

Equality, Diversity, Inclusion and Accessibility Policy – September 2026

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Introduction

AS2Educate is committed to creating a safe, welcoming, inclusive and accessible environment where every child, young person and adult is valued, respected and able to participate fully in the life of the provision.

Equality, diversity, inclusion and accessibility are fundamental to our ethos and underpin every aspect of our educational practice, safeguarding responsibilities and organisational culture. We recognise that every individual has unique strengths, experiences and needs, and we are committed to ensuring that everyone is treated fairly and with dignity.

As a specialist alternative provision supporting young people with Education, Health and Care Plans (EHCPs), many of whom have special educational needs and disabilities (SEND), social, emotional and mental health needs, neurodivergent profiles, trauma histories or adverse childhood experiences, we recognise that some individuals require additional support or reasonable adjustments to access education and participate fully.

We believe that equality is not achieved simply by treating everyone the same. Instead, we are committed to removing barriers, making reasonable adjustments and providing personalised support so that every individual has equitable opportunities to succeed.

Creating an inclusive environment is also an essential aspect of safeguarding. Children and young people who feel respected, valued and included are more likely to feel safe, develop positive relationships and achieve successful educational outcomes.

AS2Educate is committed to eliminating discrimination, advancing equality of opportunity, fostering good relations and promoting a culture in which diversity is celebrated and everyone feels that they belong.

Legislative and Statutory Framework

This Policy reflects current legislation, statutory guidance and recognised good practice, including:

- Equality Act 2010
- Human Rights Act 1998
- Children Act 1989 and 2004
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- SEND Code of Practice (2015)
- Education (Independent School Standards) Regulations 2014
- Keeping Children Safe in Education (KCSIE) 2026
- Working Together to Safeguard Children 2026
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- United Nations Convention on the Rights of the Child (UNCRC)

Purpose, Scope and Principles

AS2Educate is committed to providing a safe, welcoming, inclusive and accessible environment where every individual is treated with dignity, fairness and respect. We believe that diversity strengthens our community and are committed to ensuring that no person is disadvantaged, excluded or treated less favourably because of a protected characteristic, disability or additional need.

This Policy sets out AS2Educate's commitment to promoting equality of opportunity, eliminating unlawful discrimination, advancing inclusion, removing barriers to participation and fostering positive relationships across the provision. It also incorporates AS2Educate's statutory duties in relation to accessibility and reasonable adjustments under the Equality Act 2010.

This Policy applies to everyone involved with or accessing AS2Educate, including:

- pupils and prospective pupils;
- staff, including volunteers, agency workers, apprentices and contractors;
- Directors;
- parents, carers and families;
- visitors;
- external professionals working with the provision.

AS2Educate is committed to ensuring equality of opportunity regardless of any protected characteristic under the Equality Act 2010, including:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race, colour, nationality or ethnic origin;
- religion or belief;
- sex; and
- sexual orientation.

In delivering this commitment, AS2Educate will:

- provide an environment free from discrimination, harassment, victimisation and bullying;
- promote equality, diversity, inclusion and respect throughout every aspect of provision life;
- make reasonable adjustments to remove barriers for disabled pupils, staff and visitors;
- ensure accessibility is considered when planning learning, support, communication and the physical environment;
- provide equitable access to education, opportunities and services;
- recognise and value the diverse backgrounds, experiences and identities of our community;
- promote positive relationships built on mutual respect and understanding;
- support children and young people through inclusive, trauma-informed and person-centred practice;
- challenge prejudice, discrimination and stereotypes wherever they occur;
- respond promptly, fairly and appropriately to concerns relating to discrimination or inequality;
- continually review practices to improve accessibility and inclusion; and
- comply with all relevant equality, safeguarding and human rights legislation.

AS2Educate recognises that equality, diversity, inclusion and accessibility are closely linked to safeguarding. Creating an environment where children, young people and adults feel respected, valued and able to participate fully supports their safety, wellbeing, educational achievement and sense of belonging. Decisions relating to equality and accessibility will therefore always place the welfare, rights and best interests of children and young people at the centre of decision-making.

Equality, Diversity and Inclusion

AS2Educate is committed to creating an environment in which every member of the community feels welcomed, respected and able to achieve their full potential.

We recognise that equality is achieved not by treating everyone identically, but by recognising individual needs and making appropriate adjustments to ensure fair access to education, employment and participation.

