



ASPIRING MINDS TUITION

EDUCATION WELLBEING CREATIVE

EQUALITY, DIVERSITY AND INCLUSION POLICY

Reviewed July 2026

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Equality, Diversity and Inclusion Policy

Contents

1. Purpose	3
2. Scope.....	3
3. Our Commitment	3
4. Legal Framework	3
5. Key Principles.....	4
6. SEND-Specific Inclusion	4
7. Responsibilities.....	4
8. Raising Concerns.....	5
9. Linked Policies	5
10. Monitoring and Review.....	5

1. Purpose

This policy sets out Aspiring Minds Tuition's (AMT) commitment to promoting equality, celebrating diversity and fostering inclusion across all aspects of our tuition services, with a specific focus on meeting the needs of children with Special Educational Needs and Disabilities (SEND). We believe that every learner, regardless of background or ability, deserves access to high-quality, respectful and supportive education.

2. Scope

This policy applies to:

- All staff (permanent, temporary, contractors and volunteers)
- All learners and parents/carers
- Any visitors, partners or service providers associated with our organisation

3. Our Commitment

We are committed to:

- Creating a safe, welcoming and inclusive learning environment for all learners
- Recognising and respecting individual differences in culture, ability, background, identity and belief
- Ensuring that SEND learners are supported through tailored, accessible teaching approaches
- Preventing and addressing all forms of discrimination, harassment or victimisation
- Encouraging empathy, mutual respect and understanding within our team and among our learners

4. Legal Framework

Our Equality, Diversity and Inclusion Policy is underpinned by the following legislation and statutory guidance:

- **The Equality Act 2010**
This Act provides the legal framework to protect individuals from discrimination and promote equality of opportunity for all.
<https://www.legislation.gov.uk/ukpga/2010/15/contents>
- **The Children and Families Act 2014**
This Act outlines the duties of education providers in supporting children and young people with special educational needs and disabilities (SEND).
<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
- **The SEND Code of Practice: 0 to 25 years (2015)**
This statutory guidance explains the duties of local authorities, health bodies, schools and colleges to provide for those with SEND.
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

- **Other relevant legislation or guidance**

We also follow any other legal or statutory requirements that support inclusive practice and equal opportunities in education.

5. Key Principles

We will:

- Treat all individuals fairly, with dignity and respect
- Ensure reasonable adjustments are made for learners with SEND
- Actively seek to remove barriers to learning and participation
- Reflect diversity in our curriculum, teaching methods and resources
- Provide ongoing training to staff on equality, diversity and inclusion and SEND awareness
- Promote high expectations and aspirations for every learner

6. SEND-Specific Inclusion

As a tuition business specialising in SEND education, we are especially committed to:

- Personalised tuition plans that recognise each learner's strengths, needs, interests and learning styles using adaptive approaches to maximise engagement and progress
- Collaborative partnerships with parents/carers, schools, therapists and other professionals to ensure continuity of care and alignment with Education, Health and Care Plans (EHCPs) where applicable
- Accessible communication and flexible delivery, including online and in-person tuition, the use of assistive technologies and materials in alternative formats (e.g. visual aids, simplified language, audio support)
- Valuing pupil voice, encouraging SEND learners to express their preferences, set personal goals and help shape the way their learning is delivered
- Staff training in inclusive practice, ensuring tutors are confident in supporting a range of learning differences, neurodiversity and emotional or behavioural needs
- Safe and supportive learning environments, whether online or in person, designed to reduce anxiety and build learner confidence
- Inclusive exam preparation and invigilation, with reasonable adjustments available for learners who require them, including private or supported sittings for qualifications such as BCS exams

7. Responsibilities

- The director is responsible for setting the strategic direction of equality, diversity and inclusion across the business
- All staff must implement inclusive practices and report any concerns or incidents
- All stakeholders (including families and visitors) are expected to uphold the values of this policy

8. Raising Concerns

Any individual who experiences or witnesses discrimination or exclusion is encouraged to raise it promptly. All concerns will be taken seriously and addressed confidentially and fairly, following our Complaints Procedure.

9. Linked Policies

This policy should be read in conjunction with the following AMT policies, which support and promote equality, diversity, and inclusion:

- **Reasonable Adjustments Policy**
Outlines the steps taken to ensure fair access to education and support for learners with SEND.
- **Safeguarding Policy**
Ensures all learners are protected from harm, with a focus on vulnerable groups who may face discrimination or exclusion.
- **Complaints Policy**
Provides a clear process for addressing concerns, including those related to discrimination or unfair treatment.
- **GDPR and Data Protection Policy**
Supports inclusive practice by ensuring personal data is handled fairly, transparently, and without bias.
- **Staff Agreement: Code of Conduct**
Sets expectations for staff behaviour in upholding equality, valuing diversity, and promoting inclusive learning environments.
- **Learner Agreement: Code of Conduct**
Promotes respectful behaviour and a positive learning culture where all learners feel valued and included.
- **Health and Safety Policy**
Ensures all learners and staff, including those with protected characteristics, can work and learn in a safe environment.

10. Monitoring and Review

This policy will be reviewed annually to ensure it remains up to date, effective and aligned with current legislation and best practice.

Date of Issue: 01.07.26

Next Review Date: 01.07.27