

Equality and Diversity Policy

This policy is written in line with the Equality Act 2010

Equality & Diversity Statement

Excell for Training Ltd aims to promote equal opportunities for everyone, including learners, members of the public, and employees. We recognise and celebrate diversity.

We are committed to providing an environment that is free from any type of discrimination for our employees and clients, and any other people who have contact with us.

We do not tolerate any kind of harassment or victimisation. We aim to provide an environment that is free of harassment and victimisation and we will take action under our complaints and disciplinary procedures to deal with any direct or indirect discrimination.

We will monitor existing practices and proactively develop new ones to prevent anyone who works and learns, or wants to work and learn, with us from suffering any experience that breaks this policy.

1. Protected Characteristics

The following characteristics are protected under the Equality Act 2010:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

Age

(1) In relation to the protected characteristic of age—

(a) A reference to a person who has a particular protected characteristic is a reference to a person of a particular age group;

(b) A reference to persons who share a protected characteristic is a reference to persons of the same age group.

(2) A reference to an age group is a reference to a group of persons defined by reference to age, whether by reference to a particular age or to a range of ages.

Disability

(1) A person (P) has a disability if—

(a) P has a physical or mental impairment, and

(b)The impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.

(2)A reference to a disabled person is a reference to a person who has a disability.

(3)In relation to the protected characteristic of disability—

(a)A reference to a person who has a particular protected characteristic is a reference to a person who has a particular disability;

(b)A reference to persons who share a protected characteristic is a reference to persons who have the same disability.

(4)This Act (except Part 12 and section 190) applies in relation to a person who has had a disability as it applies in relation to a person who has the disability; accordingly (except in that Part and that section)—

(a)A reference (however expressed) to a person who has a disability includes a reference to a person who has had the disability, and

(b)A reference (however expressed) to a person who does not have a disability includes a reference to a person who has not had the disability.

(5)A Minister of the Crown may issue guidance about matters to be taken into account in deciding any question for the purposes of subsection (1).

(6)Schedule 1 (disability: supplementary provision) has effect.

Gender reassignment

(1)A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.

(2)A reference to a transsexual person is a reference to a person who has the protected characteristic of gender reassignment.

(3)In relation to the protected characteristic of gender reassignment—

(a)A reference to a person who has a particular protected characteristic is a reference to a transsexual person;

(b)A reference to persons who share a protected characteristic is a reference to transsexual persons.

Marriage and civil partnership

(1)A person has the protected characteristic of marriage and civil partnership if the person is married or is a civil partner.

(2)In relation to the protected characteristic of marriage and civil partnership—

(a)A reference to a person who has a particular protected characteristic is a reference to a person who is married or is a civil partner;

(b)A reference to persons who share a protected characteristic is a reference to persons who are married or are civil partners.

Race

(1) Race includes—

- (a) Colour;
- (b) Nationality;
- (c) Ethnic or national origins.

(2) In relation to the protected characteristic of race—

- (a) A reference to a person who has a particular protected characteristic is a reference to a person of a particular racial group;
- (b) A reference to persons who share a protected characteristic is a reference to persons of the same racial group.

(3) A racial group is a group of persons defined by reference to race; and a reference to a person's racial group is a reference to a racial group into which the person falls.

(4) The fact that a racial group comprises two or more distinct racial groups does not prevent it from constituting a particular racial group.

(5) A Minister of the Crown

Religion or belief

(1) Religion means any religion and a reference to religion includes a reference to a lack of religion.

(2) Belief means any religious or philosophical belief and a reference to belief includes a reference to a lack of belief.

(3) In relation to the protected characteristic of religion or belief—

- (a) A reference to a person who has a particular protected characteristic is a reference to a person of a particular religion or belief;
- (b) A reference to persons who share a protected characteristic is a reference to persons who are of the same religion or belief.

Sex

In relation to the protected characteristic of sex—

- (a) A reference to a person who has a particular protected characteristic is a reference to a man or to a woman;
- (b) A reference to persons who share a protected characteristic is a reference to persons of the same sex.

Sexual orientation

(1) Sexual orientation means a person's sexual orientation towards—

- (a) Persons of the same sex,
- (b) Persons of the opposite sex, or
- (c) Persons of either sex.

(2) In relation to the protected characteristic of sexual orientation—



(a) A reference to a person who has a particular protected characteristic is a reference to a person who is of a particular sexual orientation;

(b) A reference to persons who share a protected characteristic is a reference to persons who are of the same sexual orientation.

