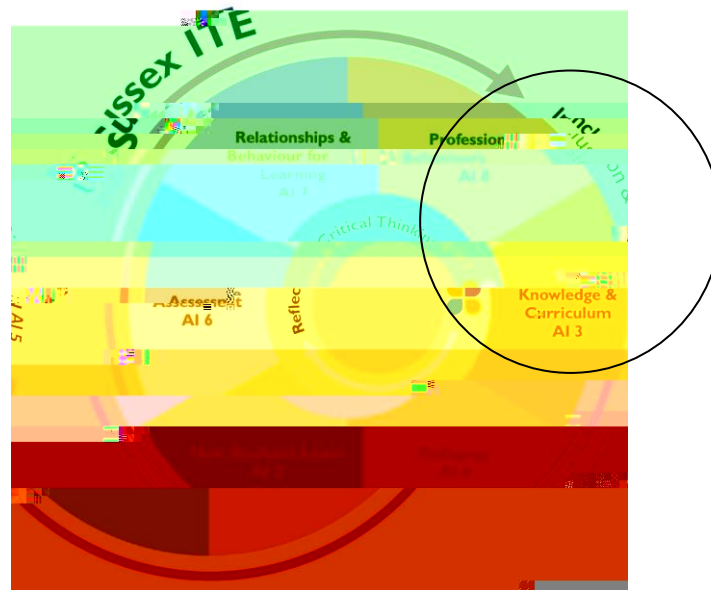
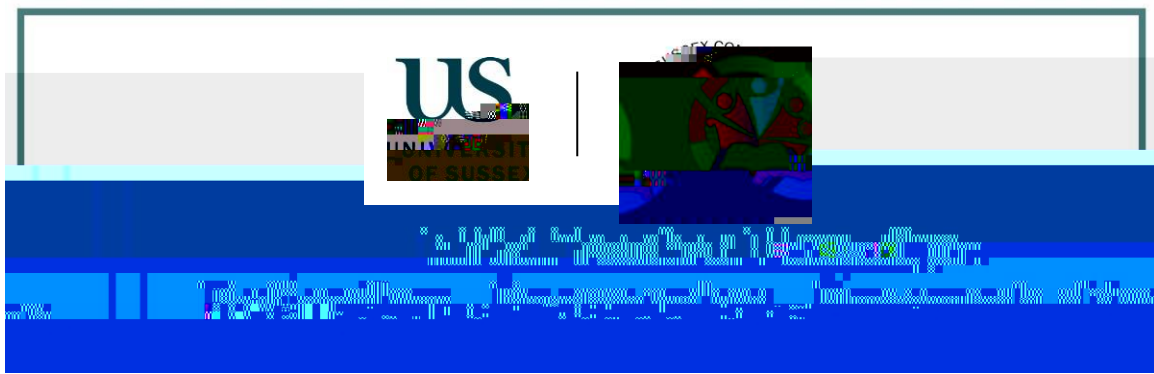






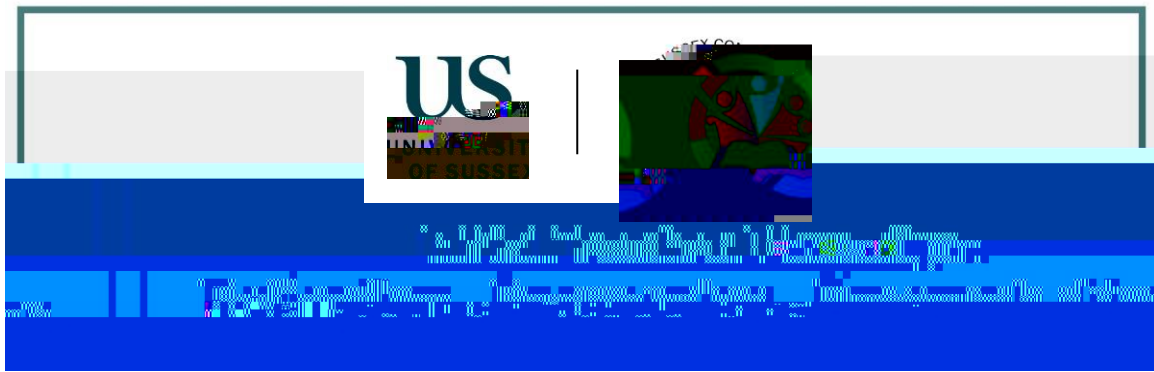
Similarly, we focus on inclusive practices in the selection and recruitment of trainees and in the ongoing work and support we provide to trainees during their training programmes. EDI training is compulsory for all ITE tutors every two years; staff evaluate our practice each year to ensure we are operating within current guidelines.

We require a commitment from partnership schools to incorporate university policies on equal opportunities into their own school policies and their assistance in the delivery of a course whose features include equality of opportunity in the following areas:

Selection and interviews take account of trainees' specific needs during training to ensure equality of access and opportunity as per the Equality Act (2010) and the SEND Act (2001). Our selection materials such as our Applying webpages state that 'We welcome applications from potential trainee teachers with a wide range of backgrounds, race, country of origin, disabilities, gender, sexuality and age.'

We consider making anticipatory adjustments to positively promote equality of access for disabled applicants, including access to benefits, facilities and services and liaise closely with our Student Centre to facilitate this. Similarly, interview arrangements also consider any special arrangements that might be made for potential applicants. We also offer interviews online or in person at the request of the applicant.

Where there is a clear need that the trainee has not met DfE threshold require 121.9 53.52 Tm0.122 g0.12



All trainees are invited to complete a declaration to identify if they require additional support or arrangements through our Suitability Declaration pack.

Heales' occupational health check identifies any diagnoses that we need to be aware of regarding the trainee's physical and mental health to make reasonable adjustments.

Early analysis of needs during induction period for trainee teachers with disabilities and additional learning needs. Trainees complete a pen portrait during induction which is shared with university tutors and school-based colleagues including reasonable adjustment plans.

Trainees are informed about the Student Centre at the start of their programmes and its role in supporting students with a range of needs. Trainees are directed to the Student Centre at any point in their training programme should they require further guidance and support.

Reasonable adjustments are also made during the training programme through course variation, temporary withdrawal, and one-to-one tutor/mentor support.

We have developed the part time PGCE/SD programme (since September 2018) in response to the needs of our trainees, particularly parents and carers. This is a flexibleG[support.))T



