

## ANNUAL PROGRESS REPORT ON THE VALLEY COLLEGE EQUALITY STRATEGY 2023-26

The Valley College Equality Strategy and objectives provide an insight into our ongoing commitment to equality and inclusion and diversity. It sets out in one place our equality objectives and the arrangements in place for embedding an ethos of inclusion in everything that we do and with all stakeholders.

The Valley College Equality Strategy and supporting actions are 'living' documents. Therefore, the strategy and action plan will be reviewed yearly to ensure that our policy and practice are relevant in the face of emerging and prevalent national and local priorities and also the key priorities within the college improvement plan.

Strong, visible leadership is essential to effectively embed equality throughout the college organisation and our directors, leaders and staff will continue to work together with stakeholders to drive change and champion equality.

Valley College believes in the dignity of all people and their right to respect and equality of opportunity. We value the strength that comes with difference and the positive contribution that diversity brings to our whole community.

### 1. Staff Objective

To identify a member of staff within the college team to champion the Equality Duty and strengthen the knowledge of staff in the college on culture and inclusion to inform decision making and support staff to own, understand and enact their duties.

#### Highlights

- Whole staff training has taken place on the Equality Act and the implications of the duty for college. This is recorded in staff training records.
- Staff Diversity and Inclusion training has been embedded within the staff training calendar to be repeated annually.
- The college have an allocated member of staff to Champion Culture and Inclusion within the college setting.

### 2. Learner Objective

To demonstrate learners feel supported and valued as young adults within the college environment

#### Highlights

- British Values, tolerance and respect for differences are firmly embedded within the PACE curriculum.
- Learners have attended a local theatre for a performance by Further Education students on the theme of raising awareness of living with a disability.
- Learners contribute to the local community by assisting in the management of a community garden
- Learners access weekly community engagement activities such as attending supermarkets, high street shops and retail parks.
- Learners have taken part in Learner Voice trust meetings with the other provisions within the MAT to discuss their views and share ideas.
- Learners worked together to produce a mood board on what college meant to them to utilise the ideas in order to rebrand the college logo. This has now been launched across both the Rossendale and Blackpool college sites.
- Learner Exit surveys have been implemented for learners leaving to inform future objectives
- All learners have participated in the NATSPEC and Sea View Trust learner voice/student parliament sessions.
- A number of learners have taken part in work placement opportunities in the local community including The Whitaker & Haslingden Community Café.

- The college were visited by Project Search / Calico talking about inclusion and internship and future opportunities.
- The college has hosted transition events for learners and advocates.
- The college employs a Careers Advisor and a Work Placement Co-ordinator to support learners in their preparation for adulthood.

### **3. Sea View Trust Objective**

To monitor and analyse learner achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for learners

#### **Highlights**

- The college monitor learner progress across the academic year and additional support is implemented when required
- The Sea View Trust monitor learner progress via termly leadership reports, Healthchecks by the Central Team, and Peer to Peer reviews during the academic year.
- Directors meetings take place across the academic year, with a meeting to focus on the Quality of Education termly.