessible baseline; support follows the named instruments, with a confidential conversation offered within five working days of any disclosure, the appropriate agreement or plan put in place on the approved template, and implementation verified rather than assumed; the campus at The Atrium is maintained and adapted so far as reasonably practicable for accessible use, with physical access needs addressed through adjustments and, where evacuation assistance would be needed, a Personal Emergency Evacuation Plan with named responsible persons prepared before the person's first week of attendance; employment practices — recruitment, development, promotion and pay — are operated fairly and monitored; and events, communications and the everyday conduct of staff and students are expected to reflect dignity and respect, with prejudice-based behavior addressed under the conduct and anti-harassment frameworks however it presents.

## **3. RESPONSIBILITIES**

- 3.1** The Board of Directors holds ultimate accountability for equality compliance and receives the annual EDI report; the Principal is responsible for leadership, resources and the visible priority of inclusion; the EDI Committee owns the monitoring cycle, reviews the semester data analysis, oversees equality impact consideration for significant decisions and policies, and maintains the action plans required where gaps are found; the Wellbeing Team Leader leads the operation of the support instruments and the

training program; every manager is responsible for inclusive practice in the activity they manage; and every member of staff and every student is responsible for their own conduct and for challenging or reporting behavior inconsistent with this statement, through the Anti-Harassment and Bullying Policy routes or the complaints routes, without detriment for doing so in good faith. All staff receive EDI training at induction and refreshed annually, with additional training for those who assess applicants, design assessment or handle adjustments.

## **4. OPERATION AND GOVERNANCE**

- 4.1** The detailed instruments — the full Equity, Diversity and Inclusion Policy, and the Disability Disclosure and Learning Support Policy with its practical mechanisms and templates — are approved by the Board and binding on all staff; this statement records the commitments from which they may never depart. The EDI Committee governs monitoring, equality impact consideration and the annual EDI report to the Board of Directors; concerns are raised through the Anti-Harassment and Bullying Policy routes or the Student Complaints route without detriment; and this statement is reviewed annually.