Keighley College
Equality Diversity and Inclusion
Annual Report
2020/21

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Contents

Background

1. Introduction

This report sets out how Keighley College (KC) is meeting its duties under the Equality Act 2010. As highlighted by the Public Sector Equality Duty, each public authority should publish information to demonstrate compliance with the duty, which includes information relating to staff and students. The college should also publish specific and measurable equality objectives.

The report provides a summary of headline equality and diversity data for 2020/21 and an overview of key achievements, activities and actions in relation to both students and staff. business activities.

Please note that the student data in this report is collected by headcount other than achievement data, which is collected by funded qualification rather than headcount.

2. Terminology and Acronyms

Please see the glossary of terms in Appendix 2

3. About Keighley College and the Luminate Education Group

Keighley College is a medium General Further Education College in West Yorkshire. It offers a broad range of courses including both Classroom based, Apprenticeship, HE and full cost provision across an extensive range of subjects.

The College is very much part of the Luminate Education Group but has local autonomy accountability to enable the college to be responsive to the needs of its learners, employers, local authorities and the community. The college recognises the wider role it has to play in raising aspirations within the area and responding to the diverse community it serves.

Keighley College encourages all students to be active members of the college community as well as active citizens where they live. They also encourage the local population to contribute to the vision and mission of the organisation via local events, membership on community forums and sponsoring region wide events.

4. Demographic and Economic Context

Bradford is one city covering four towns; Shipley, Keighley, Bingley and Ilkley. Within the four towns are 70 neighbourhoods and over half a million people. There are 15,000 businesses and an economy worth £8.3 billion, which is the 11th largest in the UK.

Bradford's population of around 534,000 is ethnically diverse and includes the largest proportion of people of Pakistani ethnic origin in Britain. Unemployment is higher than the national average. A higher than average percentage of households are workless. Bradford has fewer people with qualifications at levels 1 to 4 than either the Yorkshire and Humber region or the country. Approximately one sixth of the district's employed residents work in retail or wholesale.

Bradford's sectoral strength remains its traditional manufacturing base, largely born from the textiles industry. Today there is evidence of emerging growth in a number of niche new-economy sectors, such as advanced manufacturing, media and telecoms. 25% of employment within Keighley and District is within manufacturing and engineering.

In 2017 Bradford was named the best city in the UK to start a business (Barclays SME Growth Factors Index 2017). The index reflects the strength of 12 key growth factors such as business

rate relief, infrastructure, broadband speed and labour productivity, which are all essential contributors to boosting business productivity and growth.

According to ONS mid-year estimates there are 58,500 working age residents living in Keighley, 70% of which are economically active. 49.5% are educated to NVQ Level 3 & above and only 27% (18,000) are educated to NVQ Level 4 and above. Keighley has a resident business base of 3,575 businesses.

Keighley and outlying areas suffer from high unemployment, and the rate of claiming any benefit (which includes in work benefits) is more than 25% higher in Keighley than the national average, suggesting that many people may be under employed or on a low salary. The college recruits high numbers of students from central Keighley wards which are in the 10% most deprived postcodes nationally.

5. The Equality Duty

Luminate Education Group takes its duty under the Equality Act 2010 very seriously and has due regard to the need to change behaviour and drive positive change:

- **eliminate unlawful discrimination**, harassment, victimisation and any other conduct prohibited by the Acts;

- **advance equality of opportunity** between people who share a protected characteristic and people who do not share it; and

- **foster good relations** between people who share a protected characteristic and people who do not share it.

The Equality Act 2010 was introduced to promote the equal and fair treatment of all. The act highlights nine protected characteristics:

- Age

- Disability

- Gender reassignment

- Marriage and civil partnership

- Pregnancy and maternity

- Race

- Religion or belief

- Sex

- Sexual Orientation

Further information on how we manage Equality Diversity and Inclusion (EDI) can be found in our EDI strategy document and our EDI policy.

