

Inclusion Statement

At Educationwise, we believe every learner should feel supported, valued and able to achieve their potential, regardless of background, experience or individual need.

We are committed to creating an inclusive learning environment where barriers to participation are identified early and support is responsive, personalised and embedded within everyday practice.

Our approach is underpinned by the Equality Act 2010 and our commitment to promoting equality of opportunity across all protected characteristics. We also recognise socioeconomic disadvantage as a barrier to opportunity and reflect this in how we design and deliver support across all our programmes. Our safeguarding responsibilities, including our duties under the Prevent Duty and Keeping Children Safe in Education (KCSIE), are integral to our inclusive approach and inform how we identify, support and protect learners who may be at risk.

Our approach focuses on:

- understanding individual learner needs from the outset through onboarding discussions, initial assessment, diagnostic activity, prior attainment review and tools including Cognassist profiling, helping identify neurodiversity, cognitive needs, previous experiences and wider barriers before support planning begins.
- providing appropriate support and reasonable adjustments, including for end-point assessment and functional skills where required. Reasonable adjustment decisions are quality assured through our IQA process and reviewed in partnership with awarding organisations. Recent approved adjustments for neurodivergent learners include electronic readers and additional time in examinations.
- promoting accessibility across learning, systems and communication, including through blended and flexible delivery models, digital accessibility and adapted learning resources. Where learners do not have access to appropriate devices, we have provided equipment to ensure equitable access to learning. Where learners require additional resource support, learning materials are provided in accessible formats including printed resources and adapted templates. Face to face delivery and observations can also be arranged where individual learner need requires it, ensuring no learner is disadvantaged by their circumstances or learning context.
- supporting learner wellbeing, confidence and engagement through embedded pastoral care and early intervention. Where needs fall beyond our internal expertise, we work in partnership with external agencies and specialist services to ensure learners receive appropriate support, including mental health services, local authority SEND teams and other specialist providers.
- developing adaptive teaching and inclusive practice through tutor observation, IQA activity and targeted professional development. Inclusive practice expectations are embedded within our observation framework and reflect minimum standards for teaching and learning across the organisation. This is also reflected in staff performance management processes.
- enabling all learners to participate, progress and succeed, including those requiring additional stretch and challenge. We have developed schemes of work that embed individualised programmes and stretch and challenge opportunities to ensure higher-achieving learners are supported to reach their full potential.

- recognising that transition points including onboarding, gateway preparation, progression and programme completion can present additional barriers for some learners and may require enhanced support and planning.

We recognise that inclusion looks different for every learner. This means working collaboratively with learners, employers and support networks to identify barriers and implement practical strategies that enable meaningful progress. For apprentices, we work directly with employers to support inclusive working environments, ensuring inclusion extends beyond the classroom and into the workplace. We also recognise the importance of understanding the different communities and contexts in which our learners live and work, and our delivery is responsive to local need across our national provision.

We recognise that barriers to learning and wellbeing can be known from the outset or emerge during a learner's programme. This means our approach remains responsive throughout the learner journey, not just at enrolment. Learners may require support because of learning needs, disability, disadvantage, limited prior attainment, English and maths needs, caring responsibilities, changes in personal circumstances, health, wellbeing or other barriers that affect engagement and progress. Where needs emerge or change, staff are expected to identify this early, respond sensitively and involve specialist support where required, including through escalation to our designated safeguarding leads, external mental health services or local authority SEND teams where appropriate.

We recognise that disadvantage is often practical as well as educational. Financial hardship, caring responsibilities and socioeconomic background can all create real barriers to attendance and participation. We respond through practical solutions including accessible and flexible delivery models, adapted timetabling for young carers, support with accessing financial entitlements, device provision for learners without access to appropriate technology, and accessible delivery locations, helping learners engage consistently and focus on their learning.

Impartial information, advice and guidance (IAG) is available to all learners at every stage of their journey, from initial enquiry through to exit and next steps. Our IAG provision is accredited to the matrix Standard, helping learners make informed decisions, raise their aspirations and plan confidently for what comes next.

Support is delivered through a specialist-led approach, including:

- vocational tutors and coaches
- additional learning support professionals and learning inclusion specialists
- functional skills specialists
- safeguarding and designated safeguarding leads
- wellbeing and pastoral support
- and wider learner support services where required.

Staff receive equality, diversity, inclusion and inclusive practice training during induction and through ongoing professional development, including unconscious bias, cultural awareness and inclusive practice. This helps ensure inclusive values are consistently reflected in everyday practice, teaching and learner interactions across the organisation.

We believe inclusion is not a standalone intervention or compliance process. It is part of how learning is designed, delivered, reviewed and improved. Leaders set the organisation's inclusion

approach and monitor its impact through our Quality Improvement Plan, Self-Assessment Review, Governance Deep Dives and regular quality and delivery reviews. Tutors, coaches and support staff apply inclusive practice day to day through teaching, coaching, 8–12 week progress reviews, support planning and workplace engagement. Progress reviews include review of the learning experience and personal and professional skill development, enabling us to track impact and adapt our approach where needed.

We gather learner feedback through surveys, progress reviews and ongoing engagement, and triangulate this with quality assurance data and wellbeing monitoring to ensure support strategies have a positive and measurable impact in practice, not simply at planning stage. Where feedback has led to changes in curriculum design, delivery models or support arrangements, including adaptations made in partnership with awarding organisations to maintain qualification integrity, this is recorded and evidenced as part of our commitment to learner voice.

Our focus is not simply participation, but supporting learners to progress confidently beyond their starting points. We track learner destinations and progression following programme completion, capturing movement into employment, apprenticeships, promotions and further learning. This data is used to close gaps, inform curriculum design and contribute to our SAR and QIP processes, ensuring our inclusive approach continues to improve and remains focused on meaningful and sustained outcomes, not just successful completion.

While specialist support is available where required, inclusive practice is the responsibility of all staff across the learner journey.