2. Legislation

The following pieces of legislation are currently relevant to this policy:

Race Relations Act (1976)

Under the Race Relations Act 1976, it is unlawful to discriminate against anyone on grounds of race, colour, nationality (including citizenship), or ethnic or national origin. The amended Act of 2001 enables **Excell for Training Ltd** to actively promote race equality under the new Race Equality Duty.

Disability Discrimination Act (2005)

The Disability Discrimination Act (DDA) was passed in 1995 to end the discrimination that many disabled people face. From December 2006, the amended Disability Equality Duty will be enforced on all public bodies.

Equal Pay Act (1970) and Equal Pay (Amendment Regulations) 1983

The Equal Pay Act 1970 makes it unlawful for employers to discriminate between men and women in terms of their pay and conditions where they are doing the same or similar work.

Sex Discrimination Act 1975 (Amendment) Regulations 2008

The Sex Discrimination Act came into force in 1975 making it unlawful to discriminate on the grounds of sex.

Equality (Age) Regulations (2006)

Age discrimination in employment and vocational training will become unlawful in October 2006.

Sexual Orientation (2003)

The Sexual Orientation Regulations outlaw discrimination in employment and vocational training on grounds of sexual orientation.

Religion or Belief Regulations (2003)

The Religion or Belief Regulations prohibits discrimination on grounds of religion, religious belief or similar philosophical belief.

Special Educational Needs & Disability Act (SENDA) (2001)

Organisations are required to make reasonable adjustments to all aspects of learning to avoid substantial disadvantage to any disabled service user or other disabled people.

Rehabilitation of Offenders Act 1974

Under this Act, many ex-offenders are given certain employment rights if their convictions become 'spent'. Broadly speaking, anyone who has been convicted of a criminal offence and who is not convicted of a further offence during a specified period (the 'rehabilitation period') becomes a 'rehabilitated person'. There are some exceptions to the Act - broadly relating to work with children, the sick, disabled people and the administration of justice.

Gender Assignment Regulations 1999

These Regulations clarify the law relating to gender reassignment. They are a measure to prevent discrimination against transsexual people on the grounds of sex in pay and treatment in employment and vocational training.

Protection from Harassment Act 1997

This Act makes harassment a criminal offence. It also creates a new type of civil claim, allowing individuals who are harassed to claim damages and/or seek a court order to stop the harasser from continuing the harassment. Harassment on the grounds of sex, race, sexual orientation or religion & belief are covered by the separate strands of equality legislation.

Human Rights Act 2000

This incorporates rights under the European Convention of Human Rights into domestic law. Individuals can bring claims under the HRA against public authorities for breaches of Convention rights. UK courts and tribunals are required to interpret domestic law, as far as possible, in accordance with Convention rights.

The National Minimum Wage Act 1998

This Act sets hourly rates below which pay must not be allowed to fall and is universally applicable to 'ordinary workers'. There are some exclusions, including fishermen paid in a share of profits, unpaid volunteers and prisoners.

Working Time Regulations 1998, Working Time Regulations 1999, Working Time (Amendment) Regulations 2001 and Working Time (Amendment) Regulations 2002

The Working Time Directive is a piece of EU legislation designed to prevent damage to the health of workers through working excessive hours. The Regulations **set out statutory rights for employees in respect of rest, maximum working time and holidays.**

Civil Partnership Act 2004

Allows same sex couples to obtain essentially the same rights and responsibilities as a civil marriage, Civil partners are entitled to the same property rights as marriage opposite sex couples. The same exemption as married couples on inheritance tax, social security, pension benefits and also the ability to get parental responsibility for a partner's child.

Marriage (Same Sex Couples) Act 2013

Legalised full same sex marriage in England and Wales starting from March 2014, although civil partnership also remains available

Equality & Diversity Policy

3. Introduction

This policy illustrates how **Excell for Training Ltd** will implement its commitment to equality & diversity and who is responsible.

A summary of this policy is provided to all of our clients at enrolment.

Equality & diversity means promoting the basic human rights of all individuals in society, ensuring just and fair treatment, equal access and full opportunities for personal development and growth. This Equality & Diversity Policy should enable all individuals to realise their full potential, develop

self-respect and self esteem in a fair and just environment. All forms of prejudice and discrimination will be addressed and challenged in a culture of mutual respect and acceptance. In short, this policy seeks to ensure that all individuals can work and learn peacefully in our Centre, accepting and enjoying the benefits of its diversity.