Strategy and Objectives

6. Progress against Equality Objectives

Our Equality Objectives are values driven, and were informed by the information we collect about staff and students, as well as student voice. They are aligned with the Luminate Education Group strategic objectives. The college action plan specifies detailed delivery actions, and is monitored by the Luminate Education Group Equality, Diversity and Inclusion Committee. Regular reports are presented at the college and group board meetings. The Equality Objectives have come to a close at the end of the academic year 2021. We are now focused on a close down and consultation for launch of new objectives in September 2022.

Equality Objectives

- **Objective 1: Promote Social Mobility : We will promote social mobility through raising aspirations and improving outcomes for all students and staff with protected characteristics or from disadvantaged groups, including economic deprivation.**
    - A cross college effort towards digital inclusion, ensuring all students working online have Chromebooks or a Wi-Fi hub and students have food vouchers if in receipt of free school meals.
- **Objective 2: Accessibility for all : We will champion accessibility of the curriculum and the college environment, improve physical accessibility, challenge ability discrimination and promote respect and inclusion regardless of ability, disability or mental wellbeing.**
    - General online tutorial sessions for International Women's Day, LGBTQ+, Black History Month, Respect, Disability Awareness etc.
- **Objective 3: Voice and Influence: We will promote a diverse culture where students, apprentices and staff are widely consulted and create their own opportunities to shape and promote equality, diversity and inclusion within the college and local communities**.
    - Our student council president, attended women into STEM event at civic center and to promote International Womens day
- **Objective 4: Celebrate Diversity: We will seek and create opportunities to celebrate diversity, being responsive around the needs of the college community and ensure excellence through inclusion.**
    - Development of the EDI Campaigns calendar to support the celebration of awareness days and different faiths.
    - Black History month collaboration with Learning Resource Centre to promote literature and reading from BAME authors
    - Attended Pride meetings for Keighley and held Keighley Pride event. Also had a Keighley LGBTQ+ support group - meet and talk table, worked with students to produce a new flag made up of different fabric squares representing difference and what LGBTQ+ meant to them.
- **Objective 5: Challenge Discrimination : We will promote a culture of mutual respect, tolerance, democracy, individual liberty and shared expectations in our practice and communications.**
    - The group has updated an Equality Impact Assessment template and produced guidance to help support policy writers when submitting.

- **Objective 6: Promoting Wellbeing: We will invest in and promote a culture of mindfulness, positive mental health and wellbeing and across the colleges.**
    - We had It's Worth Talking About (its good to talk local MH support group) in for tutorials and they also did a full week in Atrium with SCUFFS (support group for self harm)
    - Roshni Ghar local charity /support group provide drop in sessions for MH support and counselling for predominantly Asian women and young people

Key Projects 2020-2021

Over the past academic year we have developed a number of projects that have helped towards the progress of all our Equality Objectives

Staff Development Day

In October 2020 we successfully ran our first Equalities staff development day which was also the first virtual day. Staff across the group were invited but the sessions were primarily focused on the FE College staff. Over 1000 staff accessed the link across the day.

Sessions were delivered by internal staff and external speakers which were well received. The day's core message -- *Learn More, Do More* -- it emphasised to staff the importance of implementing positive action as a result of their learning. A key outcome was to help staff understand that small changes in their practice can make significant positive differences to others

Topics

Keynote	Jodie Williams, inclusion specialist, provided a 30 minute keynote on developing action from the Black Lives Matter movement, and continuing to strive for anti-racism in our work, curriculum, and society.
Anti-Racism & Microaggressions	Jodie Williams then presented an hour-long workshop on how to implement the concepts from the keynote in practice, including a definition of microaggressions, how they affect others, and suggestions for best practice.
Inclusive Onboarding	Geoff Petrie discussed how EDI principles apply to the onboarding process (recruitment, selection, induction, and beyond). The session provided practical guidance for managers and staff about how to make new starters feel included and valued when they join the college.
Disability	The SEND team discussed hidden disabilities and neurodivergence, and how we can all support disabled colleagues.
Positive Identities	Barnardos delivered training on sexual and gender identities awareness, supporting staff to feel confident using terminology and addressing homophobia, biphobia, and transphobia.

Allies	Staff forum members and chairs collectively presented a session on how to be a positive ally to the forums, what they can do to participate in forum activities as an ally, and ways they can behave or use language to support their colleagues in everyday life.

