



Equality, Diversity and Inclusion (EDI) Strategy

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1. Strategic Intent

Netcom Training Ltd is committed to embedding equality, diversity and inclusion (EDI) across all aspects of its provision, particularly within Adult Skills Fund (ASF) delivery. This strategy provides a structured and measurable approach to ensuring that all learners, regardless of background, are able to access, participate in and succeed in education and training. It reflects a clear organisational commitment to fairness, inclusion and high expectations for all.

The strategy aligns with national and regional priorities, including ASF funding rules, devolved authority expectations and the Ofsted Education Inspection Framework. It ensures that EDI is not treated as a standalone initiative, but is fully integrated into leadership, curriculum design, teaching practice and learner support. Through this approach, Netcom aims to remove barriers, improve outcomes and contribute to inclusive economic growth.

2. ASF EDI Principles

Netcom recognises that ASF provision plays a critical role in supporting disadvantaged and underrepresented groups. The organisation is committed to widening participation, particularly for learners who face barriers due to socio-economic disadvantage, disability, ethnicity, gender or prior attainment.

The core principles underpinning this strategy include promoting social mobility, ensuring equitable access to opportunities and delivering provision that reflects local needs. Netcom will work collaboratively with employers, stakeholders and communities to ensure that provision is responsive, inclusive and aligned to labour market demand.

3. Widening Participation and Access

Netcom will actively target and engage learners from underrepresented groups through inclusive marketing, outreach and partnerships. This includes working with community organisations, job centres and local stakeholders to reach individuals who may not traditionally engage in education. We have worked with the following to promote inclusivity:

Starting Point Recruitment

West Midlands Job Centres

Shaw Trust

Sandwell Council

Aston University & Wolverhampton University

Dudey College, Halesowen College & Thorns Community College

Steps to work

Kings Trust

YMCA

Information, Advice and Guidance (IAG) will be tailored to ensure that learners are fully informed about opportunities available to them. Processes will be accessible, transparent and supportive, enabling learners to make informed decisions about their learning journey.

4. Removing Barriers to Learning

A key priority is to identify and address barriers that may prevent learners from participating or achieving. These barriers may include digital exclusion, financial hardship, caring responsibilities or additional learning needs.

Netcom will provide tailored support, including flexible delivery models, additional learning support and access to resources. Reasonable adjustments will be implemented to ensure that all learners can fully engage with their programme.

5. Closing Achievement Gaps

Netcom is committed to monitoring and addressing achievement gaps across different learner groups. Data will be analysed regularly to identify disparities in recruitment, retention, achievement and progression.



Where gaps are identified, targeted interventions will be implemented to support learners. This may include additional academic support, mentoring or adjustments to teaching approaches.

6. Inclusive Curriculum and Teaching

The curriculum will be designed to reflect diversity and promote inclusion. Teaching, learning and assessment will incorporate diverse perspectives, role models and examples that resonate with learners' experiences.

Staff will use adaptive teaching strategies to meet individual needs, ensuring that all learners are supported to achieve their potential. EDI themes and British Values will be embedded throughout the curriculum.

7. Supporting Progression and Social Mobility

Netcom will support learners to progress into employment, apprenticeships, further learning, or within work. High-quality careers education, information, advice and guidance will be provided throughout the learner journey.

Partnerships with employers will ensure that learners are prepared for inclusive workplaces and have access to meaningful opportunities.

8. Leadership and Accountability

Strong leadership is essential to embedding EDI across the organisation. Senior leaders will take responsibility for driving the strategy and ensuring that it is implemented effectively.

EDI will be integrated into key organisational processes, including the Self-Assessment Report and Quality Improvement Plan. Progress will be monitored regularly, and actions will be taken to address any areas of concern.

9. Data, Monitoring and Continuous Improvement

Robust data analysis will underpin the strategy. Netcom will track key performance indicators, including participation, retention, achievement and progression.

Netcom will implement a robust EDI monitoring framework:



- Track:
 - Recruitment
 - Retention
 - Achievement
 - Progression
- Analyse by protected characteristics and disadvantage indicators
- Report findings through:
 - Monthly performance reviews
 - SAR and QIP

Findings will be used to inform continuous improvement, ensuring that provision remains responsive and effective.

10. Staff Development and Culture

All staff will receive training on equality, diversity and inclusion, including inclusive teaching practices and unconscious bias. This will ensure that staff are equipped to support diverse learners effectively.

Netcom will promote a culture of respect, belonging and high expectations. Staff will model inclusive behaviours and create positive learning environments.

11. Learner Voice and Engagement

Learner feedback will play a central role in shaping provision. Surveys, learner huddles and informal feedback mechanisms will be used to gather insights.

Feedback will be acted upon to improve the learner experience and ensure that provision remains inclusive and responsive.

12. Our Inclusion Procedure

- Potential learners will be asked about their needs during the initial meetings and if they require additional support our Learning Support Co-Ordinators will be passed their details to arrange an introductory meeting.
- How we offer additional support is covered in the induction and links will be provided so that learners can self-refer.

- Our Learning Support Co-Ordinators will contact any learners who have declared additional needs on their sign-up documents as a reminder that we are here to help and this e-mail will contain an initial assessment quiz, should a learner wish to accept additional support.
- If a learner requests support, then they have a 1-2-1 meeting with a Learning support Co-Ordinator. We have 2 specialists, although they also assist learners with other needs
 - Autism/ADHD – Jeanette Blair
 - Dyslexia - Tarim Saleem
- Our initial assessment quiz identifies ways in which we can support and then this information is shared with our Trainers and Career Coaches so they are aware of individual needs and ways to adapt accordingly.
- The Learning Support Co-Ordinator may have subsequent meetings if the learner requires this and their goals and progress are tracked
- Every month, the IQA dept contacts new learners with additional needs to check that they are receiving the correct support and adaptations.
- The IQA dept also checks the learner profiles of the learners receiving support to ensure that interventions have been recorded.
- Information is reported upon in the Monthly Quality Report, and areas for improvement are acted upon.
- We have an inclusion group that meets every 2 months to share good practice and make improvements.
- The Netcom Inclusion group meets monthly.