



ALET Trust Equalities Objectives

Objective 1: Reduce Attainment/Achievement Gaps

Aim: Reduce the attainment gap between pupils with protected characteristics (e.g., SEND, disadvantaged, EAL, race) and their peers.

Target:

- Reduce the disadvantaged attainment gap by 10% across the trust by 2030.
- Reduce SEND pupils' attainment gap in achievement by 8% by 2030.

Why: The Public Sector Equality Duty (PSED) requires trusts to have due regard to advancing equality of opportunity, which includes removing disadvantages and meeting specific needs.

Objective 2: Increase the percentage of female student across our UTCs

Aim: Improve gender balance across UTCs by increasing the proportion of female students enrolling in technical and STEM-focused programmes.

Target:

- Increase the percentage of female students enrolled across all UTCs by 5 percentage points by 2030.
- Ensure each UTC has a targeted outreach plan to engage girls in KS3/KS4, in partnership with employers and local schools.

Why: This supports the Public Sector Equality Duty focus on advancing equality of opportunity by addressing existing gender imbalances in technical education settings and ensuring all students can participate in areas where they have historically been under-represented.

Objective 3: Strengthen Inclusive Culture Across All Schools

Aim: Foster good relations and reduce incidents of prejudice-related behaviour.

Target:

- Reduce reported prejudice-related incidents by 15% trust-wide by 2030.
- Deliver trust-wide staff training on equality and inclusion annually.

Why: The Equality Duty requires due regard to fostering good relations between people who share and do not share protected characteristics.

Objective 4: Improve Accessibility

Aim: Remove physical, digital, and communication barriers.

Target:

- Ensure 100% of schools have an updated accessibility plan aligned with statutory expectations.
- Increase the use of adaptive practices and adjustments in learning—such as differentiated materials, scaffolded instruction, personalised support, accessible resources, assistive technologies, and flexible assessment approaches.

Why: Public bodies must consider how activities affect people with different protected characteristics, including disability, and publish ways of addressing this.