

Aspris College North Wales

Local Procedure Title	Equality, Diversity & Inclusion Statement & Objectives
Service	Aspris College North Wales
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Local Procedure Author(s)	Daniele Kennaugh-Langford
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Introduction
Aspris has a statutory responsibility to have due regard for the Equality Act 2010 and the Human Rights Act 1998. Aspris College North Wales is committed to creating an inclusive culture where discrimination, prejudice and exclusion are not tolerated and where diversity is valued and celebrated. We recognise our responsibilities under the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the ALN Code for Wales, ensuring that all learners are supported through person-centred, strengths-based approaches that promote participation, equity, wellbeing and positive outcomes. Equality, diversity and inclusion are the responsibility of everyone within our college community. Through compassionate, trauma-informed practice, we seek to understand and remove barriers to learning, participation and achievement, ensuring that all learners, colleagues, families and visitors feel safe, valued, respected and able to thrive. <i>Aspris Policy AHR04.1 Equality, Diversity and Inclusion</i>
What does Equity, Diversity & Inclusion mean at Aspris?



At Aspris, **equity, diversity, and inclusion** mean creating an environment where everyone belongs and feels valued, respected and empowered to thrive.

Equity ensures everyone has fair opportunities to succeed by addressing barriers and providing the right support based on individual needs. This means ensuring policies, career progression and workplace adjustments are accessible and applied consistently across all schools, homes, colleges and teams.

Diversity recognises and celebrates the unique perspectives, skills and experiences everyone brings. Our differences make us stronger, and we're committed to fostering a workplace that represents the communities we support.

Inclusion means everyone can belong at work without fear of discrimination or exclusion. It's about embedding inclusive behaviours in everyday interactions, leadership and decision-making, ensuring that regardless of role, everyone has a voice and feels part of the wider Aspris community.

At Aspris, EDI isn't just about compliance or occasional initiatives, it's about doing the right thing by **embedding fairness, connection, and belonging into our culture every day.**

Aspris Equality Objectives

- Empower, engage and support colleagues
- Provide inclusive leadership at all levels
- Ensure that our recruitment and selection process is fair and consistent throughout
- Deliver better outcomes, improved access and outstanding service levels
- Have a representative and supportive workforce

Aspris College North Wales Vision

Nurturing potential, shaping positive futures.

Aspris College North Wales Ethos

We believe in the potential of every learner and hold high aspirations for all. Through compassionate, person-centred and trauma-informed practice, we work collaboratively with learners, families, carers and professionals to understand individual strengths, experiences and needs.

We recognise that each learner's journey is unique and that barriers to learning and participation can arise from a variety of experiences. By creating emotionally and physically safe environments, we support learners to develop confidence, resilience, independence and a sense of belonging, enabling positive progression towards fulfilling futures.

Aspris College North Wales Values

Our DRAGON values underpin our commitment to equality, diversity and inclusion. We aim to ensure that diversity and inclusion are at the heart of everything we do, celebrating individuality and meeting the needs of all members of our college community so that everyone is free to live, learn and achieve their full potential.



- Development**
 We are committed to the personal, social and academic development of every individual, ensuring equitable access to high-quality learning experiences and opportunities that enable all students and staff to grow, progress and achieve their full potential.
- Resilient**
 We foster a resilient, respectful and supportive environment where differences are valued and individuals are supported through challenges with understanding, consistency and compassion. We empower learners and colleagues to develop confidence, self-advocacy and resilience while ensuring support is available when needed.
- Adaptable**
 We recognise and respond to the diverse needs, backgrounds, identities and lived experiences of our community by adapting our practices, curriculum and support systems to ensure accessibility, inclusion and fairness for all learners and colleagues.
- Goals**
 We set clear, inclusive and aspirational goals that reflect our commitment to equality, diversity and inclusion. We support every student and member of staff to identify, pursue and achieve their individual goals, ensuring barriers are removed and appropriate support is in place so that everyone has the opportunity to succeed.
- Optimism**
 We promote a culture of optimism by valuing diversity as a strength, maintaining high expectations for all, and encouraging positive attitudes that foster equality, respect and a strong sense of belonging.
- Nurture**
 We provide a nurturing, safe and inclusive environment where individual needs, abilities and identities are recognised, respected and celebrated. Through trauma-informed and relational approaches, we promote wellbeing, belonging and positive outcomes for all members of our college community.