Staff Forums

There are four staff forums that are accessible to all group members. These forums are Disability, Minority Ethnic Groups, LGBT+ and working carers forum.

These have been advertised at staff development days and through Luminate briefing emails. Engagement remains low from members outside of the Leeds City College networks and an area for improvement during the next academic year.

EDI Champions and EDI Leaders

Our EDI champions is a network across group who have developed expertise in EDI, contribute to development and change, offer advice to departments and take part in campaigns. Keighley College has 6 EDI Champions who are in regular attendance with good levels of engagement across the academic year. The move to online meetings has made the sessions more accessible to all. During 2020/21 the champions have received training on the following themes:

- Anti-Semitism
- Small steps: a charity who work at addressing and reducing far-right extremism.
- Trans Awareness

During the past academic year we launched our EDI Leaders. These are a group of EDI specialists separate to our champions network.

Close down of the Equality Objectives

The launch of the equality objectives began in 2018 for the FE Colleges. Since that time the Equality agenda has become more prominent and seen.

 The Group is currently undergoing a consultation period to develop group wide objectives with key measurable outputs and an overarching strategy.

Our Students

7. Student Data

Keighley College students come from a variety of different backgrounds which creates a rich and diverse community and learning environment.

All student data is taken by student headcount. Currently our achievement data is by enrollment numbers.

Table 1: Three year student data by protected characteristic

	Female	Male	Minority Ethnic Groups	White	Declared Disability	Living in a deprived area (0-10%)
20/21 KC students	50.1%	49.9%	40.8%	58.2%	19.7%	41.9%
20/21 KC student headcount	927	923	754	1,077	364	771
19/20 KC students	52.8%	47.1%	45.7%	54.3%	16.8%	46.9%
18/19 KC students	51.1%	48.9%	44.5%	55.1%	17.2%	36.6%
Bradford population 2015/16	50.8%	49.2%	31.7%	63.9%	17.3%	22%

- Increase in students who have a declared disability at the college.
- Almost half of the student population is from a Minority Ethnic Group there has been a 4.9% decrease on the previous year. Based on college data 455 of the minority ethnic groups are from the Pakistani community 60%.
- 41.9% of students in attendance at the college are from the poorest areas of the city and this is almost double the population average for the Bradford region.

8. Quality of Education

The college curriculum is designed to support students in developing skills which will enable them to meet their progression and career aspirations and also meet the needs of local and regional employers, as well as provide a full pastoral programme that develops global citizenship and social responsibility.

The data provided for achievement data is by enrollment count and not by head count. Please note that data for national averages the most up to date data set is from 2018.

Total Achievement – 74.4%

Total Retention – 87.5%

Total Pass- 85.0%

Achievement Rates

Table 2: Three year student achievement data by age group

Age	National Rate	2020/21	2019/20	2018/19
16-18	83.4%	72.1%	86.7%	82.7%
19+	89.9%	78.5%	85.9%	90.0%
Non-Funded	n/a	87.2%	67.6%	82.6%
KC Total	86.7%	74.4%	86.4%	85.5%

- Across both age groups achievement rates have dropped. The largest drop has been from the 16-18 age bracket.

Table 3: Three year student achievement data by gender

Gender	2020/21	2019/20	2018/19
Female	77.9%	86.8%	86.2%
Male	70.9%	86.0%	84.8%
KC Total	74.4%	88.0%	85.5%

- The gap between male and female students has increased to 7.0%.
- The biggest drop in achievement was with male students with a difference of 15.1%

Table 4: Three year student achievement data by ethnicity

Ethnicity		2020/21	2019/20	2018/19
Minority Ethnic Groups	Female	82.5%	89.3%	89.7%
	Male	74.0%	86.4%	86.2%
White	Female	74.6%	83.9%	81.0%
	Male	68.8%	85.8%	83.3%
KC Total		74.4%	86.4%	85.5%

- Overall female students from minority ethnic groups have the highest achievement rates.
- The largest drop in achievement is for white male students, there is a 17% drop for students in that category.

