NLTE: Equality and Accessibility Policy
Approved by: Samantha Coxon-Smith – Director
Date Approved: September 2026
Review Date: September 2027

1. Introduction
At **NLTE**, we are committed to creating an inclusive, respectful and welcoming environment where every learner, member of staff, visitor and stakeholder is valued and treated with dignity.
We believe that everyone should have equal opportunities to participate, achieve and succeed regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.
Many learners attending NLTE have Special Educational Needs and Disabilities (SEND), Social, Emotional and Mental Health (SEMH) needs, adverse childhood experiences or disrupted educational histories. We recognise that barriers to learning may arise from a range of circumstances and are committed to removing or reducing these barriers wherever possible through inclusive practice, accessibility measures and reasonable adjustments.
We promote equality, celebrate diversity and foster a culture of mutual respect throughout all aspects of our provision.

2. Purpose
This policy aims to:
- Promote equality of opportunity for all learners and staff.
- Eliminate discrimination, harassment and victimisation.
- Foster positive relationships and respect for diversity.
- Ensure learners can access education without unnecessary barriers.
- Meet the requirements of relevant equality and accessibility legislation.
- Provide appropriate reasonable adjustments where required.
- Promote inclusion throughout all aspects of NLTE.
- Ensure accessibility is considered when planning learning, activities, communication and the learning environment.
- Identify and address barriers that may prevent learners from participating fully.

3. Legal Framework
This policy is informed by relevant legislation and statutory guidance, including:
- Equality Act 2010.
- Human Rights Act 1998.
- Children and Families Act 2014.
- SEND Code of Practice: 0–25 Years.
- Education Act 2002.
- Keeping Children Safe in Education (KCSIE).
- Working Together to Safeguard Children.
- Alternative Provision Statutory Guidance.

NLTE will have regard to relevant legislation and guidance when developing and reviewing its equality and accessibility arrangements.

4. Our Equality Principles

At NLTE, we believe that:

- Every learner deserves respect and dignity.
- Diversity strengthens our learning community.
- Everyone should have equal opportunities to succeed.
- Differences should be recognised, respected and celebrated.
- Inclusion is everyone's responsibility.
- Discrimination has no place within our provision.
- Positive relationships support successful learning.
- Individual needs should be recognised and responded to appropriately.
- Equality does not always mean treating everyone in exactly the same way; appropriate support and reasonable adjustments may be required to ensure equitable access.

5. Protected Characteristics

In accordance with the **Equality Act 2010**, NLTE will not discriminate on the basis of:

- Age.
- Disability.
- Gender reassignment.
- Marriage and civil partnership.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

NLTE is committed to ensuring fair and equitable treatment for learners, staff, families, visitors and other stakeholders.

6. Promoting Equality

NLTE will:

- Treat all learners fairly and with respect.
- Promote high aspirations for every learner.
- Celebrate diversity through the curriculum and wider activities.
- Challenge discriminatory attitudes and behaviour.
- Foster a culture of kindness, respect and inclusion.
- Encourage learner voice and participation.
- Promote positive relationships across the provision.
- Ensure that expectations of behaviour and conduct apply fairly and consistently.
- Consider equality and diversity when developing policies, procedures and learning opportunities.
- Monitor participation and outcomes to identify potential inequalities.

7. Accessibility

NLTE is committed to ensuring that learners can access education regardless of disability, additional need or other barriers to participation.

Where appropriate and reasonably practicable, NLTE may provide:

- Reasonable adjustments.
- Personalised learning programmes.
- Flexible teaching approaches.
- Accessible learning resources.
- Assistive technology.
- Alternative methods of communication.
- Sensory regulation support.
- Flexible learning environments.
- Accessible facilities.

- Adapted equipment or resources.
- Additional time or alternative methods of assessment where appropriate.
- Visual and other communication supports.

Accessibility arrangements will be reviewed regularly to ensure that they remain appropriate and effective.
NLTE will seek to identify barriers proactively rather than relying solely on learners or families to raise concerns.

8. Supporting Learners with Additional Needs

Support may include:

- Differentiated teaching.
- Trauma-informed approaches.
- Emotional regulation strategies.
- Individual support plans.
- One-to-one support where appropriate.
- Small-group learning.
- Visual supports.
- Movement breaks.
- Positive behaviour support.
- Sensory strategies.
- Flexible approaches to learning and engagement.
- Collaboration with external professionals.

Support will be tailored to individual needs and reviewed regularly. Where appropriate, learners, parents or carers and relevant professionals will be involved in planning and reviewing support.

