



## EQUALITY, DIVERSITY & INCLUSION (EDI) POLICY

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### Policy Statement

Ohana Centre is committed to providing an inclusive, welcoming and safe environment for every child and family. We celebrate diversity and actively promote equality of opportunity. We recognise that many of our children are autistic or have additional needs, and therefore require thoughtful adaptations, patient communication and personalised support to thrive.

We do not tolerate discrimination of any kind.

We value each child's uniqueness, strengths, communication style and lived experience.

This policy must be read alongside:

- Safeguarding & Child Protection Policy
  - SEND Policy
  - Behaviour & Emotional Regulation Policy
  - Prevent Duty Policy
  - Admissions Policy
  - Staff Behaviour/Code of Conduct
  - Online Safety & GDPR Policies
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### Aims

We aim to:

- Ensure all children can access learning, care and play without discrimination
- Promote a culture of respect, acceptance and belonging
- Foster social, emotional and communication development for children with SEND
- Challenge stereotypes, bias and prejudicial language
- Ensure reasonable adjustments are made for children, families and staff

- Work in partnership with parents and multi-agency professionals
  - Uphold the Equality Act 2010 and Public Sector Equality Duty
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## **1. Legal Framework & Protected Characteristics**

Under the Equality Act 2010, we must not discriminate against anyone based on:

- Disability
- Race
- Religion or belief
- Sex
- Gender reassignment
- Pregnancy and maternity
- Sexual orientation
- Age
- Marriage or civil partnership (staff only)

Ohana Centre is committed to ensuring all groups feel welcome, represented and valued.

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## **2. Inclusion of Children with SEND**

As a specialist SEND setting, inclusion is central to our ethos.

We ensure that:

- Children receive differentiated support aligned with their sensory needs, communication style and development
- IEPs, therapy plans and regulation strategies are followed consistently
- Staff interpret behaviour as communication
- Adaptations are made to the environment, expectations and teaching
- Children who require 1:1 support, visual supports, PECS, AAC or sensory tools have access to them
- Children are never excluded because they require additional support

We take a neurodiversity-affirming approach, recognising strengths and individuality.

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### **3. Inclusive Curriculum & Learning Environment**

We provide:

- A curriculum that reflects diverse cultures, abilities, languages and family structures
- Resources that include a range of identities and experiences
- Sensory-friendly play spaces
- Visual schedules and predictable routines
- Assistive communication tools
- Multi-modal learning approaches

We avoid stereotypes and ensure children see themselves positively represented.

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### **4. Working with Families**

We are committed to:

- Respecting cultural identity, language, religion and family values
- Listening to parents as expert partners
- Helping families feel understood and included
- Providing translation or communication support where possible
- Being sensitive to families who may have experienced discrimination or exclusion elsewhere
- Maintaining clear and compassionate communication

All families are welcome at Ohana.

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### **5. Preventing Discrimination & Challenging Bias**

Staff must challenge:

- Racist, sexist or ableist language
- Stereotypes about SEND, ethnicity, gender or family background
- Discriminatory comments made by adults or children
- Exclusionary behaviour

Staff must model respectful behaviour and inclusive communication at all times.

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## **6. Staff Responsibilities**

All staff must:

- Treat every child and family with dignity and respect
- Use inclusive, non-judgmental language
- Support emotional and communication needs with patience
- Undertake training on SEND, trauma-informed practice and equality
- Adapt teaching to meet the needs of all learners
- Maintain high expectations while respecting individual differences
- Report any concerns about discriminatory behaviour immediately

We expect staff to reflect on their own unconscious bias and uphold the values of the organisation.

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## **7. Admissions & Access to Provision**

Admission decisions are made in line with:

- Our Admissions Policy
- Our SEND Policy
- Equality Act 2010 (Reasonable Adjustments)

We will not refuse a child because:

- They have SEND
- They require intimate care
- They display dysregulation or behaviour linked to unmet needs
- They need additional support

We work collaboratively with families and professionals to determine whether we can safely meet a child's needs.

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## **8. Accessibility & Reasonable Adjustments**

We ensure:

- Adaptations to environment and routines
- Visual timetables and communication supports
- Adjustments for sensory needs (lighting, noise, smell, textures)
- Extra staffing where required (subject to funding)
- Accessible toilets and changing spaces
- Support for transitions (home visits, staggered starts)

We continually review how to remove barriers to learning.

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## **9. Promoting British Values Inclusively**

We promote British values in a way that is meaningful for SEND children:

- **Democracy:** offering choices, using visuals, encouraging communication
- **Rule of Law:** predictable routines, clear boundaries, visual expectations
- **Individual Liberty:** respecting communication preferences, autonomy in play
- **Mutual Respect & Tolerance:** celebrating differences, modelling kindness

Children learn through experience, modelling and emotional safety.

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## **10. Reporting and Recording Discriminatory Incidents**

Staff must record and report:

- Discriminatory comments
- Prejudicial behaviour
- Bullying or exclusion
- Concerns about a child or family experiencing discrimination
- Allegations against staff
- Incidents that may require DSL involvement

Serious incidents are reported to safeguarding partners where appropriate.

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## **11. Staffing, Training & Development**

All staff receive training in:

- SEND awareness
- Autism, sensory processing and communication
- Cultural competency
- Prevent Duty
- Anti-racism and anti-discrimination
- British Values
- Trauma-informed practice

We encourage continued reflection and professional growth.

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## **12. Monitoring & Leadership Oversight**

Senior Leadership will:

- Monitor incidents, patterns and feedback
- Review accessibility of environment
- Evaluate staff training needs
- Review curriculum resources for diversity
- Update policies annually

Inclusion is part of our continuous quality improvement.

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## **Policy Review & Sign-Off**

- Original adoption: **4<sup>th</sup> November 2022**
- Last review: **8th December 2025**
- Reviewed By: Alba Arenas Martín
- Next review due: **November 2026** or earlier if statutory guidance changes.