We are committed to:

- promoting equality of opportunity for all;
- celebrating diversity and promoting understanding of different cultures, identities and experiences;
- fostering an inclusive environment where everyone feels a sense of belonging;
- encouraging respectful relationships and positive behaviour;
- preventing discrimination, harassment, victimisation and bullying;
- promoting high aspirations for every child and young person;
- supporting participation in all aspects of provision life wherever reasonably practicable; and
- ensuring decisions are fair, transparent and evidence-based.

Inclusive practice is embedded throughout teaching, learning, safeguarding, behaviour support, pastoral care and staff development.

Children and young people are encouraged to develop respect for themselves and others, challenge prejudice, celebrate diversity and understand the importance of equality within modern British society.

Understanding Discriminatory Language

AS2Educate recognises that, as an Alternative Provision supporting children and young people who may have experienced trauma, adverse childhood experiences, disrupted education, social care involvement or unmet communication and developmental needs, some pupils may use discriminatory, racist, sexist, homophobic, transphobic or other prejudicial language without fully understanding the meaning, impact or seriousness of the words they are using.

Whilst such language is never acceptable and will not be ignored or condoned, staff will respond in a calm, consistent and trauma-informed manner. Wherever appropriate, incidents will be used as opportunities to educate pupils, promote understanding, challenge prejudice and develop respectful relationships, rather than relying solely on punitive sanctions.

Staff will consider the context of the behaviour, the pupil's age, developmental stage, communication needs and understanding, whilst also recognising the impact that discriminatory language may have on others. Where incidents indicate deliberate prejudice, repeated discriminatory behaviour or raise wider safeguarding concerns, they will be managed in accordance with the Behaviour Policy, Safeguarding and Child Protection Policy and other relevant procedures.

Where appropriate, restorative conversations, reflection and education will be used alongside any necessary behaviour or safeguarding responses to help pupils understand the impact of their words and develop respectful attitudes towards others.

All discriminatory incidents will be recorded, monitored and reviewed to identify patterns, inform support and ensure appropriate action is taken.

Disability, Reasonable Adjustments and Accessibility

Disability

AS2Educate recognises that, under the Equality Act 2010, a person is considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Many children and young people attending AS2Educate have identified special educational needs and disabilities (SEND), Education, Health and Care Plans (EHCPs), medical conditions, neurodivergent profiles or social, emotional and mental health needs. The provision recognises that disability may be visible or non-visible and that individuals may experience multiple or intersecting needs.

AS2Educate is committed to ensuring that disabled pupils, staff and visitors are not placed at a substantial disadvantage and will make reasonable adjustments wherever practicable to enable full participation in education, employment and provision life.

Reasonable adjustments will always be considered on an individual basis, taking account of:

- the person's individual needs;
- medical advice where appropriate;
- professional assessments and recommendations;
- the effectiveness of the adjustment;
- health and safety considerations; and
- the resources reasonably available to the provision.

Reasonable adjustments may include, but are not limited to:

- adapting teaching approaches;
- differentiated learning materials;
- additional adult support;
- assistive technology;
- communication aids;
- sensory equipment or environmental adaptations;
- alternative methods of recording work;
- modified timetables;
- adapted behaviour support strategies;
- examination access arrangements;
- flexible working arrangements for staff; and
- adjustments to policies, practices or procedures where appropriate.

Children, young people, parents, carers and professionals will be involved in discussions about reasonable adjustments wherever possible to ensure support is person-centred and responsive to individual needs.

Accessibility

AS2Educate is committed to continually improving accessibility for pupils, staff, parents, carers and visitors and to removing barriers that may prevent full participation in provision life.

Accessibility is considered across three key areas:

- the physical environment;
- access to learning and the curriculum; and
- access to information and communication.

Accessibility planning forms part of AS2Educate's wider commitment to equality, inclusion and safeguarding and is reviewed regularly as the needs of the provision evolve.

Physical Environment

AS2Educate operates from a two-storey building which does not have lift access to the first floor. The provision has been organised to ensure that all pupils and staff have access to essential facilities on the ground floor, including:

- classrooms and learning spaces;
- meeting rooms;
- toilet facilities;
- kitchen facilities; and
- pastoral and support areas.

Where a pupil, member of staff or visitor cannot reasonably access the first floor, AS2Educate will make reasonable adjustments to ensure teaching, meetings, support and services are delivered from accessible ground-floor facilities wherever reasonably practicable.

AS2Educate continually reviews the accessibility of the premises and will consider reasonable improvements where practicable, taking account of:

- individual needs;
- health and safety requirements;
- available resources;
- building constraints; and
- statutory responsibilities.

