



# Equality, Diversity, Inclusion and Reasonable Adjustment Policy

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## Policy Statement

HETA is committed to ensuring that all learners, apprentices, staff and visitors have equal access to education, training, facilities and services, regardless of disability. This commitment also extends to people of all races, ethnicities, nationalities, cultural backgrounds, religions, genders and socio-economic backgrounds.

We aim to create an inclusive learning environment that removes barriers to participation and enables individuals to achieve their full potential by making reasonable adjustments to enable this to happen.

This policy supports our legal duties under the Equality Act 2010 and reflects our commitment to fairness, dignity, and respect. It aligns with HETA's wider equality, diversity and inclusion values, promoting a culture where difference is recognised, respected and valued.

This policy applies to:

- All learners, apprentices and prospective learners
- Employees, trainers, assessors and staff
- Visitors
- All learning environments, including:
  - Classrooms
  - Engineering workshops
  - Breakout and communal areas
  - Toilet and welfare facilities

It applies equally to individuals from BEM communities and those with intersecting characteristics such as disability, ethnicity, religion, gender or cultural background.

This policy complies with, and is informed by:

- Equality Act 2010
- Health and Safety at Work etc. Act 1974
- Special Educational Needs and Disability (SEND) Code of Practice (where applicable)
- Ofsted expectations regarding inclusive learning environments
- Public Sector Equality Duty (PSED), including the duty to eliminate discrimination, advance equality of opportunity and foster good relations between diverse groups.

A person is considered disabled under the Equality Act 2010 if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This includes, but is not limited to:

- Mobility impairments
- Sensory impairments (visual or hearing)
- Neurodiversity (e.g. autism, ADHD, dyslexia)

- Long-term health conditions
- Mental health conditions

HETA recognises that some individuals from BEM backgrounds may experience additional or overlapping barriers related to language, cultural expectations, faith practices or experiences of discrimination.

### **Commitment to Equal Opportunities**

HETA is committed to:

- Eliminating discrimination, harassment and victimisation
- Promoting equal opportunities so that everyone, regardless of ability, can participate and succeed
- Fostering good relations between individuals with differing needs and circumstances regardless of their ability
- Actively promoting equality of opportunity for individuals from BEM communities and addressing systemic or cultural barriers that may affect participation or progression
- Ensuring policies, practices and behaviours do not directly or indirectly disadvantage individuals based on race, ethnicity, nationality or cultural background

Learners with a disability will not be treated less favourably, and all decisions regarding recruitment, training, assessment and progression will be based on ability and merit, supported by reasonable adjustments where required. This includes ensuring that assessment methods and expectations are free from cultural or linguistic bias.

### **Building Access, Welfare facilities and Classroom and Workshops**

- Individual risk assessments are carried out for learners with Physical or disabilities or impairments
- Reasonable adaptations are made to equipment, layout or activities where reasonable
- Training delivery may be adapted without compromising required competency standards
- Additional supervision or assistive equipment may be provided where appropriate and reasonable to do so
- Consideration will also be given to cultural or religious needs, such as prayer requirements, dietary considerations and the use of appropriate language or communication methods.

Health and safety requirements will always be carefully balanced with inclusion, ensuring no learner is placed at increased risk.

HETA intends to be inclusive for all and recognises the Transgender community. HETA will support learners, staff and visitors to have a good experience whilst attending its sites or provision, however it also recognises the challenges of shared spaces and the concerns this raises with the non-trans community.

HETA will provide access on its sites to All Gender Accessible toilets spaces to ensure that trans people have facilities that enable them to participate and belong to the HETA community without causing undue stress of shared toilet spaces.

It is important to note that whilst attending HETA that a person's chosen name can be used, any qualification documentation, systems and certification will have their legal / birth name on, HETA is not permitted to use any other name unless it is legally recognised as that persons identified name as certificates and supporting assessments are legally required to detail the birth name until changed.

## **Reasonable Adjustments**

### What Are Reasonable Adjustments?

Reasonable adjustments are changes made to remove or reduce disadvantages experienced by disabled individuals or individuals with difficulties that places them under a substantial disadvantage.

Reasonable adjustments may also take account of additional needs linked to language barriers, cultural practices or differing educational experiences where these intersect with disability or access needs.

### Examples of Reasonable Adjustments

These may include, but are not limited to:

- Adjusting classroom or workshop layouts
- Providing additional learning support or assistive technology
- Allowing extra time for assessments or practical tasks
- Providing learning materials in alternative formats
- Modifying teaching or assessment methods
- Adjusting start times, break times or timetables where possible
- Using plain English, visual aids or translated support materials where appropriate

### Requesting Adjustments

- Learners are encouraged to disclose disabilities or access needs at enrolment or as soon as possible to allow time to make necessary changes before any assessment or exam activity
- Any adjustments that require Exam considerations to be applied must be supported by relevant evidence to meet JCQ requirements.
- Requests will be treated confidentially and sensitively
- Adjustments will be agreed in discussion with the learner and, where appropriate, external support services
- HETA recognises that some individuals from BEM backgrounds may be hesitant to disclose needs due to cultural stigma or previous experiences; staff will take a supportive and culturally sensitive approach to disclosure discussions

### **Disclosure and Confidentiality**

- Disclosure of a disability is voluntary
- Information will only be shared with relevant staff on a need-to-know basis
- All personal data will be handled in accordance with data protection legislation
- This includes sensitive personal information relating to ethnicity, religion or cultural background

### **Staff Responsibilities**

All staff are responsible for:

- Treating learners with dignity and respect
- Supporting inclusive practice
- Being aware of this policy and related procedures
- Reporting any access barriers, concerns or incidents promptly
- Challenging discrimination, bias or inappropriate behaviour related to disability, race, ethnicity or cultural background

Managers and trainers have additional responsibility for:

- Implementing reasonable adjustments
- Ensuring risk assessments are completed where required
- Seeking advice or support when needed
- Leading by example in promoting equality, diversity and inclusion within learning environments.

### **Health and Safety Considerations**

- Individual risk assessments will be conducted for disabled learners in workshops and practical areas
- Emergency evacuation plans will consider the needs of disabled individuals (e.g. Personal Emergency Evacuation Plans where required)
- Assistive equipment will be checked to ensure it does not introduce additional hazards
- Emergency arrangements will also consider communication needs, including language or cultural factors, to ensure information is understood by all individuals.

### **Complaints and Concerns**

If a learner or visitor believes they have experienced discrimination, a failure to make reasonable adjustments or barriers to access they may raise a concern through:

- Their tutor or assessor
- A manager or designated safeguarding/equality lead
- The organisation's formal complaints procedure.

This includes concerns related to discrimination or exclusion on the grounds of disability, race, ethnicity, nationality, religion or cultural background.

All complaints will be taken seriously, investigated promptly, and responded to fairly in accordance with HETA's Compliments and Complaints Policy AD-POL0