STEP IN SUPPORT SERVICES

Equality, Diversity, SEND & Inclusion Policy

Supporting Reintegration Every Step of the Year

Policy owner	Step In Support Services Directors
Approved by	Directors
Version	1.0
Effective from	October 2026
Review due	October 2027 or earlier if guidance/legislation changes

1. Purpose and scope

Step In exists to remove barriers to engagement and education. We are committed to equitable, anti-discriminatory and inclusive practice and to making reasonable adjustments so young people can access support meaningfully.

This policy applies to all Step In directors, employees, sessional practitioners, associates, volunteers and contractors. It applies to work delivered in schools, homes, community venues, online where agreed, and other off-site locations.

Step In supports young people aged 11-18 through bespoke reintegration programmes combining attendance and engagement work, therapeutic/wellbeing support, educational support, social and personal development, family liaison and multi-agency working.

2. Our commitments

- Treat every young person with dignity and respect.
- Challenge discrimination, harassment, prejudice and stereotyping.
- Recognise that SEND, SEMH needs, disability, communication needs, trauma, culture, language, identity, family circumstances and prior educational experiences can affect engagement.
- Make reasonable adjustments to communication, environment, pace, location, materials and delivery where appropriate.
- Use strengths-based, person-centred planning and include young-person voice.
- Avoid lowering aspirations because a young person has experienced absence, exclusion or additional needs.

3. SEND-informed delivery

- Seek relevant information about identified needs and effective strategies before delivery.
- Work with school SENDCos and other professionals where appropriate.
- Break goals into achievable steps and adapt academic/therapeutic approaches to need.
- Use accessible language and communication supports where required.
- Contribute relevant evidence to reviews when commissioned to do so, while not presenting Step In as the statutory decision-maker.

4. Equality in safeguarding

Practitioners recognise that some children face additional barriers to recognising or disclosing harm. A disability, communication need, identity or cultural factor must never be used to explain away possible safeguarding indicators.

5. Monitoring

Step In will review feedback, complaints, access and outcomes for indications that particular groups are experiencing barriers or poorer outcomes and will adjust practice where appropriate.