Managers, staff and clients of **Excell for Training Ltd** and its partners are committed to implementing this Equality & Diversity Policy. Everyone who comes into contact with **Excell for Training Ltd** will be treated fairly and without discrimination.

The intention is to ensure that an environment free from harassment, victimisation and discrimination is maintained within an overall culture of equality.

4. Definitions

Bullying: Bullying is a form of harassment and can be defined as the use of position or power to coerce others by fear, oppression or threat. It is made up of a number of things, such as aggressive behaviour, intimidation, persistent criticism, constant undermining, and the spreading of malicious rumours. It can be difficult to detect, as it can be subtle and devious.

Disability: Under the terms of the Disability Discrimination Act, a 'disabled' person is classed as someone who has a disability that makes it difficult for him or her to carry out normal day-to-day activities. The disability may be physical, sensory, or mental. It must, however, be substantial (i.e. not trivial) and have a long-term effect (i.e. it must last or expect to last 12 months or more).

Physical or mental impairment includes visual, hearing, learning disability, speech impairment, severe disfigurement and a clinically defined mental illness. This includes anyone who has an impairment that is likely to develop over time, such as cancer, multiple sclerosis, or someone living with AIDS.

Normal day-to-day activities include bending, lifting, mobility, communication, and long- and short-term memory loss.

Discrimination – Direct discrimination: Treating people less favourably than others on grounds of their sex, age, race, disability, sexual orientation, and religion or belief.

Discrimination – Indirect discrimination: Applying a provision, criterion or practice that disadvantages people of a particular sex, age, disability, race, sexual orientation, and religion or belief.

Diversity: The concept of diversity encompasses acceptance and respect. It is understanding that each individual is unique, and recognising individual differences. It is the exploration of these differences in a safe, positive and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

Harassment: Unwanted conduct that violates an individual's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment. Harassment can be sexual, racial, or directed at people with disabilities.

Reasonable Adjustment: Good employment practice, which enables the safe employment of disabled persons, depends on actions and arrangements, which are called 'adjustments' under the Disability Discrimination Act. The Act places an obligation on employers to make such adjustments whenever it is reasonable to do so. Guidance on what is reasonable is provided within the Act itself and in the accompanying Code of Practice.

Victimisation: Treating people less favourably because of something they have done under, or in connection with, equality legislation, e.g. made a formal complaint of discrimination or given evidence in a tribunal case.

5. Marketing

All advertisements and literature will state and actively promote equality & diversity and provide any additional information or facility required to encourage participation from all groups. This promotion will communicate the positive attitude and commitment of equality of opportunity.

6. Access to Learning Programmes

- **Excell for Training Ltd** will strive to ensure that all learning opportunities are available to all within health and safety guidelines and that all clients are supported as far as possible to pursue the learning programme/career of their choice.
- Wherever possible all reasonable efforts will be made to ensure physical access to the learning environment/workplace.
- Additional Learning Support will be provided for service users with learning, physical or sensory disabilities or those with an identifiable support need where reasonable adjustments can be made.
- No client will be excluded from a learning programme on the grounds of their race, gender, family commitments, marital status, sexual orientation, or disability (subject to funding and health and safety requirements) or any other status that cannot be justified.

7. Disclosure

Excell for Training Ltd encourages clients to disclose any disability that they may have to a member of Centre staff.

- **Excell for Training Ltd** also encourages clients to disclose any issues relating to their age, ethnicity, sexual orientation, or religion/belief that might have a negative affect on their learning, e.g. restrictions with the time of day when learning can take place due to daily worship. Under the Disability Discrimination Act and the Special Educational Needs and Disability Act 2001 (SENDA).
- **Excell for Training Ltd** has a duty to make reasonable adjustments for disabled clients. It encourages clients to disclose their disability at the earliest possible stage so that a needs assessment can be carried out and reasonable adjustments can be made where appropriate.
- A client may indicate that (s)he has a disability, or an illness or medical condition that affects their learning, or a specific learning difficulty such as dyslexia. For the purposes of this policy, references to disability incorporate all such conditions that might require support.
- Ideally, disclosure of a disability or of other issues will be made prior to or at enrolment. However, the client can make a disclosure at any time to any member of support staff in the centre. If this happens, the staff member to whom the disclosure is made will ensure that the environment in which disclosure takes place is suitably private in order to maintain confidentiality. The service user will then be asked to complete the appropriate 'Release of Information' form (see Appendices A and B).