9. Preventing Discrimination

NLTE will not tolerate:

- Direct discrimination.
- Indirect discrimination.
- Harassment.
- Victimisation.
- Bullying.
- Hate-related incidents.
- Discriminatory language or behaviour.
- Exclusion or unfair treatment based on a protected characteristic or disability.

All concerns will be taken seriously, investigated appropriately and addressed promptly.
Where concerns involve safeguarding, the appropriate safeguarding procedures will also be followed.

10. Staff Responsibilities

All staff have a responsibility for promoting equality, accessibility and inclusion.
Staff will:

- Treat everyone fairly and respectfully.
- Model inclusive behaviour.
- Challenge discrimination and inappropriate behaviour.
- Make reasonable adjustments where appropriate.
- Promote learner participation.
- Maintain high expectations for all learners.
- Respect confidentiality.
- Identify and report barriers to participation.
- Follow relevant equality, accessibility and safeguarding procedures.
- Attend relevant equality, diversity, inclusion and accessibility training.

The **Director** has overall responsibility for ensuring that NLTE meets its responsibilities under relevant equality legislation and that this policy is implemented effectively.

11. Learner Responsibilities

Learners are expected to:

- Treat others with kindness and respect.
- Value and respect differences.
- Challenge bullying and discrimination appropriately.
- Follow NLTE's behaviour expectations.
- Respect the rights and dignity of others.
- Participate positively in learning and activities.
- Report concerns to a trusted adult or member of staff.

Learners will be supported to understand equality, diversity, accessibility and respectful relationships.

12. Safeguarding

NLTE recognises that discrimination, exclusion and inequality can increase safeguarding risks.

Staff will remain vigilant to:

- Bullying.
- Hate incidents.
- Online abuse.
- Child-on-child abuse.
- Exploitation.
- Isolation or exclusion.
- Discriminatory behaviour.
- Abuse or harassment linked to disability or protected characteristics.

All safeguarding concerns will be reported immediately in accordance with NLTE's safeguarding procedures and to the **Designated Safeguarding Lead (DSL)**.

Equality and accessibility considerations will form part of NLTE's wider safeguarding approach.

13. Partnership with Families and Professionals

NLTE recognises that positive outcomes are supported through effective collaboration.

We will work closely with:

- Parents and carers.
- Referring schools.
- Local Authorities.
- Educational Psychologists.
- Health professionals.
- Social Care.
- SEND professionals.
- Other relevant agencies and professionals.

Families will be encouraged to contribute to the planning, implementation and review of support and reasonable adjustments.

Where appropriate, learners will also be involved in decisions about their education and support.

14. Accessible Communication

NLTE will seek to ensure that important information is communicated in a way that is accessible to those who need it.

Where reasonably practicable, this may include:

- Clear and accessible written information.
- Visual information and prompts.
- Alternative formats.
- Appropriate communication aids.
- Adjustments to meetings and discussions.
- Additional explanation or clarification.
- Support for learners and families who experience communication barriers.

The individual needs of learners, families and staff will be considered when determining appropriate communication arrangements.

15. Monitoring and Review

Equality and accessibility will be monitored through:

- Learner participation.
- Attendance.
- Progress and achievement.
- Behaviour and wellbeing.
- Learner feedback.
- Parent and carer feedback.
- Complaints and concerns.
- Accessibility reviews.
- Reasonable adjustment arrangements.
- Staff training.
- Safeguarding information.
- Policy reviews.

Information gathered will be used to identify areas for improvement and to continually strengthen NLTE's inclusive practice.

Where monitoring identifies a potential inequality or accessibility barrier, NLTE will consider appropriate actions to address it.

16. Complaints and Concerns

Any learner, parent, carer, member of staff or other stakeholder who believes they have experienced discrimination, harassment, victimisation or an accessibility barrier should raise the concern with an appropriate member of NLTE staff.

Concerns will be treated seriously, sensitively and confidentially, subject to safeguarding and legal requirements.

Complaints will be managed in accordance with NLTE's relevant complaints and safeguarding procedures.

17. Equality and Accessibility Statement

At **NLTE**:

- Every learner has the right to be treated fairly and with dignity.
- Equality, diversity and inclusion are central to our ethos.
- Barriers to learning and participation will be identified and reduced wherever possible.
- Reasonable adjustments will be made where appropriate to promote access and participation.
- Individual needs will be recognised and respected.
- Positive relationships underpin successful learning.
- Discrimination, harassment and victimisation will not be tolerated.
- We are committed to creating a safe, welcoming and accessible environment where everyone can thrive.

18. Policy Review

This policy will be reviewed annually, or sooner where there are significant changes to legislation, statutory guidance, organisational arrangements or identified need.