

Version	Author	Review Date
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### Policy Statement of commitment

Bridge Training Provider is committed to promoting inclusion and equality of opportunity for all learners. We take a proactive approach to identifying and removing barriers to learning, participation and achievement, ensuring that reasonable adjustments are implemented in a timely and effective way so that all learners can access the curriculum and achieve positive outcomes.

Inclusion is embedded across leadership and management, curriculum intent and implementation, teaching, assessment and learner support. Support is personalised, needs-led and responsive, and learners are not required to have a formal diagnosis in order to access appropriate support.

### Purpose of the Policy/ aims / objectives

This Inclusion Policy sets out how Bridge Training Ltd:

- Promotes equality of opportunity for all learners. Promotes respect, dignity, and equality within all learning environments
- Identifies and removes barriers to learning at the earliest opportunity
- Embeds inclusive practice across all areas of provision. Providing inclusive teaching, learning, and assessment for all learners
- Support learners to develop independence, confidence, and resilience
- Monitor and evaluate the effectiveness and impact of inclusive practice
- Meets statutory duties under the Equality Act 2010
- Aligns inclusive practice with Ofsted's Education Inspection Framework (EIF)

### Values

At Bridge Training Ltd, we are committed to creating an inclusive learning environment where every young person feels safe, supported, and able to achieve their full potential. Our vision is to help learners who face barriers to mainstream education re-engage with learning, build confidence, and develop practical skills for their future.

We provide a nurturing and inclusive environment where individual needs are recognised and addressed. Through personalised programmes, accessible learning approaches, and wellbeing support, we aim to ensure that all learners can achieve recognised qualifications and make positive progress into further education, apprenticeships, or employment.

Our approach to inclusion is guided by our core values:

- **Collaboration:** We work closely with learners, parents/carers, schools, local authorities, and external agencies to provide coordinated and inclusive support, ensuring learners' needs are identified early and effectively addressed.
- **Inclusion:** We foster welcoming learning environments where learners feel valued, respected, and supported, with learning spaces and activities designed to enable full participation and engagement for everyone.
- **Ambition:** We provide high-quality, inclusive provision that meets the diverse needs of all learners. Through personalised learning, tailored support, and

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ongoing staff development, learners are empowered to build skills, knowledge, and resilience for independence, employability, and meaningful contributions to society.

- Compassion: We recognise that every learner has unique strengths, challenges, and aspirations. Using pre-existing information, robust assessments, and a graduated approach, we deliver personalised support that prioritises wellbeing, confidence, access, helping learners develop independence while achieving their personal and professional goals.

We are committed to ensuring that every learner experiences a personalised, inclusive, and collaborative education that equips them with the tools, confidence, and ambition to succeed in life beyond learning.

### Scope

This policy applies to:

- All learners enrolled with Bridge Training Provider
- All staff, including teaching, assessment, support and leadership staff
- All learning environments, including workplace, classroom and online delivery

### Legal and Regulatory Framework

This policy aligns with:

- The Equality Act 2010, through personalised programmes, accessible learning approaches, and wellbeing support, we ensure that the needs of all learners are met, including those with the protected characteristics outlined in the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation).
- Ofsted's Education Inspection Framework
- The SEND Code of Practice
- SEND local offer

As a provider we also employ and follow the following:

- Working Together to Safeguard Children
- Young Person's Guide to Keeping Children Safe
- Policy: 1.25 – Lockdown Policy
- Policy: 1.3 – Equality & Diversity Policy
- Policy: 2.1.1 – Transgender Policy
- Policy: 2.1.2 – Hate Crime Policy
- Policy 4.9 – Prevent Policy and Risk Assessment
- Policy: 5.15 – Careers Policy
- Policy: 5.4 – Student Behaviour Policy
- Policy: 5.6 – Personal Development (PSHE) Policy
- Policy: 7.4 – Car Parking Policy
- Policy: 9.11 – Offensive Weapons Policy
- Policy: 2.4 – Harassment & Bullying Policy
- Policy: 4.2 – Disclosure & Barring Service (DBS) Policy & Procedure
- Policy: 4.3 – Safeguarding & Child Protection Policy
- Policy: 4.8 – 16-19 Student Financial Assistance Policy
- Policy: 5.3 – Complaints Policy & Procedure

