



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.

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

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.

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**.

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
- All learners are provided with access to The Help Hub where they have access to additional support, guidance and signposting. Areas of additional support include neurodivergent learners, ESOL learners, safeguarding, well-being, IT support, and a wide range of free courses.

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



7. Procedures Underpinning this Policy

NTG Training maintains procedures to ensure this policy is implemented consistently.

These procedures define how staff:

- Identify potential and declared support needs (including neurodiversity, dyslexia, health conditions and wider barriers to learning),
- Plan, record and review reasonable adjustments,
- Conduct inclusive teaching and assessment,
- Support learners who take a Break in Learning (BiL) and return to programme, and
- Work with employers (where the learner is employed) to secure appropriate workplace support and adjustments.

Key procedures include (but are not limited to):

- Learner Needs Identification and Support Procedure (screening, indicators, referral routes and escalation to the SEND Champion).
- Reasonable Adjustments and Inclusive Assessment Procedure (assessment arrangements, evidence requirements and recording on the training plan).
- Break in Learning and Return-to-Learning Procedure (contact, re-induction, updated plans and safeguarding/well-being checks).
- Employer Engagement for Learner Support Procedure (consent-based information sharing, workplace adjustment discussion and tripartite reviews).
- Vulnerability Risk Register Procedure.

All staff are trained to follow these procedures, and compliance is monitored through quality assurance and sampling.

8. 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.

9. 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.

10. 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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11. 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

SEND champion

- Help tutors to agree on practical workplace support that aligns with programme requirements
- Where required, engage in progress reviews and share relevant information (with the learner's consent) to support progress and wellbeing

Employers

- Monitor the effectiveness of support plans and contribute to quality assurance
- Support staff with advice on reasonable adjustments and inclusive assessment practice
- Coordinate identification, referral routes and access to specialist support

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

13. Staff Training and Awareness

All staff receive induction and ongoing CPD to ensure they can apply this policy and the underpinning procedures consistently.





Training includes:

- Identifying and responding to support needs (including neurodiversity, dyslexia, EAL, health conditions, mental health and wider barriers to learning).
- Using agreed screening tools, disclosure conversations and referral routes, including when and how to involve the SEND Champion and external agencies.
- Implementing and reviewing reasonable adjustments in teaching, assessment and reviews, including recording adjustments on the training plan.
- Supporting learners during a Break in Learning (BiL) and on return to programme.
- Working with employers to agree and review workplace adjustments for apprentices (with the learner's consent).

Refresher training is planned at least annually and whenever procedures, legislation or awarding body requirements change.

14. 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
- Actions taken and impact achieved.
- Learner feedback and complaints/concerns relating to inclusion, and
- Vulnerable learner and safeguarding themes (in line with confidentiality requirements),
- Use and effectiveness of reasonable adjustments,
- Achievement and progress data (including any gaps between groups),

Leaders provide an annual report to the Board on inclusion and equality.

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.