Inclusion Policy

Luton Adult Learning

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Purpose

Luton Adult Learning are committed to ensuring that all learners, including those with special educational needs and/or disabilities (SEND) or any other barriers, are welcomed, supported, and enabled to thrive, succeed and move into meaningful next steps (employment, further learning, progression). This Inclusion Policy establishes our approach to identifying, removing and preventing barriers, promoting belonging, high expectations and equitable outcomes.

Policy Statement

Luton Adult Learning commits to:

- **High expectations for all** – we believe that every learner can progress, succeed and achieve, regardless of barriers. We set ambitious learning aims, teach learners to have high aspirations, and plan for the full participation of all learners.
- **Identification** – through rigorous initial assessment and ongoing assessment, we identify learners' starring points and barriers to participation or progress and plan for this accordingly.

- **Tailored support and interventions –** we provide differentiated teaching & learning materials, adjustments and additional support (one-to-one, specialist input, mentoring, assistive technologies) to ensure learners can engage, progress and achieve. Learners identified as having SEND or complex barriers are referred to the Luton Adult Learning's SEND Specialist, who conducts a detailed diagnostic assessment to identify specific learning needs, reasonable adjustments, and strategies to help the learner overcome barriers. An individual support plan is developed, which is reviewed regularly with the teacher, the SEND Specialist, the quality manager and the learner.

- **Inclusive curriculum and learning environment** – our programmes and learning environment are designed to promote belonging, remove barriers to participation, ensure accessibility (physical, digital, andragogical, language), and encourage full participation. Adaptations are made thoughtfully so that all learners can access the curriculum and progress to the next stage.

- **Promotion of equity and reduction of disparities** – we monitor and track outcomes for learners with barriers (including SEND, disadvantaged learners, those with low prior attainment, temporary barriers) and take action to address any gap in participation, progress or achievement. We aim for equitable outcomes and successful destinations.

- **Learner voice and belonging** – we ensure our learner voice is heard through our learner focus groups and more broadly through the council's fairness taskforce, which is a citizen's think and do tank built of citizens, voluntary, community, faith, social enterprise and statutory. We ensure that feedback is acted upon and that learners feel valued as members of our learning community. We foster an inclusive culture, free from discrimination or harassment and use British Values to support this.

Partnership working – we collaborate with specialist services, subcontracted partner providers, employers, support agencies, and families (where relevant) to provide holistic support that addresses both learning and non-learning barriers (e.g., health, welfare, digital access, caring responsibilities).

Continuous improvement and accountability – we review and evaluate our inclusive practices, support mechanisms, and outcomes; we use data and qualitative evidence to identify strength and development needs; we embed inclusion into strategic planning, leadership, governance and operational delivery in line with inspection expectations.

Training and awareness – all staff, tutors and support personnel will receive training in inclusive practice, identification of barriers, SEND awareness, initial assessment processes, differentiated teaching and reasonable adjustments, and in promoting a culture of belonging and high expectations.

Accessibility and reasonable adjustment policy – LAL will maintain a separate Access Arrangements and Reasonable Adjustments Policy to ensure physical, digital and pedagogical accessibility and meeting of legal duties (e.g., under the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014). The policy will ensure that any learner who discloses additional needs (long-term or temporary) is supported proactively.

Staff teaching and preparing members of their family or close friends and their immediate family for qualifications (Ascentis only)

Members of the family includes step-family, foster family and similar close relationships. Immediate family refers to sons/daughters. You only need to let Ascentis know about this conflict if the teacher is making assessment decisions.

Submission to Awarding Bodies

Each Awarding Body will have its own process which will be followed.

Centre Records

The Head of Centre must make sure that the centre maintains a Conflict of Interest Log.

- The log must include details of what measures have been put in place to mitigate any potential risk to the integrity of the qualifications affected.
- The log may be inspected by the External Quality Assurer as part of their centre visit.
- The log should be available until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.