



Inclusion Policy

Purpose

KEITS Training Services Ltd are committed to providing an inclusive learning environment where every individual is valued, respected, and supported to achieve their full potential. This policy sets out KEITS commitment to promoting inclusion, equality, and belonging for all learners, staff, associates and visitors.

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
- Ofsted Toolkit for Further Education
- Health and Safety at Work. Act 1974
- Data Protection Act 2018 and UK GDPR

Policy Statement

We recognise and celebrate the diversity of our learners, staff, and wider community. We are committed to removing barriers to participation and achievement, ensuring that all individuals, regardless of background, ability, or circumstance, have equitable access to opportunities and resources. We acknowledge that barriers to learning exist and we aim to support learners in managing or overcoming them. We recognise that inclusive practice benefits individuals and society.

We actively seek to remove barriers to learning, promote inclusion and ensure that all learners, can achieve positive outcomes.

Scope

This policy applies to

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

Aims

- To create a safe, and supportive environment that enables all learners to thrive.
- Demonstrate a clear and ambitious vision for inclusion and high expectations for all learners
- To identify and remove barriers to participation, learning, and progression for all individuals.
- To ensure compliance with all relevant legislation, including the Equality Act 2010, and adherence to Ofsted's expectations for inclusive practice.
- To promote awareness and understanding of equality, diversity, and inclusion amongst staff, learners, and stakeholders.
- To regularly review and evaluate our policies, procedures, and practices to ensure continuous improvement in inclusion.

Implementation

- Staff will receive regular training on inclusive practices, and safeguarding.
- Curriculum planning will consider the diverse needs of all learners, including those with special educational needs and disabilities (SEND), and provide appropriate reasonable adjustments and support, within the capabilities of our staff.
- We will endeavour to provide resources, facilities, and learning materials are accessible
- We will consult with learners, parents, and external partners to inform our approach and ensure it meets the needs of all stakeholders.
- We collect and analyse data on participation, progress, achievement, and satisfaction to identify gaps and inform targeted action.
- If reasonable adjustments are required these will be implemented on an individual basis– 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 parameters)
 - Quiet spaces or reduced sensory environments where possible
 - Clear, structured instructions and expectations
 - Monitor the impact of reasonable adjustments
 - Adapt delivery and assessment to meet individual needs while maintaining high standards
 - Actively promote, respect, dignity and positive behaviour
 - 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

All staff, learners, and stakeholders share responsibility for fostering an inclusive environment. Senior leaders will ensure effective policy implementation, and designated staff will act as points of contact for inclusion-related matters.

Responsibilities:

Leadership & Management

- Demonstrate a clear and ambitious vision for inclusion and high expectations for all learners
- Ensure inclusion is 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

- 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

Learners are encouraged to:

- Engage positively with learning and support processes
- Communicate their needs and preferences where they feel able to do so
- Treat others with respect and uphold inclusive values

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.

Staff 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, low level concern 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	Inclusion Policy	JLC	Jan'26	2 / Apr'26	Oct'28