

SEND, Equality and Reasonable Adjustments Policy

Document control	Detail
Policy title	SEND, Equality and Reasonable Adjustments Policy
Version	2.1
Status	Approved for use
Policy owner	Hannah Lewis
Approved by	Nathan Warr
Applies to	Directors, employees, tutors, associate tutors, subcontractors, volunteers and any person working on behalf of PACE Education Pathways
Date approved	21/08/2026
Next review date	12 months from approval, or earlier where a review trigger applies
Review trigger	Earlier review required if statutory guidance changes, the service model changes, or a serious incident, complaint, audit finding or safeguarding concern identifies a need for review.
Linked documents	Equality and Diversity Policy; Alternative Provision Service Statement; Referral Acceptance, Review and Exit Policy; Individual Learning and Reintegration Plan; Child / Student Data Sheet and Needs Profile; Pupil Risk Assessment; Quality Assurance, Teaching, Learning and Progress Reporting Policy; Attendance and Engagement Policy; Behaviour, De-escalation and Physical Intervention Policy; Safeguarding and Child Protection Policy; Health and Safety and Risk Assessment Policy; Compliments and Complaints Policy.

Governance note

Reasonable adjustments should support access, dignity and engagement, but they do not override safeguarding, health and safety or statutory duties. Where a requested adjustment creates unmanaged risk or requires a change to provision, the matter should be reviewed through risk assessment, safeguarding and commissioning processes.

1. Purpose

PACE supports pupils who may have SEND, disabilities, EHCPs, social, emotional or mental health needs, anxiety, trauma histories, medical needs, interrupted education or previous negative school experiences. This policy ensures that equality, inclusion and reasonable adjustment are considered from referral to review.

2. Scope

This policy applies to pupil referrals, teaching, mentoring, risk assessment, communication, behaviour support, progress reporting, parent/carers contact, commissioner liaison and staff practice. It also applies to employment and engagement of staff, tutors and subcontractors.

3. Legal and guidance framework

- Equality Act 2010
- Children and Families Act 2014 where relevant
- SEND Code of Practice principles
- Keeping Children Safe in Education (current edition)
- DfE Arranging Alternative Provision guidance
- PACE Behaviour, De-escalation and Physical Intervention Policy

4. Equality commitment

PACE will not discriminate unlawfully on grounds of protected characteristics. PACE will seek to provide a respectful, inclusive and safe service for pupils and families. Equality does not mean treating every pupil identically; it means recognising needs and making reasonable adjustments so pupils can access provision safely and meaningfully.

5. Referral and suitability

At referral, PACE will request relevant information about SEND, EHCP outcomes, medical needs, communication needs, sensory needs, behaviour plans, risk assessments, safeguarding context and previous support. PACE will only accept provision where it can reasonably and safely meet the pupil need within the service model.

6. Reasonable adjustments

- adjusting session length, pace, location or start time;
- using visual supports, breaks, reduced demands or alternative recording methods;
- adapting communication style and instructions;
- allowing movement, sensory strategies or emotional regulation breaks;
- using interest-led learning or smaller steps;
- adjusting behaviour expectations where linked to disability or SEND while maintaining safety boundaries.

7. Limits of provision

PACE provides education support, tutoring, mentoring and reintegration work. It does not provide clinical therapy, specialist medical care, statutory assessment, school registration, secure provision or specialist SEND placement unless this is specifically contracted, competent, insured and lawful. Where pupil needs exceed the service model, PACE will explain concerns to the commissioner and support review.

8. Pupil voice and parent/carers involvement

PACE will seek to understand the pupil's views, communication preferences, strengths, interests and barriers. Parents/carers may hold important contextual information, but safeguarding and commissioner responsibilities must also be maintained.

9. Behaviour and SEND

Where behaviour may be linked to SEND, disability, trauma or anxiety, PACE will consider reasonable adjustments and triggers before treating it as non-compliance. Safety remains essential. Adjustments should not expose the pupil, staff or others to unacceptable risk.

10. Reporting and review

Progress reports should reflect attendance, engagement, learning progress, barriers, adjustments used and recommendations. Where adjustments are not working, PACE should review the plan with the commissioner, school, SENCO or relevant professionals.

11. Staff awareness

Staff and tutors must receive induction on equality, SEND awareness and reasonable adjustments appropriate to their role. Additional training may be required for specific pupils or needs.

12. Recording adjustments and review

Significant reasonable adjustments should be reflected in the relevant pupil plan, session arrangements, risk assessment or commissioner record so that staff understand what is required. Adjustments must be reviewed where needs, risk, placement arrangements or evidence of effectiveness change.

13. Monitoring and assurance

PACE will use referral information, pupil/parent voice, staff supervision, complaints, attendance, progress information and commissioner feedback to identify barriers to access and whether adjustments are effective. Workforce equality matters are governed primarily through the Equality and Diversity Policy.