



Embrace
S C I T T

Equal Opportunities

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Signed on behalf of the Strategic Leadership Group:	

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The SCITT welcomes applications from all sections of the community, recognising and valuing the diversity of trainees recruited to the programme. The SCITT opposes all forms of discrimination on the grounds of race, colour, nationality, ethnicity or national origin, religion or belief, gender identity, marital and civil partnership status, pregnancy or maternity, sex, sexual orientation, medical condition (including people living with HIV or AIDS), disability and age.

1. Introduction

- 1.1. The SCITT and partnership schools will, at all times, have due regard to The Equality Act 2010 and Special Educational Needs and Disability Act 2001. Our vision is that training places should be filled by those best able to fulfil the requirements of the programme, best able to inspire our young people, that leads to the award of Qualified Teacher Status.
- 1.2. We will ensure that all decisions relating to recruitment and selection are based solely on objective criteria related to the requirements of the programme and the need to recruit high quality teachers.
- 1.3. We will take every possible step to ensure that applicants and trainees completing the programme are treated fairly and given equal opportunity and support appropriate to their needs.
- 1.4. The SCITT partnership is committed to ensuring that no individual suffers discrimination, harassment or victimisation. We will not accept discrimination or harassment of any trainees or staff involved in the training programme in any of our schools, including discrimination and harassment that undermines the personal dignity of individuals. Such behaviour is unprofessional, unacceptable, and may well be unlawful.
- 1.5. With partnership schools, the SCITT will consider any reasonable adjustments that could assist disabled trainees with access to, or the use of, training opportunities both at training venues for our centre-based training and on school-based training at placement schools.
- 1.6. Staff involved in the programme are aware of the importance of equal opportunities and the need to consider their single equality duty in the course of carrying out their duties. Trainees and staff involved in the programme who have a concern or complaint regarding any matter relating to the above should in the first instance contact their Lead Mentor who, with the Head of SCITT, School-Based Mentor and, if appropriate, the Principal / Headteacher at the placement school, will ensure that the matter is fully investigated and any appropriate action is taken where needed.

2. The Equality Act (2010)

- 2.1. Fundamental to all initial teacher training [ITT] programmes is the requirement to undertake and be assessed in a practice based placement. Embrace SCITT is committed to ensuring that disabled students have the same opportunities as non-disabled students to access practice placements. In achieving this, the Partnership is mindful of:

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2.2. This Act applies in England, Wales and Scotland. It protects individuals from discrimination, harassment or victimisation. It does this by specifying a number of *protected characteristics*. It is against the law to discriminate against anyone because of:

<i>Age</i>	<i>Sexual orientation</i>	<i>Sex</i>
<i>Disability</i>	<i>Being pregnant or having a child</i>	<i>Being married or in a civil partnership</i>
<i>Race including colour, nationality, ethnic or national group</i>	<i>Being or identifying as transgender, including non-binary and gender fluid</i>	

2.3 *Disability* is defined in the Act as a physical or mental impairment that has a substantial or long-term negative effect on a person's ability to do normal daily activities. In the Act, substantial is defined as more than minor or trivial and long term is defined as twelve months or more. As such people with a range of health conditions or disabilities are included in the definition. Specifically, people who may not usually describe themselves as disabled may be protected by the Act of the effects of their condition or impairment are negative, long term and substantial on normal day to day activities.

2.4 In C1.3 and C3.3 of the Initial Teacher Training criteria for compliance, it outlines what we do in order to meet the legislation and maintain our accreditation as a SCITT in relation to Equality.

3 Special Educational Needs and Disability Act (SENDA)

3.3 The Special Educational Needs and Disability Act 2001 establish legal rights for disabled students in pre- and post-16 education by amending the DDA to include education. The Act ensures that disabled students are not discriminated against in education, training and any services provided wholly or mainly for students. This includes courses provided by further and higher education institutions and sixth form colleges.

3.4 It is unlawful to treat a student "less favourably" for reasons due to disability. If an individual is at a "substantial disadvantage" due to the way in which a body provides its educational services, responsible bodies are required to take reasonable steps to prevent that disadvantage. This may include:

- changes to policies and practices (these are the only changes required in pre-16 education)
- changes to course requirements or work placements
- changes to the physical features of a building
- the provision of interpreters or other support workers
- the delivery of courses in alternative ways
- the provision of material in other formats

4 At recruitment

4.3 Our interview procedures promote equality of opportunity and avoid discrimination. Applicants with disabilities are under no obligation to disclose their disabilities and we ensure that our provision does

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not place applicants with disabilities at a disadvantage. We identify any alternative arrangements that our applicants may require in our Guidelines for SCITT recruitment process and support any arrangements at the entry tests [such as extra time or adaptations to resources]. We will ask targeted and relevant health-related questions which are necessary to ensure that a person is able to train to teach.

4.4 We refer to Section C of the **Physical and Mental Fitness to Teach of Teachers and of Entrants to Initial Teacher Training**. The onus is on candidates to prove that their condition does not limit their capacity to train to teach. We will base our decisions on advice from appropriate experts. It is improper for candidates to declare a specific learning disability on a confidential medical questionnaire but not to declare it in their application.

C.11. Failure to disclose relevant medical information and providing false information.

If a trainee is found to have:

- failed to disclose information which would otherwise have made them ineligible;
- given false information, including appropriate information about medical problems which arise during training;
- failed to comply with conditions imposed by the provider's medical adviser such as regular monitoring or check-ups during the course;

we will need to consider removing a trainee from the course.

On placement

Successful applicants offered a place on our programme may be asked to complete a risk assessment during a pre-induction meeting. This will allow us to build their placement carefully in advance of the start date and make any reasonable adjustments required to enable that trainee to meet the Teachers' Standards.

Mentors will be informed of any additional needs that their trainee may have, and the trainee can disclose as much or as little as they choose to ensure they have the best opportunity to meet the Standards. If a trainee has disclosed a condition that could impact on their training year, then regular meetings will take place to ensure information is accurate and all reasonable adjustments are in place.

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