



Equality, Diversity and Inclusion (EDI) Policy 2023 2024

The Adult College for Rural East Sussex operates within the administrative and policy framework of East Sussex County Council.

ACRES Equality Statement

Within the context of adult learning, we will ensure that:

- All students are supported to access appropriate courses, whether offered by ACRES or other providers
- Wherever possible barriers to taking part in learning are minimised
- Approaches to teaching and learning are inclusive
- Resources and materials are free of discriminatory stereotypes and are sensitive to cultural diversity
- All students and staff are treated with respect
- All staff play an important role in ensuring that our service promotes equality and inclusion
- Our Equality, Diversity and Inclusion policy is reviewed annually

Tutors' role in Promoting Equality, Diversity and Inclusion

Tutors can contribute by:

- Inviting students to disclose additional learning/support needs (in confidence), so that appropriate support can be discussed
- Making reasonable adjustments to teaching to enable students with a disability to participate
- Discussing any support needs that they have identified with their line manager
- Referring students with support needs to the Student Support Officer
- Asking for any specialist equipment that would aid the participation of students e.g assistive technology
- Actively using the outcomes of initial and ongoing assessment and taking individual differences of background, experience, ability and any additional learning/support need into account when planning sessions, with individualised and differentiated learning activities, as appropriate
- Ensuring that learning materials do not reinforce stereotypes and reflect diversity
- Using appropriate and inclusive language in the classroom and promoting and embedding fundamental British Values to create a learning environment based on trust and mutual respect
- Using the stages of the assessment process to review whether the programme of learning is meeting the realistic learning aspirations and individualised needs of every student
- Using appropriate methods of assessment so every student is aware of their own progress

Administrative Staff's role in Promoting Equality, Diversity and Inclusion

Administrative staff can contribute by:

- Providing a welcoming, prompt, courteous and informed response to all enquiries which is free from bias and/or discrimination
- Encouraging students to disclose additional learning/support needs at enrolment so that appropriate support/adjustments can be discussed as soon as possible
- Ensuring that students are aware of financial support and fee concessions
- Respecting and treating all staff and students equally and embedding fundamental British Values to ensure mutual trust and respect

Management's role in Promoting Equality, Diversity and Inclusion

Managers can contribute by:

- Offering discrete classes to meet the individualised needs of students with specific learning/support needs
- Making reasonable adjustments to promote access to learning opportunities / exams support for students with specific needs
- Ensuring access arrangements are assessed and implemented for those learners requiring additional support in class and in an exam setting
- Making tutors aware of the appropriate additional learning support opportunities available to support high quality teaching, learning and assessment which meets the individualised needs of all our students
- Continually enhancing business development and programme planning to ensure that progression opportunities are available for students as appropriate
- Identifying where specialist support equipment, e.g hearing loops and assistive technology, could improve students' learning and ensuring this is accommodated and provided for both within the learning setting and any exams arena
- Monitoring the standards of teaching, learning and assessment and supporting tutors to ensure
 - inclusive teaching, learning and assessment resources and strategies, including equipping tutors to challenge any inappropriate behaviour/bias/discrimination effectively
 - appropriate use of language and terminology
 - seamless, embedded and individualised assessment and differentiation
 - appropriate support/adjustment for students with a disability/additional learning support need
- Re-locating classes/exams and any other appointments, where possible, to meet individual access needs
- Ensuring that brochures and other publicity / support materials reflect and celebrate the needs, differences, cultures and values of current and potential students and inform students of any support available, to ensure learning is accessible for all and is inclusive
- Annually monitoring the viability of the fee structure to ensure learning is accessible to all within the communities we serve including other financial support that facilitates access for students with financial hardship
- Monitoring the protected characteristics to ensure equality of opportunity
- Analysing participation and attendance of students by all aspects of the protected characteristics throughout the academic year
- Analysing retention, achievement, success and attendance of students by all aspects of the protected characteristics throughout the academic year
- Annually reviewing the student charter
- Annually monitoring the effectiveness of support given for students who have disclosed additional learning/support needs to narrow / close any achievement gaps amongst different groups of learners

This policy is written in conjunction with ACRES' Exam Access Arrangement & Reasonable Adjustment Policy, East Sussex County Council's Equality of Opportunity & Diversity Policy Statement which together constitutes ACRES' Equalities Policy, as per JCQ requirements.