

## Inclusion Policy v1

### 1. Purpose

This Inclusion Policy demonstrates Any Driver's commitment to creating an inclusive, supportive, and equitable learning environment. The policy ensures that all learners, regardless of their background, learning needs, or personal circumstances, can access and fully benefit from high-quality training.

It aligns with Ofsted's new inspection area of Inclusion and serves as an additional policy to our EDI, Harassment & Bullying and British Values Policy (ADP005), by addressing the specific topic of Inclusion in a learning environment.

Our aim is to embed the 'Required Standard' narrative into our daily routines and interactions with learners and to strive to achieve 'Strong Standard' through our continuous improvement and dedicated focus in this important area.

### 2. Scope

This policy applies to:

- All learners enrolled in courses
- All staff, including tutors, assessors, administrative, and support personnel
- Contractors and volunteers who work with learners

### 3. Policy Statement

Andy Driver Limited is committed to:

- **Culture:** Adopting a whole organisation approach to Inclusion, meaning that all staff and contractors are well trained, can identify needs and know who to go to for additional support as required.
- **Identification of Needs:** The needs can be identified at any point from the initial assessment through to the end of the programme. Staff are trained to identify needs during the programme, that may not have been declared or present from the start of the programme. Additionally, we have national data benchmarks for areas of deprivation and under-attainment and use these as part of our wider approach to managing Inclusion for each learner.
- **Additional Support:** Additional support for those with statement and non-statemented Special Educational Needs (SEND) is individualised and can include one to one sessions, support with English and/or maths, extended time scale for work completion, a reader, referrals to specialist organisations for mental and physical health problems and well-being.
- **Monitoring Progress:** Leaders and manager monitor progress of those receiving additional support to ensure interventions are resulting closing the gap between them and their peers and are having a positive impact on their learning and wellbeing.
- **Equity of Opportunity:** Ensuring every learner can access learning irrespective of age, gender, ethnicity, disability, religion, sexual orientation, or socio-economic background.
- **High-Quality Teaching and Support:** Tailoring learning to meet the diverse needs of learners, including those with additional learning needs or disabilities.
- **Eliminating Discrimination:** Complying with the Equality Act 2010 and actively removing barriers to participation.
- **Promoting Learner Voice:** Encouraging feedback and engagement to adapt learning experiences for inclusivity.
- **Safeguarding and Wellbeing:** Ensuring all learners are safe, supported, and their well-being is prioritised, including alignment with Prevent duty guidance.

#### **4. Responsibilities**

##### **Management Team**

- Ensure the inclusion policy is implemented and regularly reviewed.
- Allocate resources for learning support and reasonable adjustments.
- Monitor participation, retention, and achievement across all learner groups.

##### **Assessors**

- Deliver learning in a way that meets diverse need; deliver in line with the curriculum but with the reasonable adjustment required for those identified with an additional need.
- Identify and support learners requiring additional assistance; this could be delivered by the Assessor or a specialist within the organisation or and external referral.
- Maintain records of adjustments and interventions.

##### **Learners**

- Engage respectfully with all members of the learning community.
- Inform staff of any support needs or barriers to learning.

#### **5. Identification and Support of Learners**

##### **Initial Assessment**

- All learners undergo an initial assessment to identify barriers to learning, including literacy, numeracy, English language proficiency, or physical/learning needs.

##### **Learning Support Plans**

- Where additional support is identified, a personalised Learning Support Plan (LSP) is created.
- Reasonable adjustments may include:
  - Adapted teaching materials or pace
  - Assistive technology
  - Additional tutorial sessions
  - Flexible assessment arrangements

##### **Monitoring and Review**

- Progress of learners with additional needs is monitored regularly.
- Adjustments are updated to reflect learner progress and feedback.

#### **6. Equality, Diversity, and Inclusion (EDI)**

- Promote understanding and respect for diverse cultural, social, and personal backgrounds.
- Incorporate EDI principles into lesson planning and assessment.
- Monitor outcomes by learner group to identify and address disparities in achievement.

#### **7. Staff Training**

- All staff receive mandatory induction training on inclusion, equality, safeguarding, and Prevent duty.
- Continuous professional development ensures tutors are equipped with inclusive teaching strategies and awareness of barriers learners may face.

#### **8. Complaints and Feedback**

- Learners can report **concerns or complaints** regarding discrimination or lack of support via Complaints Policy and Procedures (ADP017).
- All complaints are investigated promptly and fairly, in line with this policy.

#### **9. Monitoring and Evaluation**

- The Inclusion policy is reviewed annually by management.
- Having a positive impact on learners attainment, goals and careers is a key success factor for our approach tin Inclusivity and will be monitored and reported on.

- Data on retention, achievement, progression, and learner satisfaction is analysed by demographic group.
- Findings inform continuous improvement in teaching, support, and policy.

Document Ref.	Title	Version	Date / Change	Reviewer	Next Review Date
ADP018	Inclusion Policy	1	February 2026 / New policy	D Gardiner MBE	February 2027

**Policy Approved by:** Neil Evans

**Signature:** N Evans