Table 5: Student achievement data by learning difficulty, disability or health problem in comparison to national average

Disability or learning difficulty	Number of Leavers (Enrolment)	Achievement 2020/21	National Average	Difference
Yes	575	71.0%	84.7%	-13.7%
No	2323	75.0%	87.4%	-12.5%
Not Provided	43	86.0%	85.2%	+0.8%

- Overall students with and without a disability or learning difficulty have seen a significant drop in achievement both dropping below the national average.

Table 6: Student achievement data for Children Looked After and Care Leavers

	2020/21
Care Leaver	60.9%
Is looked after	90.0%
Not looked after	74.4%

- During 2020/21 the cohort had 20 Looked After Children and 23 Care Leavers
- The Covid-19 pandemic has had an impact on vulnerable student groups such as Care Leavers, in areas such a mental health and wellbeing, which in turn may have affect student achievement.

Apprentice Achievement Rates

Table 7: Apprentice Achievement intersectional data by ethnicity and deprivation

	Female	Male	Minority Ethnic Groups	White British	Declared a disability	Living in a deprived area (0-10%)	Overall
2020/21 KC Apprentices	70.5%	65.3%	63.6%	67.6%	72.3%	66.7%	67.3%
2019/20	54.8%	76.8%	57.1%	64.0%	76.9%	60.0%	66.1%
2018/19	84.2%	88.5%	81.8%	88.3%	95.2%	72.7%	87.3%
National Rate	87.2%	86.2%	61.3%	65.2%	84.7%	-	64.7%

- Significant rise in achievement for Females, minority ethnic groups, declared disability and living in a deprived area. Therefore raising the overall total.
- Drop in achievement for the male cohort of 11.5%.

Destinations

Overall, 75.56% of 16-19 ESFA funded students have a positive destination, whether that be employment, or further study. Please note that ESFA funded data includes students aged up to 24 with an EHCP.

1.94% of ESFA funded students progressed to apprenticeships and 9.08% progressed to employment. Progression to apprenticeships is still low, and has decreased, whereas progression to employment has increased by almost 3% from 19/20. It is likely the progression to apprenticeships and employment has been affected by the impact of Covid-19, which has seen a surge in the labour market and job recruitment.

Please note that whilst as an organisation we are committed to representing our non-binary students, the government destinations reporting methodology includes only binary categories.

Table 8 : Destinations by ethnicity

Ethnicity	Positive	Neutral	Negative
Minority Ethnic Groups	77.6%	0.6%	21.8%
White	74.1%	2.1%	23.8%
Not provided	85.7%	0%	14.3%

- There is a 2% difference between white and Minority Ethnic Groups for negative destinations.

Table 9: Positive destinations by ethnicity two year trends

Ethnicity	2020/21	2019/20
Minority Ethnic Groups	77.6%	81.6%
White	74.1%	79.8%
Not provided	85.7%	57.6%

- The data highlights a trend seen across the report for a drop in all achievement rates on the previous year.

Table 10: Destinations by gender

Gender	Positive	Neutral	Negative
Female	71.1%	1.9%	26.9%
Male	78.4%	1.2%	20.4%

- There is a 7.3% difference between male and female students positive destinations. Female students have a 6.5% difference for negative destinations.

Table 11: Destination by Care Experience

	Positive	Neutral	Negative
Care Experience	62.5%	0%	37.5%

- Students with care experience have a higher negative destination percentage when compared to their peers. Further work to support students with care experience progress on to their next destination.

Table 12: Positive destinations of care experienced and non-care experienced students three year trends

	2020/21	2019/20	2018/19
Care Experienced	62.5%	96.6%	88.6%
Non-care experienced	75.7%	92.7%	88.7%

Table 13: Destination data by Special Educational Needs and Disability/ EHCP and SEND

	Positive	Neutral	Negative
EHCP	77.8%	3.2%	19.1%
SEND	65.9%	0%	34.1%

- There is a significant gap between positive destinations between those students with EHCP and SEND.

Personal Development, Behaviour and Attitudes

Personal development and student behaviour and attitudes (PDBA) are key aspects of the OFSTED Education Inspection Framework (EIF).

