

## UNIQUE SEND TUITION

# Equality, Diversity & Inclusion Policy

*A welcoming, respectful and accessible approach for every learner*

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**Policy owner:** Mandy Beadnell, Unique SEND Tuition

**Effective from:** September 2026

**Review date:** September 2027, or sooner if legislation or practice changes

**Version:** 1.0

**Every learner deserves to feel understood, valued and able to participate.** Unique SEND Tuition is committed to removing barriers and creating personalised learning experiences in which children and young people can nurture their strengths, explore learning safely and grow in confidence and independence.

## 1. Purpose

This policy explains how Unique SEND Tuition promotes equality, values diversity and supports inclusion across tuition, communication, resources and wider professional practice. It applies to learners, families, visitors and professionals involved in the service, whether tuition takes place at home, online, in the community or as part of an EOTAS or professionally referred package.

The policy is informed by the Equality Act 2010 and by person-centred principles within the SEND Code of Practice. It is intended to sit alongside the Safeguarding and Child Protection, Complaints, Accessibility and Privacy policies.

## 2. Our core commitments

**Respect and dignity.** Every learner and family will be treated with kindness, fairness and respect. Identity, communication, culture, family circumstances and lived experience will be approached without judgement.

**Equity rather than sameness.** Inclusive practice does not always mean providing the same experience to everyone. Support, pace, resources and ways of participating may be adapted so that each learner has a fair opportunity to engage and succeed.

**No discrimination.** Unlawful discrimination, harassment and victimisation will not be accepted. Concerns will be taken seriously and addressed promptly and sensitively.

**Learner voice and autonomy.** Children and young people will be supported to express preferences, make meaningful choices and influence how learning is planned and delivered.

**High expectations with appropriate support.** A learner's needs will never be used to limit ambition. Expectations will be realistic, strengths-based and supported through appropriate adjustments.

### 3. Protected characteristics

The Equality Act 2010 identifies nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. How particular protections apply depends on the context. In the provision of services, age protection does not apply to people under 18 and marriage and civil partnership is not covered by Part 3 of the Act. Unique SEND Tuition will not unlawfully discriminate because of a protected characteristic, perceived characteristic or association with someone who has a protected characteristic.

Inclusion also extends beyond the legal minimum. Consideration will be given to communication needs, neurodivergence, sensory differences, mental health, care experience, family circumstances, socioeconomic barriers and other factors that may affect access, participation or belonging.

### 4. Inclusive teaching practice

Inclusive practice may include the following, according to the learner's individual profile and preferences:

**Personalised planning.** Learning is matched to current attainment, strengths, interests, pace and intended outcomes, rather than relying on a one-size-fits-all programme.

**Accessible communication.** Spoken language may be supported by visuals, modelling, reduced language, processing time, written prompts, signing, objects, symbols or other approaches that are meaningful to the learner.

**Flexible environments.** Lighting, seating, noise, movement, sensory input, timing and location may be adapted where reasonably practicable. Breaks and regulation needs are viewed as part of access, not as a failure to engage.

**Neurodiversity-affirming support.** Differences are approached with curiosity and respect. Practice aims to reduce distress and demands, protect emotional safety and build trusting relationships; this may include low-arousal, Intensive Interaction, visual and PANDA-informed approaches where appropriate.

**Representative and age-respectful resources.** Texts, examples and images will aim to reflect varied cultures, families, identities, experiences and abilities. Materials will be age-appropriate while remaining accessible at the learner's level of attainment.

**Interest-led engagement.** Learners' interests may be used to increase motivation, connection and enjoyment, including through bespoke fiction and non-fiction texts and carefully selected digital resources.

### 5. Reasonable adjustments and access

Unique SEND Tuition will take reasonable steps to prevent disabled people from being placed at a substantial disadvantage. As the duty on service providers is anticipatory, potential barriers will be considered proactively rather than only after an individual requests an adjustment. Individual needs and preferences will also be discussed as early as possible and may emerge through observation and relationship-building.

Adjustments will be agreed collaboratively, recorded where appropriate and reviewed as needs change. Where a requested adjustment cannot reasonably be provided, the reasons will be explained and a practical alternative will be explored wherever possible. The separate Accessibility Statement provides further information about access to the website, documents, communication and tuition.

## 6. Collaboration and information sharing

Families are recognised as partners with valuable knowledge of the learner. Where appropriate and with suitable consent, Mandy may work collaboratively with family members and involved professionals, contributing relevant observations and progress information to support a coordinated approach. Information will be shared only when there is a clear purpose and in line with safeguarding and data protection responsibilities.

## 7. Discriminatory language, behaviour or bullying

Discriminatory language, bullying or behaviour that undermines another person's dignity will be responded to calmly and proportionately. The immediate priority will be safety and emotional wellbeing. Mandy will listen, record relevant information, communicate with those responsible for the learner where appropriate, and consider whether adjustments or further action are needed.

If a concern indicates that a child or young person may be at risk of harm, the Safeguarding and Child Protection Policy will take priority. Serious or repeated behaviour may result in tuition being paused or ended where this is necessary to protect wellbeing or safety.

## 8. Raising a concern

Anyone who feels that this policy has not been followed is encouraged to contact Mandy through the website at [www.uniquesendtutoring.co.uk](http://www.uniquesendtutoring.co.uk). Concerns will be listened to respectfully and will not result in unfair treatment. If the matter is not resolved informally, it may be raised through the Complaints Policy.

## 9. Responsibility, monitoring and review

As the owner and tutor, Mandy Beadnell is responsible for implementing this policy, reflecting on practice, responding to concerns and keeping knowledge up to date. Feedback from learners, families and professionals will inform improvements. This policy will be reviewed at least annually and sooner if legislation, guidance or the nature of the service changes.

## Reference framework

**Equality Act 2010 and the Equality and Human Rights Commission Code of Practice for Services, Public Functions and Associations (2026) - including duties relating to discrimination and anticipatory reasonable adjustments in services.**

**SEND Code of Practice: 0 to 25 years** - person-centred, collaborative principles for supporting children and young people with SEND.

**Nurture • Explore • Grow**