

STEFFI HESKETH TUTORING

Equality, Diversity, Inclusion and SEND Policy

Public website policy

Purpose

This policy explains how we promote fair access, respect difference, prevent discrimination and make reasonable adjustments for disabled, neurodivergent and SEND students in online tuition.

Document control	Details
Policy owner	Steffi Hesketh, Founder
Applies to	Parents, carers, students, tutors, applicants and website users as relevant
Approved	21 July 2026
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Status	Approved and operational - public website version

Important

Reasonable adjustments are considered individually. A parent does not need to provide a formal diagnosis before discussing a barrier or asking for a practical change.

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This policy should be read alongside our Safeguarding and Child Protection Policy and the other policies available on our website.

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1. Our commitment

- Treat students, families, tutors and applicants with dignity and respect.
- Provide services without unlawful discrimination, harassment or victimisation.
- Remove or reduce avoidable barriers to online learning.
- Listen to the student's voice and review what actually helps.
- Use inclusive language, examples, resources and communication.
- Make decisions based on educational need, safety, suitability and fair business reasons rather than stereotypes.

2. Who the policy protects

The Equality Act 2010 protects people in relation to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The exact legal protection can depend on the context, but our commitment to respectful and fair treatment applies more broadly to all service users and tutors.

Disability may include physical, sensory, learning, neurodevelopmental and mental-health conditions that have a substantial and long-term effect on normal day-to-day activities. A person may be protected even without using the label disabled or having a formal education plan.

3. Equal access to services

- Enquiries and tutor matching are considered on the basis of the student's needs, subject, level, availability and the tutor's ability to provide suitable support.
- A student will not be refused merely because they have SEND, use a camera-off approach, need written communication or require a reasonable adjustment.
- Advertising, forms and communication should avoid unnecessary barriers and stereotypes.
- Parents are invited to explain barriers and preferences but are not required to disclose more personal information than is necessary.
- We will not charge more for the same service solely because a student is disabled. A separately agreed specialist or additional service may carry a different price where this reflects genuinely additional provision rather than discrimination.

4. Reasonable adjustments

A reasonable adjustment is a practical change that reduces a substantial disadvantage experienced by a disabled person. What is reasonable depends on effectiveness, practicality, cost, available resources, safety and the nature of the service.

Barrier or need	Possible adjustments
Anxiety or camera distress	Camera off, gradual camera use, audio/chat participation, predictable lesson routine, parent nearby.
ADHD or attention regulation	Shorter tasks, visible timer, movement breaks, reduced on-screen clutter, clear finish point, written next steps.
Autism or communication difference	Advance agenda, literal language, processing time, chat option, reduced social pressure, consistent format.
Dyslexia or literacy need	Readable fonts, uncluttered layout, coloured background where helpful, reduced copying, text-to-speech compatible resources.
Selective mutism or speech difficulty	Chat, shared document, annotation, multiple-choice response, parent-assisted introduction.
Hearing or visual impairment	Captions where available, written instructions, larger text, high contrast, verbal description, accessible file format.
Fatigue, migraine or health fluctuation	Shorter lesson, planned breaks, reduced brightness, flexible pace, rescheduling under agreed arrangements.
Working memory or processing need	Chunked instructions, one step at a time, repetition, worked examples, written recap, recording where agreed.

These are examples, not a fixed checklist. An adjustment should be chosen with the student and reviewed for effectiveness.

5. How to request support

1. Tell Steffi Hesketh Tutoring or the tutor what the student finds difficult and what has helped before.
2. Share only information that is relevant. A brief explanation is often enough; a diagnosis report is not routinely required.
3. The tutor and parent agree practical adjustments and who needs to know.
4. The adjustment is tried for an agreed period and reviewed with the student where possible.
5. If the tutor cannot provide the adjustment reasonably, the business will consider a different tutor, format, group or service.

6. Inclusive online teaching

- Lessons should be calm, structured and adapted to current understanding rather than assumptions based on age or diagnosis.
- Tutors should explain the lesson purpose, use manageable steps and check understanding without humiliation.
- Students should have different ways to respond, including speaking, chat, annotation, shared documents or showing written work.
- Resources should use clear language, readable layouts and inclusive examples.
- Breaks, thinking time and repetition are legitimate learning supports, not rewards that must be earned.
- Praise should recognise effort, strategy, independence and progress rather than comparing students.