The quality team run a student induction survey and student satisfaction survey to help measure students PDBA.

9. Survey Summary

Luminate Education Group, recognises the importance of the learner voice in developing provision and services across the college. Feedback plays an essential role in improving teaching effectiveness by providing high-quality, actionable feedback. Learner feedback is regularly sought across all college sites and historically learner satisfaction rates across the college have been inconsistent.

Due to the lack of respondents it is difficult to identify significant gaps in experience based on equality characteristics. Further analysis of the data has been taken to department level. Key areas for development have been identified by the quality team.

Induction Survey:

- 81% of students agreed that during their induction they were made to feel like part of the college.
- In response to the statement "fairness and respect for equality, diversity and inclusion," 88% of learners from BAME backgrounds responded positively, in comparison to just 75.7% of learners from English/Scottish/Welsh/Northern Irish backgrounds.

However, as only 63 learners completed this survey it is difficult to generalise these findings to the wider student population.

On- Exit Learner Survey

In total 714 students completed the on-exit survey at Keighley College which equates to 38.6% of the college population.

- 260 respondents were English/Scottish/Welsh/Northern Irish, 194 respondents were from a BAME background, and 260 respondents have no data recorded.
  - 93.3% of respondents from BAME backgrounds responded positively to the statement "I would recommend my course to others", compared to 91.5% of English/Scottish/Welsh/Northern Irish respondents.
  - Similarly, when looking at students' overall enjoyment of College, 96.4% of respondents from BAME backgrounds responded positively compared to 92.3% of English/Scottish/Welsh/Northern Irish respondents.
  - It is worth noting however that ethnicity data was not recorded for 260 respondents.
- Of the respondents, 434 had no special educational needs, 27 had special educational needs and 253 had no data recorded.
  - 93.8% of learners with no special educational needs responded positively to the statement "overall, I enjoyed my time at college" compared to those with special educational needs which stands at 96.3%.
- Only 4 students reported being a looked after child, compared to 457 who reported not being looked after. Again, there is no data recorded for 253 respondents which means the actual numbers may vary.
  - However, all 4 learners who did report being looked after responded positively to enjoying their overall time at college.

10. Attendance Data

The overall percentage of student attendance for the previous academic year is 86.3%

Graph 1: Attendance by equality characteristic
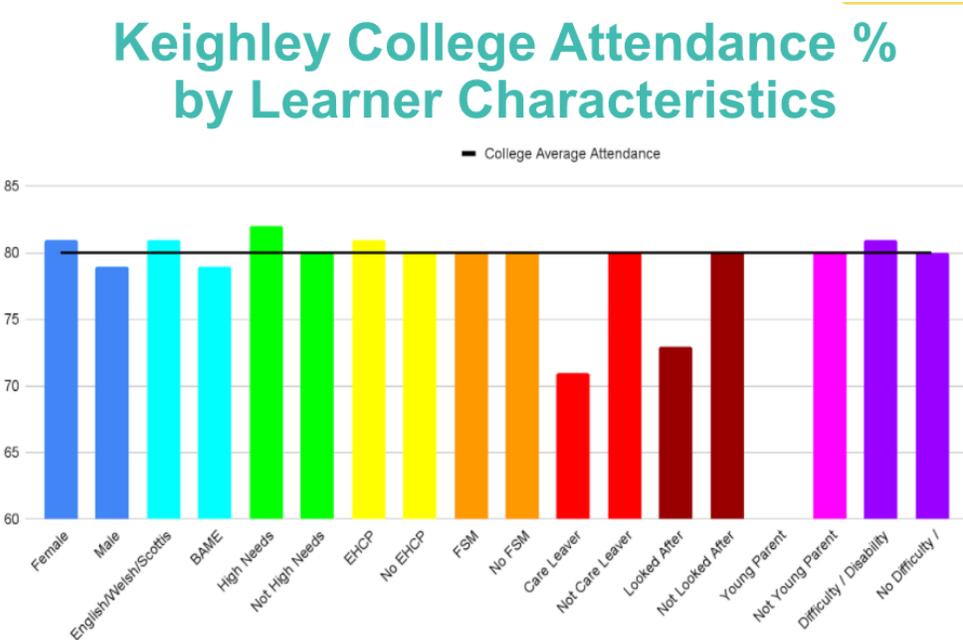
- Biggest characteristic gaps for learners looked after / care leavers and those students who claim Free School Meals.
- Male students have a lower attendance than the average and in comparison to their female peers.
- Young parents and care leavers have a lower attendance than the college average.

