

Equality, SEND and Inclusion Policy

1. Purpose

This policy sets out how Liminal Education East Anglia Ltd promotes equality, diversity and inclusion, and how we support pupils with Special Educational Needs and/or Disabilities (SEND). We are committed to creating a safe, respectful and accessible learning environment where every young person can thrive.

2. Legal Framework

Although we are an unregulated alternative provision, we are committed to meeting the principles of:

- Equality Act 2010 – including the Public Sector Equality Duty.
- Children and Families Act 2014 – including the SEND Code of Practice (2015).
- Human Rights Act 1998 – ensuring dignity and respect for all individuals.
- UK GDPR / Data Protection Act 2018 – in relation to handling personal information fairly and lawfully.

3. Commitment to Equality and Inclusion

We will:

- Treat all pupils, staff, families and visitors with dignity and respect.
- Oppose and challenge all forms of discrimination, harassment and victimisation.
- Promote positive relationships between different groups.
- Ensure fair access to learning opportunities for all pupils.
- Make reasonable adjustments to remove barriers to participation.
- Celebrate diversity and promote inclusion within our provision.

4. Supporting Pupils with SEND

We recognise that some of our pupils may have identified or emerging special educational needs and/or disabilities. We will:

- Work closely with the commissioning school/LA to understand needs before placement.
- Gather and use relevant information, including Education, Health and Care Plans (EHCPs) where applicable.
- Adapt teaching, resources and approaches to meet identified needs.
- Provide a flexible and supportive environment tailored to individual strengths and challenges.
- Seek specialist advice and support when necessary, in partnership with schools, LAs and external agencies.
- Monitor progress and wellbeing, sharing updates with commissioners and parents/carers as appropriate.

5. Accessibility

We aim to ensure our environment is accessible by:

- Considering physical access to buildings.
- Providing resources in alternative formats where reasonably possible.
- Making reasonable adjustments to teaching approaches and routines.
- Encouraging open communication so pupils and families can raise accessibility needs.

6. Roles and Responsibilities

- Staff – All staff are responsible for promoting equality, inclusion and positive behaviour.
- Head of Centre – Responsible for overseeing equality, SEND and inclusion, ensuring policies are followed, and reporting to commissioners where necessary.
- Commissioners (Schools/LAs) – Retain overall responsibility for a pupil's statutory education and SEND duties but can expect us to implement supportive, inclusive practices during placement.

7. Monitoring and Review

We will regularly monitor how effectively we:

- Remove barriers to participation.
- Challenge discrimination and promote inclusion.
- Support SEND learners and respond to their needs.

8. Policy Review

This policy will be reviewed annually or sooner if DfE guidance changes.

Approved by: *Richard Henwood* (Head of Centre)

Date: 01/09/25

Next Review: September 2026