Aspris College North Wales Equality, Diversity and Inclusion Objectives

Objective	How we will achieve this objective
To ensure that all colleagues and students are able to access the environment and that reasonable adjustments are made to cater for individual needs.	We will ensure that all learners and colleagues can comfortably access the college environment and participate fully in college life. We will identify and remove barriers through proactive planning, reasonable adjustments and ongoing review, in line with the ALN Code for Wales and person-centred practice. To support this, we will use a range of procedures and documentation, including: • Personal Emergency Evacuation Plans (PEEPs) where required • Individual risk assessments for learners and colleagues • Person-centred planning and ALN documentation, developed in partnership with learners and relevant professionals • Close communication with families, carers and external agencies to support access, wellbeing and engagement • Referrals to internal and external specialist services, including therapies, where appropriate



	• Support for colleagues, including access to Employee Assistance Programmes (EAP) and Occupational Health, to ensure workplace wellbeing and accessibility We will regularly review adjustments and provision to ensure they remain effective, appropriate and responsive to individual needs. We will work collaboratively with learners, families, carers, local authorities and external professionals to ensure adjustments remain effective and responsive to individual needs. Planning and support will reflect the principles of co-production, participation and person-centred practice as outlined within the ALN Code for Wales.
To ensure all students, staff and stakeholders to feel valued, included and understood in their college environment.	We will create a welcoming and inclusive college culture where all learners, colleagues and wider stakeholders feel valued, respected and understood. We will actively promote equality, diversity and inclusion through visible practice, learner voice and meaningful participation across college life. To achieve this, we will: • Celebrate difference and promote inclusion through the recognition and celebration of national and local awareness days, cultural events and inclusive initiatives across the college • Embed opportunities for inclusion and shared values through Power Hour, tutorials and group activities that promote respect, understanding and belonging • Recognise and celebrate achievement using our inclusive College Pound and House System reward systems that value effort, progress and personal development • Actively promote learner voice through student voice forums, representation groups and inclusive leadership opportunities, ensuring learners are involved in shaping college life • Support and develop diversity-focused initiatives, such as learner-led inclusion or diversity groups, that encourage self-expression, peer support and advocacy • Engage positively with families, carers and external partners to strengthen understanding, inclusion and shared approaches to support • Actively promote the protected characteristics defined within the Equality Act 2010 to foster an inclusive and nurturing college environment and prepare our learners for adulthood • Promote Welsh culture, identity and language, ensuring opportunities for learners and families to engage with Welsh traditions and culturally relevant experiences in ways that are meaningful and accessible We will regularly review how inclusive our practice and culture are, using feedback from learners and stakeholders to inform continuous improvement.
To ensure accessibility across the college for students, staff and visitors with disabilities,	We will ensure that our college environment, curriculum and services are accessible to learners, colleagues and visitors with disabilities. We will take a proactive and collaborative approach to identifying and



including access to specialist teaching and support.	addressing barriers, ensuring access to specialist teaching and support where required. To achieve this, we will: • Undertake regular accessibility and environment reviews, including learning spaces, communal areas and facilities, working closely with Health & Safety and Estates teams to identify and address access needs • Use person-centred planning to identify and implement reasonable adjustments for learners and colleagues, ensuring access to specialist teaching, resources and support • Collaborate with families, carers and external professionals to inform planning and provision, particularly where specialist or transitional support is required • Engage with parent and stakeholder partnership groups during our Aspris Social and Aspris Connect sessions to ensure accessibility of communication, policies and procedures, including consideration of language needs and accessibility for families where English (or Welsh) is an additional language • Provide clear, accessible information for visitors, ensuring reasonable adjustments are anticipated and supported where needed • Review and adapt provision regularly through consultation with learners, families, staff and professionals to ensure accessibility arrangements remain effective, inclusive and responsive to changing needs and circumstances.
To provide timely pastoral, therapeutic and wellbeing support that promotes engagement, belonging, inclusion and positive outcomes for all learners.	We will provide timely, appropriate and effective pastoral support to promote wellbeing, engagement, inclusion and positive outcomes for all learners. We will take a proactive, early-intervention approach that recognises individual strengths, needs and experiences, supporting learners to engage positively with learning and college life. We recognise that behaviour is a form of communication and seek to understand the experiences, unmet needs and environmental factors that may influence a learner's presentation. Through trauma-informed approaches, we aim to build trusting relationships, emotional safety and a strong sense of belonging across the college community. To achieve this, we will: • Ensure staff are trained in trauma-informed and therapeutic approaches, with identified lead practitioners supporting best practice across the college • Work collaboratively across pastoral, teaching and engagement teams, including Vice Principal, Teaching and Learning Support Lead and Wellbeing and Engagement Leads, to identify needs and coordinate support • Use multi-disciplinary team (MDT) meetings to share information, plan early interventions and review the impact of pastoral support