Accessibility is also considered when planning educational visits, enrichment activities and off-site learning to ensure disabled pupils are able to participate wherever reasonably possible.

Access to Learning and the Curriculum

AS2Educate is committed to ensuring that every pupil can access a broad, balanced and ambitious curriculum appropriate to their individual needs.

Teaching and learning are adapted through person-centred, trauma-informed and inclusive practice, recognising that children and young people learn in different ways and may require different approaches to achieve success.

Staff will use a range of reasonable adjustments to remove barriers to learning, including where appropriate:

- differentiated teaching strategies;
- adapted resources;
- visual supports;
- assistive technology;
- sensory regulation strategies;
- communication support;
- flexible learning environments;
- alternative methods of assessment;
- additional adult support;
- personalised behaviour support strategies; and
- reasonable adjustments identified within EHCPs, Individual Healthcare Plans or other support plans.

Curriculum planning aims to promote participation, independence, confidence and achievement while ensuring that pupils experience high expectations alongside appropriate support. No pupil will be excluded from educational opportunities because of a disability where reasonable adjustments can be made to support their participation.

Accessible Information and Communication

AS2Educate is committed to ensuring that information is accessible to all members of the provision community.

Where reasonably practicable, information will be provided in formats appropriate to individual need.

This may include:

- large print;
- electronic formats;
- simplified or Easy Read information;
- visual supports;
- alternative communication methods;
- translated information where appropriate; and
- support from professionals or interpreters where required.

Staff will take account of communication needs when engaging with pupils, parents, carers and visitors to ensure information is understood and individuals are able to participate fully in discussions and decision-making.

Accessibility requirements identified through admission, review meetings, EHCP reviews or ongoing assessment will be reflected in individual planning and reviewed regularly to ensure they continue to meet the person's needs

Complaints, Concerns and Reporting Discrimination

AS2Educate expects all members of the provision community to promote equality, diversity, inclusion and accessibility and to challenge discrimination wherever it occurs.

Any concerns relating to discrimination, harassment, victimisation, bullying, hate incidents or a failure to make reasonable adjustments should be reported promptly to the Provision Manager or Designated Safeguarding Lead.

Where concerns relate to a child or indicate a safeguarding risk, they will be managed in accordance with the Safeguarding and Child Protection Policy.

Concerns involving members of staff will be managed in accordance with the Staff Code of Conduct, Low-Level Concerns Policy, Staff Disciplinary Policy or Whistleblowing Policy, as appropriate. Formal complaints will be managed in accordance with the Complaints Policy.

Monitoring, Review and Continuous Improvement

The Provision Manager has overall responsibility for monitoring the implementation of this Policy and ensuring that equality, diversity, inclusion and accessibility remain embedded throughout the provision.

Monitoring activities may include reviewing:

- admissions and attendance;
- behaviour, suspensions and exclusions;
- safeguarding concerns;
- complaints relating to equality or discrimination;
- bullying and prejudice-related incidents;
- accessibility arrangements;
- reasonable adjustments;
- curriculum accessibility;
- recruitment and employment practices;
- staff training;
- stakeholder feedback; and
- changes in legislation and statutory guidance.

Where monitoring identifies barriers to inclusion or inequalities in outcomes, appropriate action will be taken to address these through policy development, staff training, provision planning or individual support.

AS2Educate is committed to continually improving inclusive practice and promoting a culture in which every individual feels safe, respected, valued and able to achieve their potential.

This Policy will be reviewed annually, or sooner where there are changes to legislation, statutory guidance, organisational practice or identified learning from monitoring, complaints or safeguarding reviews.

Commitment to Equality, Diversity, Inclusion and Accessibility

AS2Educate believes that equality, diversity, inclusion and accessibility are fundamental to safeguarding and promoting the welfare of children and young people.

We are committed to creating a learning environment where every individual is treated with dignity and respect, where diversity is celebrated, and where discrimination, harassment and victimisation have no place.

Through inclusive practice, reasonable adjustments, positive relationships and continual reflection, AS2Educate aims to ensure that every child, member of staff and visitor can participate fully in the life of the provision and realise their potential regardless of background, identity or protected characteristic.

Reviewed by:	Richard Fihosy and Claire Ames
Policy Commencement Date:	September 2022
Ratified by:	Provision Manager and DSL
Review:	Annually
Next Review:	Autumn Term 2027
July 2025	Full Policy Review
August 26	Full Policy review and merger of Disability Discrimination Policy, Equal Opportunities and Diversity Policy and Accessibility Plan