



Inclusion Policy

Purpose

KEITS Training Services Ltd are committed to providing an inclusive learning environment where every individual is valued, respected, treated fairly 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 support learners in overcoming barriers to learning wherever possible, promote inclusion and ensure that all learners, have the opportunity to achieve positive outcomes.

Inclusion is embedded throughout every aspect of the learner journey from initial enquiry, through induction, curriculum delivery, assessment, completion and progression.

Scope

This policy applies to

- All learners and prospective learners
- All employees, including permanent, temporary and consultancy staff
- Freelance tutors, assessors, mentors and associates
- Governors/directors and contractors
- Employers and external partners

Reasonable Adjustment

Where appropriate and reasonable, adjustments will be agreed individually.

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 or specialist software where available.
- Adjusted assessment methods in accordance with awarding organisation requirements.
- Quiet spaces or reduced sensory environments where possible.
- Clear, structured instructions and expectations.
- Additional learning support sessions where appropriate.

Reasonable adjustments will be:

- agreed with the learner.
- documented.
- regularly reviewed.
- monitored to evaluate their effectiveness.

Teaching, Learning and Assessment

Training Consultants and tutors will:

- Identify barriers to learning and seek appropriate support for the learner
- Adapt delivery and assessment to meet individual needs while maintaining high standards and expectations.
- Ensure teaching methods enable learners to build knowledge, skills and behaviours progressively.
- Provide clear instructions and structured learning.
- Use effective feedback to support progress.
- Promote positive behaviour, dignity and mutual respect.
- Encourage participation from all learners.
- Use feedback effectively to support progress

Accessibility

Where possible we will endeavour to ensure that:

- Learning resources are accessible in alternative formats.
- Digital learning materials are available in accessible formats where practicable.
- Learning environments are accessible wherever reasonably possible.
- Communication methods meet individual learner needs.
- Flexible deadlines or scheduling are offered where appropriate and possible
- Assistive technology and software are offered where available

- Adjusted assessment methods are used (in line with awarding body parameters)
- Quiet spaces or reduced sensory environments are provided where possible
- We provide clear instructions, structured learning and predictable routines

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:

Everyone associated with KEITS shares responsibility for fostering an inclusive environment. Together we are committed to ensuring every learner has the opportunity to participate, achieve and progress successfully.

Leadership & Management

- Demonstrate a clear and ambitious vision for inclusion and high expectations for all learners
- Ensure inclusion is integral to strategic planning, self-assessment and quality improvement
- 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
- Analyse data and feedback to evaluate the effectiveness of inclusive practice
- Allocate appropriate resources
- Ensure compliance with current legislation

Designated Inclusion Lead

- Coordinate learner support.
- Advise staff.
- Monitor reasonable adjustments.
- Liaise with awarding organisations and external agencies where appropriate.
- Review the effectiveness of support arrangements.

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, expectations and aspirations

- Contribute to early identification of barriers to learning, support needs and timely referrals
- Maintain clear records of support and reasonable adjustments
- Actively promote equality, respect, dignity and positive behaviour
- Participate in mandatory training and CPD

Learners

Learners are expected 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

Identifying Additional Support Needs

Support needs may be identified through:

- Application and enrolment.
- Initial assessment.
- Diagnostic assessment
- Learner disclosure.
- Employer referral.
- Parent or carer information where appropriate.
- Training Consultant/Tutor observations.
- Progress reviews.

Support needs may change throughout a programme and will therefore be reviewed regularly

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 the curriculum using the graduated model

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
- 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

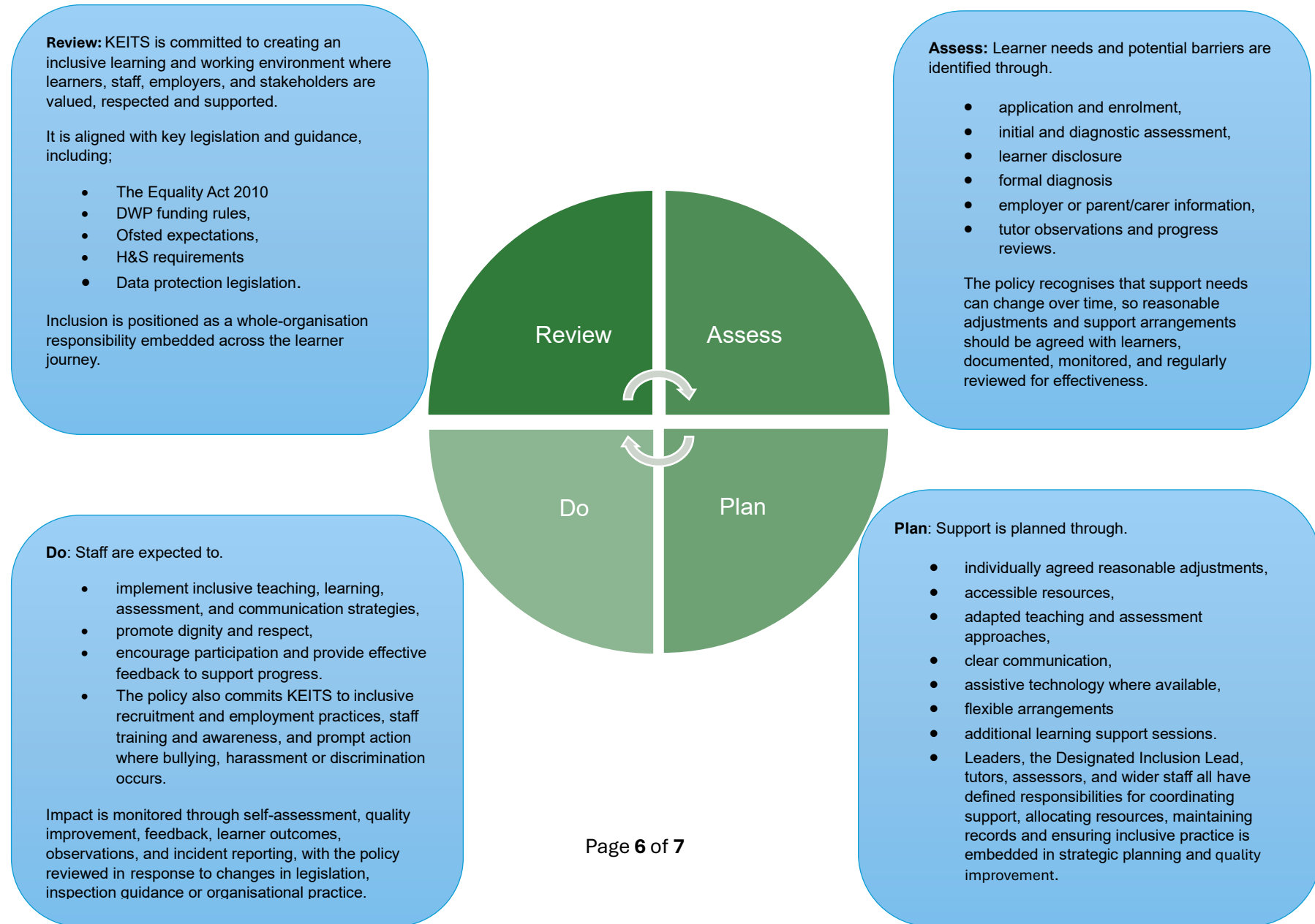
Monitoring and Review

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
- Attendance, 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

This cyclical model at KEITS Training Services is a structured approach to Inclusion



Location	Title	Responsibility	Date Created	Version/updated	Review Date
Learners/Learner Support	Inclusion Policy	JLC	Jan'26	4 / Aug'26	Oct'28