

Equality, Equity, Diversity and Inclusion Policy

Introduction

Linden Management UK Ltd celebrates the rich diversity of our society and is committed to fostering an inclusive, equitable environment for all. We uphold and promote Fundamental British Values—democracy, the rule of law, individual liberty, mutual respect, and tolerance for those with different faiths and beliefs or none.

Our approach is guided by the Equality Act 2010, including its 2024 updates, and reflects recent developments such as the Inclusive Britain Second Update Report (May 2024) and proposals under the Employment Rights Bill 2024–2025. These updates reinforce our duty to eliminate discrimination, advance equality of opportunity, and foster good relations across all protected characteristics:

- Age
- Disability
- Gender and Gender Reassignment
- Marriage and Civil Partnerships
- Pregnancy and Maternity
- Race
- Religion and Belief
- Sex
- Sexual Orientation
- Socio-economic background (as part of our equity commitment)

Commitment to Equity

We recognise that equality means treating everyone fairly, but equity goes further—ensuring individuals have access to the resources and opportunities they need to succeed, regardless of their starting point. Linden Management is committed to:

- Addressing systemic barriers to inclusion.
- Promoting social mobility by supporting individuals from underrepresented socio-economic backgrounds.
- Embedding inclusive practices in recruitment, training, and leadership development.



Eliminating Discrimination

We operate a zero-tolerance policy toward discrimination, harassment, and victimisation. Our policies and procedures ensure that all individuals can work and learn in an environment free from bias and inequality. We comply with legal duties including:

- Direct and indirect discrimination
- Disability adjustments
- Harassment and victimisation

Reporting and Support

We maintain a confidential and robust reporting mechanism for staff and learners to raise concerns. Complaints are handled sensitively, with protection against reprisals. Reporting procedures are communicated during induction, enrolment, and via employer handbooks.

Promoting, Monitoring and Implementing EDI

We actively promote EDI through:

- Embedding diversity and equity themes in teaching and learning.
- Monitoring EDI practices in management and team meetings.
- Providing resources and training to foster understanding and good relations.
- Partnering with community employers to support community cohesion.
- Reviewing EDI policies annually or immediately following legislative changes.

Responsibility and Accountability

- Senior leaders hold overall responsibility for policy implementation.
- All employees are contractually required to uphold and promote EDI principles.
- Quality assurance processes monitor impact and drive continuous improvement.

Recruitment and Onboarding

- Recruitment is fair, transparent, and aligned with equal opportunities legislation.
- Reference checks and mandatory EDI training are part of onboarding.
- Breaches of EDI policy may result in disciplinary action.



Training and Development

- All staff complete mandatory EDI training, including updates on legal changes.
- CPD includes sharing best practices and addressing individual training needs.
- New staff receive induction training focused on equity and inclusion.

Inclusion is a thread throughout all aspects of training and development at Linden Management.

Linden Apprenticeship Training Provision is committed to fostering an inclusive environment where all learners feel welcome, valued, and supported. This policy outlines our commitment to meeting ensuring that we provide high-quality education and support for **all learners**, including those with special educational needs and disabilities (SEND) and those receiving high-needs funding.

Leadership Commitment

Our leadership team is dedicated to promoting inclusion across all aspects of our provision. We ensure that inclusive practices are embedded in our strategic priorities and that all staff are trained to identify and support learners' diverse needs. Where specialist support is required, Trainers will signpost learners to work with the Specialist Learning Needs Trainer for support.

Identifying and Meeting Learner Needs

Delivery teams at Linden are vigilant in identifying learners who may face barriers to their learning and well-being. We ensure that these learners receive effective support, drawing on specialist support where necessary. Our staff create an inclusive and welcoming culture for all learners, with high expectations for their achievements.



Inclusive Practices

We are committed to implementing inclusive practices across all areas of our provision. This includes ensuring that all learners feel a sense of belonging and are able to participate fully in their learning programmes. Our inclusive practices are regularly reviewed and adjusted to meet the evolving needs of our learners. All learners have access to well-being information, advice and guidance and complete a series of personal development activities throughout their apprenticeship.

