



Inclusion Policy – SWRAC 80

Education Inclusive Strategy

At SWRAC we value diversity and recognise that many of our students have unique backgrounds, abilities, and experiences. They have often faced and continue to face challenges that hinder their progress in education. In addition to the characteristics legally protected by the Equality Act 2010 we extend our offer to include:

- young people who may be disadvantaged because of social status, deprivation, adverse childhood experiences, homelessness;
- those who are known to social care, are in receipt of high needs funding, have asylum and refugee status;
- and those that may face barriers to learning including those without English and/or mathematics qualifications at level 2.

We aim to create an inclusive learning and working environment that enable students and staff to be themselves. We are committed to a safe environment that respects and celebrates individuality and differences. We strive to remove barriers students may face to enable them to thrive and achieve their full potential.

We are committed to ensuring staff exemplify the best inclusive practice in their teaching and support for students, underpinned by outstanding continuing professional development:

1. Our Vision for Inclusion

For all our students to thrive in a culture of belonging that empowers them to learn, participate and succeed on their own.

2. Goals for Inclusion

2.1 Work with stakeholders to ensure we understand our communities that we service and respond to the diverse needs by putting them at the heart of our education offer.

2.2 Ensure equitable access to quality education for all students, regardless of ability or background.

2.3 Prepare students for inclusive communities and workplaces.

3. Our Key Principles for Inclusion

3.1 Work collaboratively with parents/carers, local authorities, and young people to ensure we fully understand expectations and identify the support and reasonable adjustments needed before they enrol on a programme.

3.2 To ensure specialist SENCO staff are qualified and experienced in working with students that are disadvantaged.

4. Guiding Principles of Inclusion

- 4.1 Work with stakeholders and communities to shape our offer.
- 4.2 Collaborate with parents/carers and students to identify the most appropriate level of support and mechanisms for assessment, recording and reporting whilst recognising statutory expectations
- 4.3 Equity, not just equality — provide resources according to need. By fostering a culture of belonging where diversity is celebrated as a strength and students feel supported.
- 4.4 Ensure inclusion is built in, not added on — every policy, process and environment is accessible from the start.

5. Strategic Pillars of Inclusion

- 5.1 Ensure equitable access to quality education for all students.
- 5.2 Foster a culture of belonging and support.
- 5.3 Prepare students for a successful and fulfilling life within diverse communities and the workplace, through building resilience and effective communication to ensure a feeling of belonging.
- 5.4 Accurately identify individual student needs and personalise learning.
- 5.5 Build specialist capability through qualified, experienced staff and liaising with external specialist therapists and multi-agencies when appropriate.

6 Curriculum and Pedagogy

We believe that all students need to learn at their own pace and in different ways. Our strategy, where possible, is to accelerate learning and set high expectations, by ensuring tutors and support staff understand the learning process and adapt an individualised curriculum for all students. We have built into timetables, opportunities for one to one support from staff so that misconceptions can be addressed and consolidation is supported. We are committed to ensuring students' learning is experiential and relevant and we embrace outdoor learning that promotes health and wellbeing as well as providing exemplary personal development. Our curriculum is centred around skills for life, ensuring that students thrive but are also, prepared for adult life and the world of work. We do this by:

- 6.1 Designing a curriculum that includes academic and personal development and learning to enable students to consolidate existing and develop new skills, knowledge, and behaviours.
- 6.2 Ensure the curriculum takes account of local contexts and local labour market information. In order to give students the best opportunities in the world of work.

- 6.3 Using-adaptive teaching and learning methods to recognise intersectionality of our students and to meet diverse needs.
- 6.4 Promote inclusive diagnostic, formative and summative assessments and feedback; which informs future teaching and student progress.
- 6.5 Train and support our staff to enable them to assess and understand the range of barriers individual students have. Provide staff with the knowledge and skills to implement the 'graduated approach' to supporting students.
- 6.6 Ensure the Educational Health and Care Plans for students are up to date, relevant, used to set personal targets and that progress is reviewed at least annually with the student and relevant parties.