Our staff

11. Staff Data

Table 14: Staffing Data compared to local average

	Female	Male	Minority Ethnic Groups	White British	Declared Disability
Keighley College 20/21	64.8%	35.2%	9.4%	57.9%	5.0%
Keighley College 19/20	65.0%	35.0%	13.0%	68.0%	6.0%
Bradford Population	50.8%	49.2%	31.7%	63.9%	17.3%
FE Average	62.0%	38.0%	10-20%	80-90%	6.5%

- There is a drop in representation of staff from Minority Ethnic Groups, the staff body is not representative of the student population.
- The data suggests that there is a lack of disclosure in protected characteristics for staff.
- Staff who have declared a disability has seen a drop in representation and is lower than the city average.

Table 15: Staffing data by contract type

	Headcount	Female	Male	Minority Ethnic Groups	White	Part-Time	Declared Disability
Keighley College	159	64.8%	35.2%	9.4%	57.9%	37.7%	5.0%
Academic	123	60.2%	39.8%	10.6%	54.5%	43.1%	6.5%
Support	25	84.0%	16.6%	8.0%	60.0%	24.0%	8.0%
Management and Senior Management	11	72.8%	18.2%	0%	90.0%	9.0%	18.2%

- Females dominate the work force across all levels of the organisation. As 64% of staff are female, there will be significant numbers of people affected by menopause in the workforce profile

- The majority of Male staff are in academic positions in the organisation with significant drops at management and support positions.
- White staff have high levels of representation across the different positions in the organisation. There is a lack of representation of staff from Minority Ethnic Groups across all roles at Keighley College. This could be linked to a lack of disclosure in sensitive information.
- Large proportion of staff working as part time in academic roles.

Table 16: Staff Profile by age

	Under 25	**25-34**	**35-44**	**45-54**	**55-64**	**65+**
2020/21	4	25	42	46	34	8

- Majority of staff are from 35-54 age bracket with a large proportion of the college staff identifying as female.

Table 17: Two year staff starters and leavers

	Starters	**Leavers**
2020/21	34	33

Table 18: Starters by characteristic

	Female	**Male**	**Minority Ethnic Groups**	**White British**	**Declared Disability**
2020/21	58.8%	41.3%	..	..	1.46%
2019/20	73.0%	27.0%	6.0%	24.0%	3%
2018/19	60.0%	40.0%	6.0%	40.0%	6.0%

- The staff declaration for new starters is low and therefore we cannot publish this data.
- There has been an increase in male staff recruited to roles.
- There is a notable decrease in recruitment of staff with a declared disability.

12. Staff Survey Results

The staff across the FE Colleges on a yearly basis receive a staff survey. During 2020/21 the survey was split into 10 categories; wellbeing, innovation, development, operations reputation, communication, culture, organisation, leadership and demographics. The survey is anonymous and sent to an outside agency to manage. In total across Keighley College 101 members of staff completed the survey.

Staff were asked a number of questions and for the purpose of this report I have highlighted five questions that are linked to EDI.

- 96% of staff either agreed or strongly agreed that the organisations commitment to EDI is embedded in our culture
- 97% of staff either agreed or strongly agreed they were treated fairly with dignity and respect. Those that disagreed were female and were in

- 11% of respondents disagree that opportunities for internal progression and personal development are offered on a fair and equitable basis. 90% of the respondents were from the female category between the ages of 35-54.

