

Inclusion Strategy

Purpose

Inclusion is a central priority for the ITP and a distinct evaluation area within Ofsted's renewed Education Inspection Framework (EIF). This strategy sets out how leaders ensure high expectations for every learner, so that all adults can participate, progress and achieve well, regardless of background, starting point or personal circumstance.

The ITP adopts Ofsted's definition of inclusion and focuses on identifying and supporting learners who face barriers to learning. This includes disadvantaged learners from low-income backgrounds, learners with special educational needs and/or disabilities (SEND), including those with Education, Health and Care (EHC) plans, learners known to social care or youth justice services and adults facing wider barriers such as previous NEET status, mental health challenges, caring responsibilities, language barriers or low confidence.

Leaders take a whole-provider approach to inclusion. Early and accurate assessment of learners' needs is carried out at entry and reviewed regularly to ensure support remains appropriate and effective. Teaching, learning and support are adapted to reduce barriers to access and engagement, without lowering expectations. Staff are trained to recognise need, make reasonable adjustments and provide targeted support that enables learners to succeed.

The impact of inclusion strategies is monitored closely through analysis of attendance, retention, progress, achievement and learner well-being. Where gaps are identified, leaders act swiftly to address them and improve outcomes. Inclusion is embedded within quality assurance, self-assessment and improvement planning, ensuring it drives continuous improvement rather than operating as a separate function.

Through this strategy, the ITP demonstrates a clear commitment to ambitious, inclusive education that enables learners to overcome barriers, develop confidence and skills and achieve meaningful outcomes that support progression, employment and personal well-being.

Context

Inclusion is a distinct and critical evaluation area within Ofsted's renewed Education Inspection Framework (EIF). This strategy sets out how the provider ensures high expectations for every learner, so that all adults can participate fully, make progress and achieve well, regardless of background, starting point or personal circumstance.

The strategy is aligned with the ITP Safeguarding and Prevent Policy, Quality Assurance framework and Data Protection (UK GDPR) requirements. It also interfaces with the ITP SafeSpace reporting mechanism to ensure that safeguarding and wellbeing concerns identified through inclusion processes are escalated appropriately.

This strategy ensures inclusion is embedded across curriculum, delivery, support, safeguarding and governance and is evaluated through measurable outcomes and continuous improvement cycles.

Definition of Inclusion

In line with Ofsted's EIF, inclusion focuses on identifying and supporting learners who face barriers to learning, including:

- Disadvantaged learners (including low-income backgrounds and prior FSM eligibility)
- Learners with special educational needs and/or disabilities (SEND), including EHC plans
- Learners known to social care (including care leavers)

- ▶ Learners known to youth justice services
- ▶ Learners facing wider barriers (e.g. NEET background, mental health challenges, caring responsibilities, language barriers, low confidence)

Inclusion ensures equitable access, participation, and achievement without lowering expectations.

Leadership and Whole-Provider Accountability

Leaders set a clear vision for inclusion that is understood and enacted across all levels of the organisation. Inclusion is embedded within:

- ▶ Strategic planning and self-assessment (SAR)
- ▶ Curriculum design and delivery
- ▶ Staff training and performance management
- ▶ Quality assurance and improvement planning (QIP)

Leaders ensure inclusion is not an add-on, but a core driver of quality, safeguarding, and learner success.

Early and Accurate Assessment of Learners' Needs

The ITP carries out early, accurate and proportionate assessment at entry and induction, including:

- ▶ Literacy and numeracy diagnostics
- ▶ Identification of SEND and learning difficulties through self-disclosure
- ▶ Identification of wider barriers (mental health, caring responsibilities, financial hardship, prior negative education experience)

Assessment data is securely stored in line with UK GDPR and shared appropriately with authorised staff to support teaching, safeguarding and inclusion interventions.

Reducing Barriers and Adapting Provision

The provider fulfils its duties under the Equality Act 2010, including the duty to make reasonable adjustments for learners with disabilities

The provider actively reduces barriers through:

- ▶ Adaptive teaching, learning and assessment tailored to individual learner needs in a fully online environment.
- ▶ Flexible, fully online delivery models using virtual classrooms, digital resources and asynchronous learning to support accessibility, engagement and self-paced progression.
- ▶ Assistive technology and reasonable adjustments to support learners with additional needs.
- ▶ Accessible inclusive digital resources and clear communication to ensure equitable access to learning.
- ▶ Targeted support to develop digital skills, engagement confidence and independent learning capability.

Staff maintain high expectations while adapting delivery to ensure all learners can participate, progress and achieve successfully.

Inclusion—Safeguarding Integration

Inclusion practice is aligned with the ITP Safeguarding and Prevent Policy and supported by the SafeSpace reporting mechanism for raising concerns.

Barriers to learning such as disengagement, declining attendance, changes in engagement or wellbeing concerns may indicate a safeguarding risk and are treated as such until appropriately assessed.

Where concerns are identified, staff escalate them to the Designated Safeguarding Lead (DSL) in line with safeguarding procedures. The DSL determines any further action, including referral to external agencies or Prevent pathways such as Channel where appropriate.