7. Learning Environments

- 7.1 Make reasonable adjustments to accommodation and resources to ensure safe physical accessibility.
- 7.2 Use assistive technologies, such as screen readers, captioning, subtitles, speech to text, to support student individual needs and consider appropriate emerging AI.
- 7.3 Create safe, quiet, and welcoming spaces that prevent bullying and discrimination.
- 7.4 Encourage student peer support and cooperative learning to promote social interaction, collaboration, and communication skills. To foster a sense of respect community and belonging.
- 7.5 Increase student work related learning to enable them to experience the world of work.

8 Tutor Training and Support

- 8.1 Provide professional development on inclusive practices and classroom management to enable our staff to provide adaptive learning experiences. This may include modifying content, processes and resources based on the students' levels, interests and starting points. Ensuring that every student receives an appropriate level of challenge.
- 8.2 Train tutors in special needs education; how to support students with specific identified needs such as dyslexia, autism, ADHD. To enable staff to foster a sense of belonging and respect in class by valuing students' diverse experiences.
- 8.3 Provide ongoing mentoring and coaching for tutors and learning support assistants to enable them to become confident and effective. We invest in our people — building a culture of care, balance, and belonging where staff feel supported to thrive and model inclusion for others.
- 8.4 Ensure that careers guidance and job coach support for students focuses on appropriate opportunities for their positive next step.

8.5 Continue to build a culture where every learner and staff member feels safe, valued, and supported to bring their whole self to work or learning. We will strengthen this by supporting staff wellbeing, development, and access to professional help when needed.

9. Family and Community Engagement, we aim to:

9.1 Strengthen parental involvement in decision-making and learning during transition and review meetings.

9.2 Collaborate with voluntary and community organisations, local authorities, and employers to maximise opportunities for students.

9.3 Continue to raise awareness through our marketing and events to reduce stigma around disability and diversity.

10 Measures and Data

We commit to developing an Inclusion Dashboard to further support the tracking of student progress, attendance and achievement by:

10.1 Engage in regular surveys with students and staff to check how safe, included, and supported they feel and address findings.

10.2 Monitor fairness of outcomes — progress grades, participation - and identify when extra support is needed.

10.3 Check policies and curriculum regularly to make sure they're actually helping us meet our inclusion goals, and use the data for continuous improvement

11 Student involvement

11.1 Ensure students are actively involved in shaping the environment, support and culture at college.

11.2 Regular student panels are conducted to give students a voice to staff

11.3 *Nothing about us without us:* Students are partners in decision-making.

11.4 Intersectional representation - student voices reflect the identities and experiences of all our students.

11.5 Feedback from students is accessible for all to share ideas, concerns and suggestions.

12. Implementation Framework

12.1 Needs Assessment: Identify barriers faced by students enrolled to ascertain any gaps in our programme offer, the support available and staff expertise requirements.

12.2 Capacity Building: Continue to train staff and develop our infrastructure across all centres.

- 12.3 Review the environment and facilities at each centre to maximise access and prepare for future intakes.
- 12.4 Feedback and evaluation: Put in place systems to gather stakeholder feedback to make evidence informed adaptations to our inclusion strategy.
- 12.5 Ensure that all marketing and external communications reflect our commitment to inclusion. Ensure we build an internal and external community that celebrates inclusion.

13 Expected Outcomes

- 13.1 Increased enrolment and retention of disadvantaged students.
- 13.2 Tutors, Learning Support Assistants, Careers Advisers and Job Coaches confident in inclusive practices.
- 13.3 Improved progress, outcomes, and achievement across diverse groups.
- 13.4 Stronger student commitment and well-being.
- 13.4 Stronger foundation for lifelong inclusive education across all centres.
- 13.6 Supportive community that values diversity.

14. Policy, Leadership and Governance

- 14.1 Embed inclusion in our policies and procedures.
- 14.2 Engage in regular and on-going self assessment across a suite of measures to ensure the organisation is responsive and planning is based on strategic prioritisation
- 14.3 Ensure budgets and resources are specifically allocated for inclusion.
- 14.4 Set up monitoring and accountability systems to track the progress and performance of students.
- 14.5 Embed Inclusion into Advisory Board and Senior Management Team meetings so that the topic is included in every Agenda to enable regular review & updates