7. SEND and neurodiversity

- Neurodivergence is approached as a difference with individual strengths and barriers, not as a reason for lower expectations.
- Tutors do not diagnose conditions or provide clinical treatment.
- A school support plan, EHCP, access arrangement or professional recommendation may inform tuition but does not automatically bind a private tutor to provide every listed provision.
- Tutors should report patterns that may be useful to the parent without presenting speculation as diagnosis.
- The student's preferred language for discussing needs should be respected.

8. Mental health and anxiety

- Tuition should not deliberately shame, threaten or intensify distress to force participation.
- A student may need a slower start, predictable routine, camera-off option, reduced workload or a parent nearby.
- Tutors can provide educational support and calm communication but are not therapists or crisis services.
- Serious distress, self-harm concerns, abuse or immediate risk must be handled under the Safeguarding Policy and may require emergency or professional support.

9. Language, culture, religion and identity

- Names and pronouns should be used respectfully, taking account of the child's welfare and the information lawfully shared with the tutor.
- Examples and resources should not demean a race, nationality, religion, sex, sexual orientation, gender identity, family structure or disability.
- Reasonable scheduling needs connected to religion or culture will be considered alongside tutor availability and the needs of the service.
- Tutors may challenge discriminatory language in an age-appropriate educational manner and report serious or repeated incidents.

10. Group placement and educational differentiation

It can be lawful and educationally appropriate to organise a group by age, curriculum, exam board, current attainment, pace or support need. This is not discrimination where the criteria are relevant, proportionate and applied fairly.

- A group place may be declined or changed where the curriculum, pace or behaviour needs are not a suitable match.
- The reason should be explained respectfully and an alternative considered where available.
- A student should not be excluded from a suitable group merely because an adjustment is required, unless the adjustment is not reasonable or would fundamentally change the service or compromise safety or the learning of others.

11. Limits and specialist support

- Online tutoring is an educational service and may not be suitable for every need or level of risk.
- We cannot promise a particular specialist tutor, technology or timetable where it is not available.
- An adjustment is not reasonable if it would create a serious safeguarding risk, fundamentally alter the service, require clinical care, impose a disproportionate burden or remove the rights of others.

- Where a need is beyond the tutor's role, the parent may be encouraged to seek school, local authority, health, exam-centre or specialist advice. This does not amount to diagnosis or referral by a clinician.

12. Confidentiality and information sharing

- Information about disability, health or SEND is shared only with people who need it to arrange support, teach safely or meet a legal duty.
- The parent should tell the business if a detail must not be shared with a proposed tutor, although this may limit matching or adjustment options.
- Confidentiality may be overridden where information must be shared to protect a child or another person.
- Records are handled under the Privacy Notice and should not be placed in public AI tools or unnecessary group chats.

13. Bullying, harassment and discrimination

- Discriminatory jokes, slurs, exclusion, harassment, sexual harassment, victimisation and bullying are not accepted.
- A tutor should intervene proportionately, protect affected students, preserve relevant evidence and report serious incidents.
- The response will consider age, SEND, intent, impact, repetition and the need for education as well as consequences.
- A parent, student or tutor who raises an equality concern in good faith will not be disadvantaged for doing so.

14. Complaints and monitoring

- Equality, accessibility or SEND concerns can be raised with the tutor or at steffiheskethtutoring@gmail.com and will be handled under the Complaints Policy.
- Safeguarding concerns are handled immediately under the Safeguarding Policy.
- Complaint themes, adjustment requests and service barriers are reviewed to improve practice while respecting confidentiality.
- Tutors receive guidance and training proportionate to their role and are expected to reflect on inclusive practice.

15. Review

This policy is reviewed annually and sooner after a serious incident, an upheld equality complaint or a relevant change in law, guidance or service design.

Contact Steffi Hesketh Tutoring

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Legal and guidance framework

This document has been prepared with reference to the following legislation and official guidance in force or published at the approval date:

- Equality Act 2010, including the duty to make reasonable adjustments.
- Government Equalities Office guidance for service providers.
- Special Educational Needs and Disability Code of Practice principles where relevant to collaborative support.
- Department for Education safeguarding guidance for out-of-school settings.
- UK GDPR and Information Commissioner's Office guidance on children and special category information.

This policy is reviewed at least annually and sooner when relevant law, guidance, systems or business arrangements change.