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- Policy: 5.10 – Student, Recruitment, Selection & Transition Policy
- Policy: 6.12 – Appeals Policy
- Policy: 7.3 – E-Safety & Data Security Guidance Policies for ICT Acceptable Use Policy
- Policy: 8.13 – Student Attendance & Punctuality Policy
- Policy: 10.1 – Health & Safety Policy

Bridge Training Ltd complies with its duty to make reasonable adjustments to ensure learners are not placed at a substantial disadvantage.

### Leadership and Accountability

- Head of Inclusion and SEND Provision & External Relations is responsible for implementation and monitoring of this policy
- Senior leaders review inclusion data termly
- Inclusion priorities are embedded within the Strategic Plan, SAR and QIP
- Directors receive regular reports on inclusion and learner outcomes
- Advisory board
- Inclusion is a standing item in quality assurance and performance discussions.

### Identification of Learner Needs

Learner needs are identified through a 4D assessment:

- Pre-enrolment information and guidance
- Initial assessment and screening at induction
- Ongoing monitoring by tutors, assessors and support staff

Learners are encouraged to disclose support needs, but support is available regardless of formal diagnosis.

Learner profiles are used to share relevant information with staff to support inclusive delivery.

4D assessment consists of:

Learner needs are identified through our comprehensive 4D Assessment Model, designed to ensure that support needs are recognised early and appropriate interventions are put in place promptly. This structured approach enables Bridge Training Provider Ltd to develop personalised learning plans, remove barriers to participation, and promote positive learner outcomes from the outset of the learner journey.

The 4D Assessment Model includes the following key areas:

- Literacy and Numeracy - all learners complete a BKSBS initial assessment prior to enrolment to identify current levels in English and mathematics. This allows staff to recognise strengths, pinpoint areas for development, and plan suitable teaching, learning, and support strategies to help learners make progress.
- Digital Skills - Learners also undertake a BKSBS digital assessment before enrolment to evaluate their confidence and competence in essential digital skills. This helps ensure learners are equipped to engage with online learning

platforms, digital resources, workplace technology, and modern methods of communication.

- Wellbeing - within the first two weeks of joining, learners complete a wellbeing survey to help identify any emotional, social, or personal factors that may impact engagement, attendance, or progress. This enables early pastoral support, signposting, and personalised wellbeing interventions where required.
- Additional Support Needs - during the first two weeks of term, learners complete a SWIFT assessment to identify any additional learning needs, barriers to learning, SEND requirements, or support adjustments that may be needed. Outcomes from this process inform individual support planning and reasonable adjustments to ensure learners can access learning fully and achieve their potential.
- Ongoing Review - the 4D Assessment Model is supported by ongoing observations, progress reviews, learner voice, and staff monitoring throughout the programme. This ensures that emerging needs are identified quickly and support remains responsive, personalised, and effective.

### **Inclusive Teaching, Learning and Assessment**

All staff are expected to:

- Implement inclusive teaching practices that meet the diverse needs of all learners. This includes using adaptive teaching strategies, differentiating learning activities and assessment methods, and ensuring that learning materials are accessible, appropriate, and reflect the diversity of the learner community. Staff create supportive, structured, and respectful learning environments that foster equality, inclusion, and a sense of belonging.
- Inclusive practice is embedded across curriculum design, content, delivery methods, and assessment for all subjects, levels, and modes of study. The curriculum is reviewed regularly to strengthen diversity, representation, intercultural awareness, and understanding.
- All new learners receive induction on equality, diversity, and inclusion, including their rights and responsibilities, reporting procedures, and shared values. Enrichment and work-based learning activities further promote diversity, challenge prejudice, and encourage community cohesion. Staff undertake regular equality, diversity, and inclusion training to enhance their inclusive teaching competence.
- The effectiveness of inclusive practice is evaluated through lesson observations, learner feedback, and quality assurance processes to ensure equitable participation and outcomes for all learners.

