



Neurodiversity & Inclusion Policy

Purpose

This policy sets out the commitment of KEITS Training Services Ltd. to promoting neurodiversity, equality, inclusion and belonging for all learners, apprentices, staff, associates and visitors. We recognise that neurodiversity is a natural and valuable part of human variation and that inclusive practice benefits individuals, our organisation and society. We acknowledge that other barriers to learning exist and aim to support learners in managing or overcoming these to achieve success.

Scope

This policy applies to:

- All learners, apprentices and prospective learners
- All employees, including permanent, temporary and consultancy staff
- Freelance tutors, assessors, mentors and associates
- Volunteers, governors/directors and contractors

It applies across all learning programmes, workplaces, delivery models (in-person, blended and online) and organisational activities.

Definition of Neurodiversity

Neurodiversity refers to the natural differences in how people think, learn, process information and interact with the world. This includes, but is not limited to:

- Autism spectrum conditions
- Attention Deficit Hyperactivity Disorder (ADHD)
- Dyslexia, dyspraxia and dyscalculia
- Tourette's syndrome
- Acquired neurodivergence (e.g. due to injury or illness)

Neurodivergent individuals may experience strengths and challenges. These differences are not viewed as deficits, but as variations that should be respected and supported.

Legal & Regulatory Framework

This policy aligns with relevant UK legislation, funding requirements and inspection expectations, including:

- Equality Act 2010 (including the duty to make reasonable adjustments)
- Current Department for Education Funding Rules
- Current Ofsted Education Inspectors' Toolkit
- Health and Safety at Work etc. Act 1974
- Data Protection Act 2018 and UK GDPR

In line with the current Ofsted Inspectors' Toolkit, this policy supports the expectation that providers actively remove barriers to learning, promote inclusion and ensure that all learners, including those who are neurodivergent, can achieve positive outcomes.

Policy Statement

KEITS Training Services Ltd. is committed to meeting the expectations set out in the current Ofsted Inspectors' Toolkit by ensuring that neurodiversity and inclusion are embedded in leadership, curriculum design, teaching, assessment and support.

We are committed to:

- Creating an inclusive learning and working environment where neurodivergent people are respected, valued and supported
- Ensuring leaders and managers actively promote equality, inclusion and high expectations for all learners and staff
- Preventing discrimination, harassment and victimisation related to neurodiversity or disability
- Removing other barriers to learning, assessment, employment and progression
- Making reasonable adjustments so that learners and staff can achieve their full potential
- Embedding inclusive practice into curriculum intent, implementation and impact
- Promoting awareness and understanding of neurodiversity and other barriers to learning across the organisation

Responsibilities:

Leadership & Management

In line with the current Ofsted Inspectors' Toolkit, leaders and managers will:

- Demonstrate a clear and ambitious vision for inclusion and high expectations for all learners
- Ensure neurodiversity and inclusion are integral to strategic planning, quality improvement and self-assessment
- Monitor the impact of reasonable adjustments and support on learner progress, retention and achievement
- Ensure staff are trained and supported to identify and remove barriers to learning
- Use data and feedback to evaluate the effectiveness of inclusive practice

Staff, Tutors & Assessors

Staff will:

- Use inclusive teaching, assessment and communication strategies that support diverse needs
- Adapt delivery and assessment to meet individual needs while maintaining high standards
- Contribute to early identification of support needs and timely referrals
- Maintain clear records of support and reasonable adjustments
- Actively promote respect, dignity and positive behaviour

Learners

Reasonable Adjustments & Support

We will make reasonable adjustments for learners and staff who are neurodivergent or have related disabilities. Adjustments may include, but are not limited to:

- Alternative formats for learning materials and assessments
- Flexible deadlines or scheduling where appropriate and possible
- Assistive technology and software where available
- Adjusted assessment methods (in line with awarding body requirements)
- Quiet spaces or reduced sensory environments where possible
- Clear, structured instructions and expectations

Support will be based on individual need and may be informed by diagnostic evidence, self-disclosure or observed requirements.

Disclosure & Confidentiality

Disclosure of neurodivergence or disability is voluntary. Information shared will:

- Be treated sensitively and confidentially
- Only be shared on a need-to-know basis
- Be stored and processed in line with data protection legislation

Individuals will not be disadvantaged for choosing not to disclose.

Inclusive Learning & Working Practices

In line with Ofsted expectations, inclusive practice is embedded through curriculum intent, implementation and impact.

We will:

- Design curricula that are ambitious, coherent and accessible for neurodivergent learners where possible, safe to do so and within the capabilities of our staff
- Ensure teaching enables learners to build knowledge, skills and behaviours over time
- Use adaptive teaching strategies to respond to individual needs without lowering expectations
- Provide clear instructions, structured learning and predictable routines
- Use feedback effectively to support progress
- Actively gather and respond to learner and staff voice

These approaches ensure that neurodivergent learners are supported to make sustained progress and achieve positive destinations.

Recruitment, Employment & Progression

We are committed to inclusive recruitment and employment practices, including:

- Fair and accessible recruitment processes
- Adjustments during recruitment, induction and probation where possible and safe to do so

- Equal access to training, development and progression opportunities
- Supporting neurodivergent staff to perform at their best

Bullying, Harassment & Discrimination

Discrimination, bullying or harassment related to neurodiversity or disability will not be tolerated. Concerns will be addressed promptly in line with:

- The Equality and Diversity Policy
- The Apprentice Code of Conduct
- Anti Bullying, Harassment & Victimisation Policy
- The Staff Disciplinary and Grievance Procedures

Training & Awareness

We will provide appropriate training and development to:

- Increase awareness and understanding of neurodiversity
- Support inclusive teaching, assessment and management
- Enable staff to meet their legal and professional responsibilities

Leaders will evaluate whether learners and staff who are neurodivergent experience the same high-quality education, support and outcomes as their peers.

Related Policies & Documents

- Equality, Diversity and Inclusion Policy
- Child Protection, Safeguarding & Prevent Policy
- Health and Safety Policy
- Data Protection Policy
- Learner Support Policy

Monitoring and Review

The effectiveness of this policy will be monitored in line with the current Ofsted Inspectors' Toolkit through:

- Self-assessment and quality improvement planning
- Learner, apprentice and staff feedback
- Retention, achievement, progression and destination data
- Observation of teaching, learning and assessment
- Complaints, safeguarding and incident reporting

This policy will be reviewed in response to changes in legislation, inspection guidance or organisational practice.

Location	Title	Responsibility	Date Created	Version/updated	Review Date
Learners/Learner Support	Neurodivergence & Inclusion Policy	JLC	Jan'26	1	Oct'28