



Thrive

EDI Policy

February 2026

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Document History

To be reviewed on at least an annual basis or sooner, if there are significant changes required. Approval should be the PfP Thrive Director or a relevant member of the PfP Thrive Governing Board.

Approved by: Tom Arey
Position: PfP Thrive Director
Date: February 2026
Next Review Date: February 2027

Signed
Tom Arey
PfP Thrive Director

A handwritten signature in black ink, appearing to be 'TA', followed by a horizontal line.

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Policy Statement and Scope

PfP Thrive is committed to ensuring that every learner and apprentice belongs, feels valued, and can achieve highly, regardless of their background, protected characteristics, or barriers to learning. This policy enacts the commitments in our Inclusion Statement (Jan 2026) and aligns with expectations in the Ofsted Education Inspection Framework (EIF) for Skills from November 2025, which places inclusion and equity at the centre of inspection practice. The EIF states that inclusion is a core evaluation area and that inspectors will focus on the extent to which providers identify needs early, remove barriers, and ensure equitable access for disadvantaged, SEND and vulnerable learners.

PfP Thrive will therefore promote equality, improve equity of opportunity, and foster a culture where diversity is recognised, celebrated, and embedded in everyday practice.

Legal and Regulatory Framework

This policy is informed by:

- Equality Act 2010 – protected characteristics and reasonable adjustments.
- SEND Code of Practice (2015).
- Ofsted Education Inspection Framework (EIF) – Nov 2025

Scope

This policy applies to:

- All learners, apprentices, and prospective learners
- All colleagues, associates, volunteers, governors, and employer partners
- All learning settings, including online, on learning site environments and workplace learning

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Our EDI Principles

Equity, Not Just Equality

We recognise that learners face different barriers. In line with our Inclusion Statement, Pfp Thrive provides targeted, differentiated, and responsive support using a graduated approach (assess–plan–do–review).

Inclusive Culture

The EIF requires providers to demonstrate that inclusion is “a lived experience” and not a bolt on, woven through curriculum, behaviour, support, and leadership systems. Pfp Thrive ensures all staff promote respect, belonging, and fairness.

High Expectations for All

Aligned with EIF expectations, we maintain ambitious standards for every learner, including those experiencing disadvantage, SEND, social care involvement, or other vulnerabilities.

Early Identification & Removing Barriers

We identify learning, support and wellbeing needs at entry and throughout the learner journey using robust assessment and progress reviews, as required under the EIF’s strengthened focus on early identification and contextual understanding.

Collaboration & Co-Production

We will work with learners, parents/carers, employers, social workers, and multiagency professionals to ensure support is coordinated and effective, reflecting both EIF and internal expectations for partnership working.

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Responsibilities

Senior Leadership Team (SLT)

- Ensure EDI is embedded across curriculum, support, governance and organisational systems.
- Monitor performance of key groups and ensure compliance with EIF and legal duties.

Designated Safeguarding & the Functional Skills/Additional Learning Support Tutor

- Drive inclusion practice, lead on SEND and high needs provision, and ensure staff training reflects EIF expectations of strong SEND leadership.

Tutors, Coaches and Assessors

- Deliver inclusive teaching, learning and assessment that is accessible and adaptive.
- Use learner profiles, Cognassist data, Aptem Assess and progress reviews to shape practice.

Employer Partners

- Provide equitable access to training and workplace opportunities.
- Implement reasonable adjustments and safe, inclusive working environments.

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Implementation

Inclusive Curriculum & Delivery

- PfP Thrive ensures the curriculum is accessible, scaffolded and responsive to needs, aligning with EIF requirements for meaningful adaptations and equitable access to learning and enrichment.

Reasonable Adjustments

- Adjustments will be timely, appropriate, and regularly reviewed, reflecting our inclusion statement commitments and Equality Act duties.

Monitoring & Reviewing Impact

In line with EIF expectations for evidence based impact, PfP Thrive will:

- Track attendance, progress, achievement and wellbeing for all learner groups.
- Evaluate the lived experience of disadvantaged, SEND and vulnerable learners.
- Use learner voice, employer feedback, case reviews, learning walks and sampling to check inclusion in practice—mirroring inspection approaches.

Staff Training

- All staff receive annual and role specific EDI and inclusion training, consistent with the EIF's emphasis on staff capability to recognise needs and remove barriers.

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Supporting Specific Groups

Learners Facing Disadvantage

- Targeted interventions and close monitoring tailored to identified barriers, with strategies regularly reviewed for impact.

Learners with SEND / High Needs

- Strong SEND leadership and the graduated approach in full, consistent use.
- Planned support that promotes independence over time

Care Experienced Learners

- Dedicated lead for care experienced learners.
- High quality Personal Education Plans and multiagency coordination.

Learners Known to Social Care or Who Are Vulnerable

- Sensitive, timely interventions.
- Enhanced pastoral and curriculum support.
- Robust information sharing with partners, as reflected in EIF expectations to understand contextual vulnerability.

Reporting, Recording & Escalation

- EDI concerns or discriminatory incidents will be logged, investigated promptly, and actions recorded.
- Trends will be analysed each term to inform improvement planning.
- Issues involving safeguarding or welfare will follow Pfp Thrive safeguarding procedures.

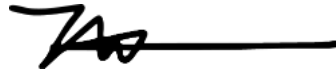
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Policy review and version control

This Policy will be reviewed annually or in the event of changes in rules or to consider changes in working practices that may result from incidents.

Date of Publishing: February 2026
Review Date: February 2027
Policy/Process Owner: Head of Quality

Signed :
Tom Arey
Director of PFP Thrive



25/02/2026

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Version control

Version History	Date	Action	Amended by	Reviewed by
V1.0	September 2024	New Policy Creation	Rebecca Edwards Academy Consultant	Tom Arey Pfp Thrive Director
V2.0	February 2026	Full Policy Review	Quality and Governance Manager	Tom Arey Pfp Thrive Director

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