- The 'Release of Information' form is a transparent mechanism for gathering and communicating information for the specific purpose of ensuring the needs of clients are met. It also provides the means to ensure confidentiality where the service user requires it. The form is designed and processed having regard at all times to the Data Protection Act 1998 (DPA). Information about age, ethnicity, religion/belief or disability is classed as 'sensitive personal data', the processing of which requires the explicit consent of the data subject. The 'Release of Information' form sets out what the information might be used for, the persons or organisations to whom the information might be disclosed, and gives the service user the opportunity to limit or refuse further disclosure.
- Where the client is happy for details to be disclosed to others, the staff member to whom the disclosure was made will pass the completed 'Release of Information' form to the Quality Assurance Co-ordinator for action as required.
- Where the client requests confidentiality or permits only a limited disclosure, the Centre will still attempt to assess the needs of the service user and make reasonable adjustments insofar as this can be done whilst still complying with the client's wishes. However, such compliance may adversely affect the level of support that the Centre can give. For example, it might not be possible to make any reasonable adjustment or the adjustment might not be to the same standard it would have been if full disclosure had been permitted and/or a lower level of confidentiality required.
- Where the client specifies total confidentiality/non-disclosure, the form will be completed to reflect this and will be retained on the client's file within the Learning Centre. No confidential information will be recorded on the form: it will simply act as a record that the client's disclosed some information but wished it to remain confidential. The person to whom the information has been disclosed will, after agreement with the client, endeavour, to put in place whatever support is reasonably practicable, having regard to any applicable Centre policies and health and safety considerations, without compromising confidentiality. Where this involves the passing of information to other staff within the Learning Centre, this will be done with consideration and care and in accordance with the DPA.
- **Excell for Training Ltd** understands that some individuals may not wish to call themselves 'disabled' and respects their right not to do so, or to be so labelled by virtue of receiving support. However, the Centre strongly advises clients to consider carefully the implication of insisting that a disability remain confidential in terms of the level of support they can reasonably expect.
- Although the Centre will respect and adhere to requests for confidentiality, there may be circumstances where information about a disability will need to be disclosed to third parties. This will only occur in circumstances permitted where the Centre cannot obtain the Client's consent to disclose, for example in cases of sudden illness where healthcare professionals outside the Centre need to know about the disability.

8. Induction/Information Advice and Guidance

- In receiving enquiries about learning programmes, staff will ensure that all prospective service users receive a prompt and fair service.
- Clients will be entitled to advice and guidance at the pre-entry stage and during induction to try to ensure that they are on the right course for them.

All learning programmes are open to all clients. Where clients meet the criteria, they may be eligible for government funding. Funding regulations will be explained to the service user as appropriate. During the client's initial assessment a range of courses and support provisions will be discussed that are offered by the Centre or if appropriate elsewhere.

- **Excell for Training Ltd** is dedicated to ensuring that the clients are not only made aware of but understand the Centre's commitment to Equality & Diversity during induction.
- Every client will be provided with a copy of our Service user Equality & Diversity Policy. This policy includes an overview of Disclosure and of Unacceptable Behaviour.
- Disclosure and Unacceptable Behaviour will be explained verbally to service users at induction. A more detailed Service user Disclosure Policy and Service user Unacceptable Behaviour Policy will be available for service users on request or should the need arise.
- All clients will be clearly informed that, in signing their learning agreement, they are agreeing to respect and follow the ethos of this Equality & Diversity Policy.

9. The Learning/Working Environment

- The learning/working environment will foster an atmosphere of openness and acceptance of a variety of views, perceptions and experiences. It will also challenge, in a developmental and supportive way, all forms of prejudice discrimination and stereotypical attitudes.
- Learning materials and resources will reflect the diverse society in which we live, addressing individual needs as fully as possible. Within the management of human resources.
- **Excell for Training Ltd** will seek to establish a flexible non-discriminatory culture, which is encouraged through staff development and through appropriate equality & diversity training, including general awareness and specific equality training needs.