Recommendations

- Specific work around understanding the cultural nuances of the Pakistani community.
- Targeted support for those students in the 16-18 bracket to help improve achievement rates. Work with quality team to understand if there is a department which there is a significant drop.
- Further investigation into the achievement data as there has been large drops across all groups.
- Deep dive needed to understand the drop in achievement for male apprentices to understand the drop in data.
- Targeted support for Care Leavers progressing on to their next destinations.
- Targeted support for students who are SEND progressing to their next destinations.
- Staff body to be representative of the student body.
- Increase confidence in staff disclosing sensitive information to the HR systems.
- Investigation into the retention of staff from protected characteristics including those who have declared a disability and those from minority ethnic groups.
- Raise profile of Menopause work and grow profile of the womens forum.
- Look at wording in job descriptions in support and management positions to ensure no gendered language is used.
- More engagement in the staff forums to help support staff retention.
- Encourage engagement in staff mentoring scheme for Minority Ethnic Groups to support progression to more senior positions.
- Support new starters to feel confident in disclosing sensitive information.
- Development of an inclusive recruitment strategy.

Data Collection Sources

Student data

N.B. Student ethnicity -White includes Welsh/ Scottish/ English/ Northern Irish and British, Irish, White other/ Irish Gypsy travellers. The Minority Ethnic Groups category includes everyone else. In previous years White only included White British.

Students destinations ethnicity data- White British is English / Welsh / Scottish / Northern Irish / British. Minority Ethnic Groups is everything else.

Data for the student tables/ charts obtained from

https://observatory.leeds.gov.uk/population/

https://www.leedsccg.nhs.uk/content/uploads/2018/04/PSED-appendix-one-demographics-2017.pdf

MIS ProAchieve 20/21 Rules Applied Summary & ProSolution Student Detail 20/21

Destinations EDI data 20/21

 Staff data

N.B. Staff ethnicity data- Minority Ethnic Groups includes Other and Multiple ethnic identities. White includes White other

Staff HR data 19/20

https://www.sirdatainsights.org.uk/docs/SIR26-Workforce-Data-report.pdf

Appendix 1 Glossary of terms

Minority Ethnic Group – An umbrella term to refer to all ethnic minority groups.

CL/ CLA - Care Leaver or Child looked after under the Children Act 1989, a child is legally defined as 'looked after' by a local authority if he or she:gets accommodation from the local authority for a continuous period of more than 24 hours; is subject to a care order (to put the child into the care of the local authority); is subject to a placement order (to put the child up for adoption)

Coronavirus/ Covid-19 - both terms are used interchangeably. An infectious disease caused by a newly discovered coronavirus.

DfE - Department for Education

EDI - Equality, Diversity and Inclusion

EHRC- please visit Equality and Human Rights Commission site for further EDI definitions

ESFA - Education and Skills Funding Agency, who are responsible for funding education and skills for children, young people and adults

HR - Human Resources

PNTS- Prefer not to say

IMD - Index of Multiple Deprivation. A governmental metric for the relative deprivation of 'small areas' (Lower-layer Super Output Areas) in England. It is calculated from statistics on income, employment, education/skills, health/disability, crime, housing/service barriers and environment for each small area; the deciles are calculated by ranking the 32,844 small areas in England from the most to least deprived and dividing them into ten equal groups, where decile 1 contains the most deprived areas (relatively) and decile 10 containing the least deprived areas (relatively)

Student Leaver- A leaver is defined as a person, who left college during or at the end of the academic year

SEND-Special educational needs and disability

LCC - Leeds City College

LCR - Leeds City Region

LEP - Local Enterprise Partnerships are business led partnerships between local authorities and local private sector businesses.

LGBT+ - Lesbian, Gay, Bisexual, Trans + acronym used to encompass sexuality and gender. Please visit Stonewall glossary of terms for categories included in this report

OFSTED - Office for Standards in Education, Children's Services and Skills, which has responsibility for inspecting and regulating services for children and young people.

EIF - OFSTED Education Inspection Framework

SAR - Self Assessment Report

WB - White British, an amalgam of all White and British ethnicities according to [census categories](): White + English, Scottish, Welsh, Northern Irish, Irish, and British.

EHCP- stands for Education, Health and Care Plan. It outlines any special educational needs a child has, and the provision a local authority must put in place to help them.