

## ELA TRAINING SERVICES

# EQUALITY AND DIVERSITY ACTION PLAN

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## ELA Training

	Objective	Actions	By Whom	Expected Outcome	Outcome
1	ELA continues to promote an effective approach to Equality and Diversity under the Single Equality Act 2010 and meets its legal requirements with regards the Equality agenda.	Develop a team approach to leading the embedding of Equality throughout ELA. Ensure publications are up to date.	Chris Kistan	Equality and Diversity are integrated successfully across ELA. All managers take an active role in promoting Equality and Diversity within their areas of responsibility.	
2	To continue to raise the importance of equality monitoring for staff and learners.	Continue to promote the value and importance of the analysis through the induction, line management and application process.	Directors  SMT  Lead IQA's  Trainers	Increased returns for the survey/report.	

3	To continue to focus on improving data analysis at subject levels to ensure data is used effectively to ensure teaching and learning meets the needs of all groups of learners.	Use data systems to accurately analyse performance outcomes at all levels according to different equality groupings to identify trends and areas for improvement throughout the year and in the results analysis and SAR process.	Inderjot Singh	All groups of learners meet or exceed the national averages. All groups of learners achieve their target grade. Results and SAR analysis at all levels critically analyse the performance of different groups of learners and actions put in place to address underperformance.	
4	To continue to strengthen the embedding of equality and diversity in teaching, learning and assessment.	Up-to-date Equality and Diversity information to be passed on to training staff to support delivery in the classroom. Sharing of good practice between delivery teams. Vocational assessment methods to take into account a SEND learner's disabilities within the scope of the Awarding Body's assessment regulations.	Chris Kistan  Head of Quality and Learning	Schemes of work to continue identify opportunities for Equality and Diversity to be incorporated in teaching and learning. Staff feel confident to exploit unexpected Equality and Diversity opportunities in the classroom as they arise. Increased evidence of Equality and Diversity issues in lesson observations. Where appropriate, assessment methods for SEND learners to be adapted in the Vocational areas to accommodate the learner's disability.	

5	To achieve consistent performance in all courses delivered at ELA.	A focus on underperforming courses with a range of different measures in place to improve performance.	SMT  Head of Quality	All courses are equal to or above benchmark for success.	
6	To highlight the different performance of genders at different levels and decrease the differences in achievement rates.	Targeted focus on retention achievement gap between 16-18 female and male learners at all levels.	Directors and SMT	Narrow the gap in performance between males and females in these areas whilst maintaining performance above benchmark for both groups.	
7	Equality and Diversity issues are addressed and continue to have a high profile throughout the training system.	Each scheme of work continues to develop its provision of key Equality and Diversity issues.	Chris Kistan	Learners are well informed about Equality and Diversity issues. Learners are clear about how to raise an issue related to equality including harassment or discrimination. Learners are aware of support available to them both internally and externally. Learner perception of Equality and Diversity issues is positive.	

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8	Continue to promote British Fundamental Values (democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith).	Address British Fundamental Values throughout the learner's journey. Ensure that posters and materials promoting Fundamental British Values are prominent throughout the course material.	Trainer Team  Head of Quality  Chris Kistan	Staff and learners can identify and confidently discuss British Fundamental Values. Visual cues are prominent throughout the organisation.	
9	Raise awareness of learner Mental Health issues with all staff, providing fit for purpose training where possible and useful signposting.	Equip staff and give them the confidence to deal with a range of mental health issues. Give staff appropriate 'signposting' resources.	Ops Manager  Chris Kistan  Head of Quality	More effective and fit for purpose support for learners with Mental Health issues. Staff are confident to address issues with learners and signpost them to appropriate support.	

11	Continue to raise awareness and understanding of transgender equality through information and guidance for staff and relevant learning material. Review the support currently available for transitioning/transgender learners.	All learners to participate in awareness sessions. Appropriate guidance and information materials sourced and available to learners and staff. Appropriate support available for transitioning learners. Effectiveness of support reviewed appropriately.	Directors  Chris Kistan	All 'At Risk' learners are supported with appropriate interventions.	
12	Ensure that learners in "At Risk" group are closely monitored to ensure that they are being effectively supported.	Learners 'At Risk' to be identified, recorded and their progress monitored at bimonthly intervals; appropriate interventions put in place and reviewed.	Ali Khan and Chris Kistan	All 'At Risk' learners are supported with appropriate interventions.	

Adoption Date	Updated	Review Date	Director
04/2020		03/2021	Chris Kistan