All interventions are proportionate and balance educational support with safeguarding responsibilities, ensuring learners receive timely and appropriate help.

Early Intervention and Support

Identification

Barriers to learning are identified through:

- Initial assessment
- Skills Coach and Trainer engagement
- Attendance and progress monitoring
- Employer feedback
- Learner voice

Intervention Triggers

- Declining attendance or engagement
- Off-track progress
- Wellbeing or safeguarding concerns

Intervention Process

- Skills Coach support plan
- Employer engagement (where applicable)
- Referral to additional learning support
- Escalation to the Designated Safeguarding Lead (DSL) where safeguarding concerns or risk indicators are identified in line with safeguarding procedures

Support for Disadvantaged Learners and SEND

Disadvantaged learners and those with SEND receive targeted support including:

- Workplace adjustment planning with employers
- Individual support plans where appropriate
- Additional learning support provision
- Collaboration with external agencies
- Specialist referrals where required

Support is reviewed regularly and adapted to ensure effectiveness and impact on learner outcomes.

Monitoring Impact

Leaders evaluate inclusion impact through:

- Attendance and retention data
- Progress and achievement outcomes
- Learner wellbeing indicators
- Group performance gaps
- Employer feedback

Data is reviewed monthly within QA governance and informs QIP actions, including inclusion and safeguarding-related interventions.

Safeguarding and Prevent Alignment

Inclusion supports safeguarding by:

- Identifying vulnerability indicators early
- Supporting wellbeing and engagement
- Promoting British Values
- Escalating safeguarding concerns to the Designated Safeguarding Lead (DSL) in line with safeguarding procedures

Prevent duty responsibilities are embedded across curriculum delivery, learner support, and safeguarding practice.

Data Protection and UK GDPR Compliance

All inclusion-related data is processed in accordance with UK GDPR and the Data Protection Act 2018.

Lawful Basis

- Legal obligation
- Public task
- Vital interests (safeguarding cases)
- Consent (where applicable, e.g. optional learner feedback activities)

Data Use

Data is used to:

- Monitor progress and engagement
- Identify achievement gaps
- Support safeguarding and inclusion interventions

Security

- Access restricted to authorised personnel

- ▶ Safeguarding and learning support data is treated as special category data under UK GDPR
- ▶ Secure storage and audit controls maintained

Employer Role

Employers are required to:

- ▶ Support inclusive workplace practice
- ▶ Implement reasonable adjustments
- ▶ Participate in progress reviews
- ▶ Engage with safeguarding and inclusion interventions where required

Learner Voice

Learner feedback is collected at least four times per year and informs:

- ▶ Teaching and support improvements
- ▶ Inclusion barrier identification
- ▶ QA and QIP actions

Learners can raise concerns through ITP SafeSpace reporting channels or directly with staff.

Staff Development and Culture

All staff receive CPD in:

- ▶ Inclusive teaching and adaptive practice
- ▶ Safeguarding and Prevent awareness
- ▶ Equality, Diversity and Inclusion (EDI) principles
- ▶ UK GDPR responsibilities

Inclusion is a shared organisational responsibility.

Roles and Responsibilities

Leadership Team

- ▶ Strategic oversight of inclusion performance
- ▶ Monitoring achievement gaps and safeguarding alignment

Quality Assurance and Wellbeing Lead

- ▶ Embeds inclusion into QA cycles and processes
- ▶ Reviews performance data and improvement actions
- ▶ Regularly monitor and document wellbeing

Designated Safeguarding Lead (DSL)

- ▶ Manages safeguarding concerns and escalation in line with Safeguarding & Prevent Policy
- ▶ Works with inclusion team on at-risk learners

Skills Coaches and Trainers

- ▶ Deliver personalised learner support
- ▶ Monitor progress and wellbeing
- ▶ Escalate concerns appropriately

Employers

- ▶ Support inclusive workplaces
- ▶ Engage in learner support processes

Measuring Impact

Inclusion effectiveness is measured through:

- ▶ Reduction in achievement gaps
- ▶ Improved attendance and engagement
- ▶ Positive learner and employer feedback
- ▶ QA observation outcomes
- ▶ Ofsted inspection outcomes

Continuous Improvement

The strategy is reviewed through:

- ▶ QA cycles
- ▶ SAR and QIP processes
- ▶ Safeguarding and inclusion case analysis
- ▶ Learner and employer feedback
- ▶ National policy updates

Review

This strategy is reviewed annually or in response to:


- ▶ Ofsted findings
- ▶ QA outcomes
- ▶ Legislative or funding changes
- ▶ Safeguarding or GDPR updates

Policy Review

This policy is reviewed annually or as needed in response to:

- Ofsted inspection findings or recommendations
- Quality assurance outcomes or identified performance gaps
- Safeguarding, Prevent or UK GDPR updates
- Learner, employer or staff feedback
- Changes to organisational structure or curriculum delivery

The review process is led by the Quality Assurance and Wellbeing Lead in collaboration with the Designated Safeguarding Lead (DSL) and senior leadership team.

Signed and Approved By	Charlotte Goodwill
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Signature	
Date Signed	27/04/2026

Document Management

Owners: Nadia Bailey (Quality and Wellbeing Lead)

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