10. Unacceptable Behaviour

- **Excell for Training Ltd** classes any behaviour that does not respect the rights of others or that harasses, vilifies or discriminates against others, including threatening or violent behaviour, as unacceptable.
- If a staff member or client behaves in an unacceptable way, which does not uphold or represent the values and intent of this Policy, then the Quality Assurance Co-ordinator will take responsibility for responding to this situation as soon as it is evident.
- To prevent or manage this situation as much as possible, the Quality Assurance Co-ordinator will ensure the following:

Centre Staff:

- All staff are not only made aware of this Equality & Diversity Policy but also understand it and can explain it to service users.
- Opportunities are provided for staff to raise relevant issues and discuss difficult, uncomfortable or unfamiliar situations and how best to behave or respond in these circumstances in order to meet the policy's commitment.
- Staff development and training needs regarding equality & diversity are identified on a regular basis.
- Relationships are developed with local organisations that represent different equality groups so that best practice, appropriate language etc. can be shared to assist staff when working alongside people with additional needs.
- Staff are aware of where to source additional information or practical guidance when needed.

- There is an opportunity to speak with individual staff members about potential issues concerning their behaviour with the aim of raising their awareness of their behaviour and resolving any individual issues that may be precipitating it.

Clients:

- All clients are not only made aware of the Equality & Diversity Policy but also understand it and are provided with a copy of the Service user Equality & Diversity Policy to take away with them.
- Clear upfront information is provided to the client about the Centre's expectations and the consequences of unacceptable behaviour. The Centre will be clear about what it considers as unacceptable and what will happen if they have behaved in this way, e.g. service users will be asked to leave should their behaviour be disruptive or have a negative impact on other service users.
- A copy of the detailed client's Unacceptable Behaviour is provided to clients upon request or should the need arise.
- There is an opportunity for the client to understand the consequences and amend their behaviour, particularly if the service user requires additional support themselves.
- Staff are equipped with the knowledge and skills required to manage difficult situations when working with clients, e.g. working with people with mental health difficulties or learning difficulties, as they may find it more difficult to manage their behaviour in unfamiliar situations or when finding it difficult to communicate.

In situations where the above has been provided and the client continues to behave in an unacceptable way, the Quality Assurance Manager will either:

- With the clients agreement, refer them to a different learning environment, which will meet their needs more effectively, or
- Ask the client to leave the Centre.

Where the unacceptable behaviour involves a member of staff, the Quality Assurance Co-ordinator will try to resolve the issue informally by talking with the member of staff concerned. If the issue cannot be resolved in this way, the Centre's Employee Disciplinary Procedures will be followed.

11. Recruitment and Selection of Personnel

Excell for Training Ltd will ensure that its recruitment and selection procedures are fair, non-discriminatory and recognise diversity.

- All vacancies will be advertised appropriately. We will aim to ensure that all potential applicants are informed of available opportunities.
- Equal opportunity statements will be included in all promotional material and advertisements.
- All promotional material will be designed to encourage suitably qualified and experienced applicants and to avoid stereotypical images.
- Equal opportunities monitoring information will be obtained from application forms. This information will **not** be used as part of the selection process. This information will be analysed on a regular basis in order to identify any trends or under represented groups to enable appropriate action to be taken.

- There will be a fair and consistent approach to assessing an individual's merits and ability to do the job. Selection of employees will be on the basis of skills, experience and qualifications, i.e. the most suitable person for the job.

12. Procedures for Making a Complaint

- An employee or client who feels that they have been the victim of unlawful discrimination, or suffered victimisation, bullying or harassment has the right to have their complaints investigated through the **Excell for Training Ltd** complaints procedure.
- **Excell for Training Ltd** will ensure that there is always a copy of our complaints procedure poster on display within our Centre.
- Any employee or client who is subject to or witnesses any act of discrimination, harassment, victimisation or bullying should report it immediately to their tutor, line manager, or supervisor in the first instance. The Quality Assurance Co-ordinator will investigate the complaint and provide a response within five working days.
- If the employee or client is unhappy with how the complaint has been handled, they can write to the Managing Director.

13. Monitoring

As a measure of Excell for Training Ltd commitment to equality & diversity, targets, otherwise known as Equality & Diversity Impact Measures (EDIMs), will be set against local population statistics and they will be monitored throughout the year.

Monitoring the effectiveness of equality & diversity practices will take place via:

- Assessing Centre performance against targets.
- The collection and analysis of relevant statistical data.
- Regular performance management visits from Contractors.
- Regular customer satisfaction surveys and service user feedback.
- Learning observations.