	• Provide access to targeted therapeutic interventions, including counselling, therapy and emotional literacy support, where appropriate • Establish clear referral pathways to internal and external services to ensure learners receive the right support at the right time • Monitor and review interventions regularly, using learner feedback and progress information to ensure support promotes positive behaviour, inclusion and wellbeing
To promote and monitor involvement of all groups of students in the extracurricular activities of the college.	We will promote inclusive participation in extracurricular activities and monitor engagement to ensure that all groups of learners have equitable opportunities to take part and benefit. Our approach will recognise individual interests, strengths and needs, supporting learners to develop confidence, independence and social skills beyond the classroom. To achieve this, we will: • Offer a broad and holistic curriculum, incorporating life skills (CHIE), enrichment and practical learning opportunities, including areas such as cooking, travel training and community-based activities • Provide therapeutic and emotional support, including programmes that develop social skills and emotional literacy, to enable learners to engage confidently in extracurricular activities • Promote dedicated extracurricular sessions, such as themed enrichment days, to encourage participation, exploration of interests and peer interaction • Support learner-led and inclusion-focused groups, including diversity and interest groups, to foster belonging, self-expression and leadership • Monitor participation across learner groups, using engagement data and learner feedback captured during Power Hour and Student Council sessions to identify and address any barriers to involvement • Adapt activities and provide reasonable adjustments to ensure all learners can access and enjoy extracurricular opportunities We will regularly review the range and impact of extracurricular provision to ensure it remains inclusive, meaningful and responsive to learners' needs and interests.
To promote curiosity, understanding and respect for different cultures, identities, beliefs and experiences within the college community.	We will promote cultural understanding, mutual respect and inclusion across the college community by actively valuing and celebrating diversity, including different cultures, faiths, identities, languages and lived experiences. We will create opportunities for learning, discussion and visibility that support inclusion, belonging and appreciation of difference.



	Our approach encourages learners to develop respect for themselves and others, preparing them to participate positively within diverse communities and wider society. To achieve this, we will: • Celebrate diversity through awareness days, events and themed activities, recognising a wide range of cultures, faiths and identities across the college year • Promote Welsh culture, heritage and language alongside other cultures and identities, helping learners develop an appreciation of both their local community and the diverse society in which they live. • Use Power Hour, tutorials and group activities to promote understanding, respect and inclusive values • Integrate personal development learning into the curriculum, including PHSE and wider personal and social development, to support learners' understanding of identity, relationships and equality • Promote learner voice and participation, including student voice forums and learner-led diversity or inclusion groups, to ensure learners can share experiences and influence college life • Recognise and celebrate positive contributions and inclusive behaviours, reinforcing respect, kindness and understanding within the college community and through the use of the college Celebratory Postcards posted home • Ensure staff are supported to promote inclusion sensitively and confidently, using inclusive language and approaches that reflect the diverse needs of our learners through Aspris training and college CPD We will review the impact of these approaches regularly, using learner feedback and participation to continue strengthening understanding, respect and inclusion across the college.
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Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
01.09.2026	Daniele Kennaugh-Langford	Aligned the Local Procedure with our trauma-informed practices.

