

# ACCESSIBILITY AND INCLUSION POLICY & PROCEDURE

## 1) Statement

Engineering Trust Training (ETT) is committed to the implementation of equality of opportunity for all learners, regardless of their unique situation. It is our intention that everyone should have full and fair consideration when applying for an apprenticeship and all have the opportunity to complete their programme free from any barriers or disadvantage.

## 2) Aims of this policy

- a) ETT recognise and value the diversity of our learners and will take reasonable steps to ensure they can access course content, can participate fully in learning activities, and can achieve the learning objectives of their programme.
- b) ETT recognise that some of our learners will have particular needs and circumstances, and we will strive to identify and respond to barriers to participation so that these can be reduced or removed.
- c) ETT view the diversity of our learners as a resource that enhances the learning experience and the experience of other learners.
- d) This policy will support the aims of;
  - i) creating an inclusive learning environment that maximises the participation of learners on ETT programs;
  - ii) providing a high-quality learning experience for learners with needs;
  - iii) embedding to the extent reasonable inclusion and accessibility in learning design;
  - iv) enhancing the reputation of our programs as inclusive training;
  - v) reducing the risk of legal challenge from individuals and representative groups.

## 3) Equality and Diversity Principles

- a) ETT value diversity and we recognise that different learners bring different perspectives, ideas, knowledge, and culture.
- b) ETT will not unlawfully discriminate or exclude based on individual characteristics or circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; marriage or civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status, or other distinctions. Such discrimination represents a waste of talent and a denial of opportunity for self-fulfilment.
- c) ETT will always aspire to create an inclusive teaching and learning environment by taking steps to identify barriers to learning.
- d) ETT respect the rights of individuals, including the right to hold different views and beliefs. We will work to prevent these differences being manifested in a way that violates any person's dignity, or creates an intimidating, hostile, degrading, humiliating or offensive environment for others.
- e) ETT expect commitment and involvement from ETT staff, employers, colleges, and sub-contractors in upholding our equality and diversity principles.

## 4) Reasonable Adjustment and Special Consideration

- a) We try, as far as reasonably practicable, to ensure that learners' needs are identified and met wherever and whenever possible.
- b) All learners have access to a range of support through their Training Officer and/or TESA Lecturer with an assessment of individual need and provision of flexible on-programme support available to all.
- c) We are flexible in terms of assessment methods and are sensitive to the needs of individual learners e.g. providing a suitable examination venue appropriate to the needs of an individual learner.
- d) Support may include;
  - i) pre-application advice, guidance, and assessment
  - ii) literacy, Numeracy, and IT skills screening
  - iii) diagnostic assessment
  - iv) support for learners appropriate to their needs
  - v) support and Training Officer, TESA Lecturers and/or ETT staff
  - vi) tutorial support
  - vii) counselling
  - viii) personalised exam arrangements
  - ix) welfare support
  - x) 1 to 1 specialist support

## **5) Responsibilities**

- a) Responsibilities of ETT.
  - i) To support and make reasonable adjustments to ensure learners can complete their programme free from any barriers or disadvantage.
  - ii) To develop a learning platform that aims to be compliant with Web Content Accessibility Guidelines, so that we maximise learner participation.
  - iii) To work with Employers to ensure their opportunities are accessible to maximise learner participation.
  - iv) To provide moderation to challenge any flagged language or behaviour of employers, learners or staff that may create an intimidating or hostile environment.
  - v) To record feedback or complaints from learners about inaccessible learning objectives, program content or other learning resources, so that we can share information with our partners and continue to make improvements in developing inclusive learning.
- b) Responsibilities Employers and Sub-contracted Colleges in conjunction with ETT.
  - i) To strive to design programs with learning objectives that are achievable, whenever feasible and reasonable, for learners with particular impairments and learners for whom English is not their first language.
  - ii) To identify and document aspects of course learning that may be challenging for learners with impairments so that learners can be informed of any challenges.
  - iii) To avoid any action that could amount to unlawful discrimination under UK law, including failure to make reasonable adjustments to learning materials where necessary.
  - iv) To develop programs that recognise, and represent learner diversity, so that learners can put in place or request adjustments that enable them to participate.

- v) To work with ETT to develop good practice that will create an inclusive learning environment and culture, so that we continuously improve the learner experience.

**6) Concerns**

- a) We strive to offer every apprentice the support they need to be successful in their programme and wider employment. However, if an apprentice is not satisfied, in the first instance, they should inform their Training Officer or TESA Lecturer.
- b) If still dissatisfied, please follow our Complaints Procedure.