



## Inclusion and Equality Policy

### 1. Policy Statement

NTG Training is committed to providing an **inclusive, supportive and aspirational learning environment** in which all learners are treated fairly, valued as individuals, and supported to achieve their full potential.

We believe that inclusion is central to **high-quality education**, strong **learner outcomes**, and positive **destinations**. We actively promote **high aspirations for all learners**, regardless of background, starting point, or personal circumstances.

This policy reflects the requirements of the **Reformed Education Inspection Framework (EIF) – November 2025**, the **Equality Act 2010**, and relevant statutory guidance.

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### 2. Scope

This policy applies to:

- All learners studying with NTG Training
- All staff, associates, tutors, assessors, and support staff
- All learning delivery models, including apprenticeships and adult provision

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### 3. Legal and Regulatory Framework

NTG Training meets its duties under:

- Equality Act 2010
- SEND Code of Practice (where applicable)
- Education Inspection Framework (EIF) – November 2025
- Ofsted guidance on vulnerable learners and inclusion

We actively protect learners from discrimination on the basis of:

- Disability or learning difficulty
- Health conditions
- Race, ethnicity, or nationality





- Language background
- Age, sex, gender reassignment
- Sexual orientation
- Religion or belief
- Socio-economic background
- Any other protected characteristic

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#### 4. Identifying Learner Needs (Assess)

NTG Training uses **early, systematic identification** of learner needs to ensure timely and appropriate support.

We do this through:

- **Pre-enrolment forms**, where learners are asked:
  - Whether they have any health conditions or learning disabilities
  - Whether English is their first language
  - Whether they are a Care Leaver
  - Whether they are currently serving or recently released from custody
- Open and supportive conversations to encourage disclosure
- Ongoing tutor observation and learner feedback
- Review meetings and progress discussions

Identifying needs is **not used to limit ambition**, but to ensure learners receive the right support to succeed.

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#### 5. Promoting High Aspirations and Ambition

NTG Training actively encourages **high aspirations for all learners**.

During induction, learners are asked to:

- Declare an **aspirational achievement grade** (Pass, Merit, Distinction)





- Identify their **aspirational job role or career progression goal**

Tutors and staff:

- Challenge low expectations
- Promote progression, responsibility, and leadership
- Reinforce that barriers can be overcome with the right support

This approach aligns with the EIF focus on **ambition, curriculum intent, and positive destinations**.

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## 6. Planning and Implementing Support (Plan & Do)

NTG Training provides **individualised and reasonable adjustments** to ensure learners can access, engage with, and succeed in learning.

Support is planned and delivered through:

- **Individual training plans**, which are updated monthly and clearly detail:
  - Identified needs
  - Agreed adjustments
  - Teaching and assessment adaptations
- Adjustments embedded into teaching and assessment, such as:
  - Alternative formats or resources
  - Flexible assessment methods
  - Additional time or structured support
  - Language support for learners with English as an additional language

Support is **proportionate, purposeful, and reviewed**, not generic or tokenistic.

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## 7. Vulnerable Learners and Risk Management

NTG Training maintains a **Vulnerability Risk Register** to ensure learners who may be at greater risk are identified, supported, and monitored.



This register enables us to:

- Track vulnerability factors sensitively and confidentially
- Coordinate support across tutors, support staff, and leadership
- Respond early to emerging risks
- Meet safeguarding and well-being responsibilities

Learners are supported with dignity, confidentiality, and respect at all times.

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## 8. Reviewing Impact and Progress (Review)

NTG Training places strong emphasis on **impact**, not just provision.

We regularly review:

- Learners' **achievement grades** against their aspirational targets
- Progress over time, including confidence and engagement
- The effectiveness of planned adjustments
- Learner feedback and self-reflection

Where progress is limited, support is **adapted**, not repeated.

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## 9. Tracking Outcomes and Destinations

NTG Training tracks learner outcomes beyond programme completion to demonstrate **meaningful impact**.

This includes monitoring:

- Final achievement grades
- Learner destinations
- Progression into:
  - Higher responsibility roles
  - Promotions





- Job changes
- Further learning

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## 10. Roles and Responsibilities

### Leadership

- Ensure inclusion is embedded in strategy, curriculum design, and quality assurance
- Monitor data on achievement gaps and destinations
- Provide staff training and oversight
- Note (Jan 2026) A SEND champion is being appointed and trained.

### Tutors and Assessors

- Identify needs early
- Plan and deliver inclusive teaching
- Implement and review adjustments
- Promote ambition and progression

### Learners

- Engage with support offered
- Communicate needs where possible
- Take ownership of learning goals and aspirations

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## 11. Staff Training and Awareness

All staff receive:

- Training on inclusion, equality, and vulnerability
- Guidance on adaptive teaching and reasonable adjustments
- Ongoing professional development aligned to EIF expectations

Staff are expected to **confidently articulate** how inclusion is embedded into their practice.





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## 12. Monitoring and Review of the Policy

This policy is:

- Reviewed annually
- Updated in line with Ofsted guidance, legislation, and best practice
- Evaluated using learner outcomes, feedback, and inspection findings

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## 13. Policy Summary

NTG Training identifies learners' needs early, promotes high aspirations for all, embeds personalised adjustments into teaching and assessment, and evaluates impact through achievement, progression, and destinations. Inclusion is central to our curriculum intent, implementation, and impact.

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