Support for Learners with Additional Learning Needs

Our provision includes targeted support for learners with additional learning needs. We use a series of activities from onboarding through to initial review to understand their needs and ensure that additional funding is used appropriately. Our support aims to be precise, sustained, and effective, making a tangible difference to learners' progress and well-being.

Continuous Improvement

We are committed to continuous improvement in our inclusive practices. This includes regular evaluations and adjustments to our support strategies, as well as sharing best practices internally and externally. We aim to be exemplary in our approach to inclusion, making a sustained difference to learners' learning, development, and well-being.

Learner Journey – Inclusion

An inclusive learning journey begins for every potential apprentice at Linden from day one.

The following flowchart demonstrates the key areas where inclusive learning and support for individual learning needs are prioritised for learner engagement and success.



Introduction Meeting

This initial interaction sets the tone for an inclusive experience. It provides an informed start to the learning journey, setting out expectations from day one and providing guidance on the support that is provided throughout the journey.

The onboarding team and specialist trainer can begin building rapport and trust, ensuring that learners feel valued and understood from the outset.

Enrolment

During enrolment, inclusive practices ensure that all necessary requirements are identified and recorded. This includes gathering information on learning difficulties, disabilities, or personal circumstances that may impact learning, so appropriate support can be arranged early.

Where a learner identifies a learning difficulty, disability or personal wellbeing requirements, the additional support process is implemented. The ALS process can be implemented at any point in the learning journey if a need is identified or circumstances change for a learner.

Support to complete the initial enrolment documents is also offered where a learner may have difficulties due to their digital skill level.

Initial Assessment

This step identifies each learner's starting point, including literacy, numeracy, digital skills, and preferred learning styles. Initial assessments help tailor the learning experience to individual needs, ensuring no learner is left behind due to a one-size-fits-all approach. Where barriers to learning are identified, strategies are put in place to create an inclusive learning journey. This could include planned adjustments to assessment, learning activities and/or scheduling of learning sessions.



Delivery Planning

Inclusive delivery planning ensures that teaching methods, resources, and schedules are adapted to meet diverse learner needs. This might include flexible learning options, assistive technologies, or differentiated instruction strategies to support all apprentices effectively.

Linden plan delivery models and learning sessions that consider the needs of each learner. This goes beyond specific learning difficulties or disabilities, it can be adapted learning to meet the preferred learning requirements for all learners.

Induction

The induction process introduces learners to the programme, expectations, and available support services. It reinforces a culture of inclusion by clearly communicating that every learner's needs are respected and that help is always available.

Information, advice and guidance is embedded through learner support from day one to completion, continually checking and supporting the needs of every learner.

Welcome Email

Initial email to all new apprentices and their line manager. The intent is to ensure that the apprentice has a positive and inclusive start to their journey.

This also initiates conversations about any adaptations required, support needed and considerations to create an inclusive learning journey.

Learning Sessions / 1:1 Support

Regular learning sessions are designed to be accessible and engaging for all. One-to-one support provides a personalised space to address specific challenges, reinforce learning, and build confidence, ensuring learners feel supported throughout their journey.



Initial Review

Progress Reviews

Ongoing reviews track learner development and provide a platform for feedback. These reviews ensure that any emerging needs are addressed promptly, and that learners remain on track with the right support in place.

Learning Materials

Inclusive learning materials are accessible, diverse, and representative. They cater to different learning styles and abilities, using formats such as audio, visual, and interactive content to ensure all learners can engage meaningfully.

Assessment

Assessments are designed to be fair and inclusive, offering reasonable adjustments where needed. This ensures that all learners can demonstrate their knowledge and skills without being disadvantaged by the format or setting of the assessment.

Gateway preparation

The learner's needs are supported to gateway with individualised revision strategies and support. If a learner requires adapted assessment at EPA, this is discussed and requested following the EPA organisation procedures.

EPA

Formal adapted assessment or support implemented as requested if applicable.