### **Learner Support and Reasonable Adjustments**

Where additional support is required:

- Individual Support Plans are implemented
- Support arrangements are reviewed regularly
- Adjustments are reasonable, appropriate and proportionate
- Support promotes learner independence and achievement

External agencies may be engaged where appropriate, with learner consent.

### **Staff Training and Responsibilities**

Bridge Training Provider ensures that:

- All staff receive regular training on inclusion, SEND and equality
- Staff understand their responsibility for identifying and responding to learner needs
- Good practice is shared across teams
- Inclusive practice forms part of staff performance management and professional development. This is also evidenced through learning walks, appraisals, probation reviews and coaching opportunities.

### **Learner Voice and Engagement**

Learner feedback is actively sought and valued through:

- Surveys, reviews, learner forums that will both large scale for whole cohort of learners as well as targeted to either smaller groups or on an individual targeted level, informal feedback, and quality assurance processes. Feedback is used to improve practice, and actions taken are communicated to learners. We proactively seek participation from underrepresented groups to ensure diverse representation across all protected characteristics.
- We recognise that socioeconomic challenges intersect with other inequalities and are committed to tackling barriers created by poverty, lack of social mobility, and limited access to opportunity. Targeted academic, financial, and wellbeing support services are made available to disadvantaged or vulnerable learner groups, including care leavers, young parents, estranged students, and those with mental health conditions.
- Reasonable adjustments, assistive technologies, inclusive teaching practices, and robust wellbeing programmes enable all learners to fully participate and succeed in their studies and educational experience. Learner attainment data is analysed by protected characteristic to identify any outcome disparities, and where disparities are recognised, personalised support programmes are implemented.
- Learners have clear reporting procedures and access to support if they experience or witness discrimination, bullying, harassment, or victimisation, ensuring a safe, inclusive, and supportive learning environment for all.

Feedback is used to improve practice, and actions taken are communicated to learners.

Learner feedback is systematically gathered at the beginning and end of each programme through formal surveys, enabling Bridge Training Provider Ltd to measure learner experience, progress, and the impact of inclusive practice over time.

In addition, feedback is collected at planned in-year review points to monitor learner engagement, wellbeing, satisfaction, and emerging support needs. This ongoing approach ensures that concerns can be identified early and appropriate improvements made in a timely manner.

Learner voice is also captured through learning walks, focus groups, one-to-one discussions, and structured feedback sessions. These opportunities allow learners to

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share their experiences of teaching, support, accessibility, and the wider learning environment.

All feedback is reviewed and used to inform quality improvement planning, strengthen inclusive practice, and enhance the learner experience across the organisation.

### **Monitoring, Evaluation and Impact**

Bridge Training Provider monitors:

- Retention, achievement and progression by learner group
- Attendance and engagement trends
- Qualitative evidence, including learner case studies

Data is analysed to identify gaps, inform improvement actions and evaluate effectiveness. Quality improvement and recording methods are in place to ensure data is regularly and frequently reviewed, areas for improvement highlighted and acted upon and impact is evaluated and reviewed in a timely manner and continuous cycle.

Reviews of data, practice and impact is planned into the calendar and part of the SLT monitor and review meetings.

### **Complaints and Concerns**

Learners who have concerns regarding inclusion or support arrangements are encouraged to raise them through:

- Their tutor or assessor
- The formal complaints procedure

Concerns are taken seriously and addressed promptly, in line with Policy 1.14

### **Review of Policy**

This policy is:

- Regularly examine equality data concerning staff and learners on a termly basis and agree on measures to address any identified inequalities
- Reviewed annually in light of changes in legislation or Ofsted guidance or inspections findings
- Reviewed from information provided from learner, staff and parent/carer feedback
- Assessed in line with quality assurance outcomes