Individual data collected will be used confidentially.

Monitoring and evaluation will ensure areas of delivery requiring improvement and remedial action are identified. Any actions required will be recorded in the Quality Improvement Plan.

The data for monitoring will:

- Provide quantitative information on the gender and ethnicity of clients compared to the local population.
- Provide information on the proportion of service users with disabilities compared to the local population.
- Enable the targeting of and action planning for engagement of under-represented groups.
- Enable Centres to identify under-represented staff groups and ensure the screening of recruitment and selection procedures are not discriminatory.

The monitoring of the wider culture of the organisation will be achieved via the annual self-assessment process, completed by the Learning Centre staff. Clients are also encouraged to provide feedback and become involved in this process.

14. General Procedures

Excell for Training Ltd will seek to ensure that this Equality & Diversity Policy is implemented efficiently and effectively.

- All staff are responsible for ensuring implementation of the policy.
- Equality & Diversity training and support will be given to all staff to enable them to implement this policy effectively.
- Staff will proactively ensure all clients are supported throughout their learning. However, should there be any breach of this policy, it will be dealt with promptly and formal procedures implemented accordingly.
- It is important that staff do not overlook offensive comments or actions that may be made in the learning environment. Staff will discuss sensitively with the person responsible for the comments/actions, explaining the distress that they may have caused to other clients or employees.
- This Equality & Diversity Policy will be reviewed at least annually and more frequently if necessary due to significant internal, external or legislative changes.

15. Responsibility

The Quality Assurance Manager has overall responsibility for the implementation of this policy. However, it is recognised that it is the collective responsibility of all persons connected with the organisation to contribute to the implementation of this policy in their day-to-day work.

Drafted by: Rachel Priest

19/03/2020

Agreed & Signed by: Steven Boyd

19/03/2020

Equality and Diversity Statements

As part of our commitment to the Equality Act 2010, Excell for Training will endeavour to treat everyone fairly in all aspects of our provision.

This document outlines how we embed the legislative requirements and the plans we have agreed to improve.

Staff

- All posts are open to all despite their culture, sexuality, creed, race and disability
- All staff has a DBS check. Anyone with a criminal background would have a risk assessment done prior to be offered a post, this is to protect individuals for any safeguarding issues that may arise
- People are paid the same rate of pay for an equal job role
- The posts are written in a user friendly way that will be understood to the appropriate audience
- All posts are advertised in various places including the Universal Jobmatch, this being the preferred method
- People who have a disability and who meets the set criteria for any post are guaranteed an interview
- Reasonable adjustments will be made to meet the needs of anyone who is disabled
- Staff are permitted to personalise their own working space which represents their values and beliefs as long as it is not detrimental to the company's ethos
- There is no compulsory retirement age at this present moment giving more flexibility for individuals to decide when they wish to retire

Clients

All clients receive an induction to the training programme and prior to signing a learning agreement, this can be in the form of verbal, written in 1-1 and/or group sessions. We can also provide the information using different fonts and font size as well as the use of coloured acetates to support service users with dyslexia

- All programmes are open to all, (except where rulings are specific to the Standards they wish to work towards) despite their culture, sex, creed, race and disability.
- All clients have an in depth initial assessment, diagnostic which identifies their potential but also identifies any areas that they may need support, e.g. additional learning and or social needs. Readers, writers/scribers are available as is specialist screening – dyslexia, dyscalculia
- The teaching and mentoring that takes place takes into consideration the service users learning styles, and any medical problems. Tasks may be shortened to meet the concentration span of service users who have ADHD, tasks within the learning may require the service users to move around the room to minimise the pain for anyone with back problems and/or additional breaks may be introduced

Miscellaneous

- A qualified counsellor is available for any client or staff member wishing to use this service. This service is available to others but it would incur a cost
- Support is available to identify different worship places within the local area for any person using our services
- Dates for celebrating success is carefully planned to ensure inclusion for all, e.g. No celebrations during Ramadan
- The company is contactable by email, telephone, texting, via the web page, post and coming to the office in person, thus opening communication channels for all
- Data statistics will be monitored to ensure that we represent the communities that we work in

Environment

- The learning environment will represent people in the local community. This will be in the form of pictures and images
- A celebration calendar will be visible within the learning environment
- Guides are available during opening hours for visitors