

# INCLUSION AND SEND STRATEGY

VERSION 2

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## Introduction

Strive training is committed to promoting equality of opportunity and inclusion to ensure that all learners can achieve their full potential. Inclusion is at the heart of our mission to deliver high-quality education and training that enables all learners, regardless of background, circumstance, or need, to achieve success.

We are committed to:

- Removing barriers to participation and achievement
- Promoting equality of opportunity
- Celebrating diversity and fostering a culture of belonging
- Ensuring every learner is seen, heard, and supported

We aim to provide appropriate advice and guidance to all learners prior to entry to raise aspiration and to assess any additional needs in a timely and comprehensive manner. Learners are encouraged to disclose their needs confidentially at all stages of the learner journey.

We use a variety of strategies to design appropriate and flexible programmes to reduce significant barriers to learning. We regularly review the impact of our interventions to ensure that they impact positively on learner achievement. It is recognised that barriers to learning can be caused by physical, mental, social, and emotional and language factors. Learners are supported to develop insight into personal barriers and develop strategies and skills that will encourage them to become independent learners.

This policy therefore applies to pre-entry, induction, on programme activity and assessments.

## Purpose

The purpose of this policy is to ensure that all learners are supported to achieve their full potential.

## Strategic Objectives

Strive Training will:

1. Ensure equitable access to all programmes
2. Identify and support individual needs early
3. Deliver adaptive, high-quality teaching
4. Promote positive destinations for all learners
5. Embed equality, diversity, and inclusion (EDI) across all operations
6. Monitor and close achievement gaps
7. Engage employers inclusively
8. Develop an inclusive workforce culture

## Equality, Diversity and Inclusion (EDI)

The Equality Act 2010 is a key piece of legislation that outlines the legal framework for equality and inclusion in the UK. It mandates that all public and private organisations must take reasonable steps to eliminate discrimination and promote equality.

Under The Equality Act, we actively support learners across all protected characteristics, including:

- Age
- Disability
- Gender reassignment
- Race and ethnicity
- Religion or belief
- Sex and sexual orientation
- Pregnancy and maternity
- Marriage and Civil Partnership

We promote equality of access to learning and resources to ensure all learners can achieve and thrive.

EDI is embedded across all provision:

## **In the Classroom**

- Diverse and representative teaching materials
- Promotion of British Values and mutual respect
- Safe spaces for discussion and challenge

## **In Organisational Practice**

- Zero tolerance for discrimination
- Clear reporting and resolution procedures
- Regular staff and learner EDI training and SEND training

## **Disabilities**

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. Strive aim to provide an inclusive environment for all learners to allow equal access to learning and achievement.

## **Reasonable Adjustments and Special Considerations**

Strive Training is committed to providing reasonable adjustments to ensure that learners with disabilities or specific needs have equal access to education and assessments. These adjustments may include modified assessment methods, additional time, assistive technology, or changes to learning environments. In cases where learners face unforeseen personal or medical circumstances, special consideration can be granted to mitigate the impact on their ability to complete assessments, such as extensions or rescheduling. All adjustments and considerations will be assessed by our SEND team in consultation with the learner, ensuring that they receive the appropriate support to reach their potential while maintaining fairness and equality in the learning process.

## **Inclusive Curriculum Design**

Our curriculum is designed with learners in mind and is designed to be accessible, flexible and adaptable to support individual needs and requirements.

We design our curriculum to be:

### **Accessible**

- Flexible delivery models (face-to-face, blended, community-based)
- Clear entry requirements and multiple entry points
- Plain English materials and scaffolding

## **Responsive**

- Initial assessment identifies:
  - Prior attainment
  - Learning difficulties and disabilities (LDD)
  - English and maths
- Individual Learning Plans (ILPs) tailored to learner goals
- Group Profile updated with strategies to support barriers to learning and help support individual needs

## **Relevant**

- Curriculum reflects local labour market needs
- Incorporates employability, wellbeing, and life skills
- Contextualised learning for diverse learner groups

Additionally, curriculum is designed collaboratively with employers to ensure the best possible progression opportunities are available for our learners, regardless of starting points or barriers.

## **Identification and Support of Learner Needs**

### **Identification of Need**

At each stage of the learner's journey, learners are encouraged to disclose any learning needs. It is made clear that this will not affect their chances of being offered a place on a course. Every effort is made to make use of pre-entry information in a timely manner to support effective enrolment and induction and to impact on retention and achievement.

### **Initial Assessment & Screening**

- Robust onboarding process including:
  - Diagnostic assessment (English, maths)
  - Learners declare confidence with digital literacy
  - Learning support screening

Assessment of maths and English skill set takes place during enrolment, and the results are used to inform the Individual Learning Plan and Group Profile. At any stage of the learning journey a learner can refer themselves for support and the group profile will be updated to reflect additional support provided and individual learner requirements. It is recognised that not all learners will declare support needs initially, for a variety of reasons, and we encourage learners to have open discussions with tutors throughout the programmes to ensure that individual needs are met.

Ongoing support is provided by tutors and the SEND team through:

- Individualised support plans
- Regular progress reviews
- Wellbeing checks
- Referrals to external services where needed
- Specialist support (e.g. dyslexia, ESOL, SEND)
- Reasonable adjustments and special considerations (extra time, assistive tech, adapted materials)

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

Inclusive teaching and learning are at the heart of what we do at Strive Training. We use a continuous cycle of 'assess, plan, do and review' that helps learners to receive an appropriate level of support.

Once a learner's needs have been identified, this will be documented on the ILP and Group Profile and this will be sent to tutors so that they are able to adapt sessions effectively to meet learner's individual needs. The tutor will have a discussion with the learner during induction about how to best support them and will add this to the group profile and ILP. This will highlight any reasonable adjustments as well as adaptations that are needed to support the learner during their learning journey and during assessment. This will be regularly reviewed throughout the learning journey to ensure that needs are met and that learners receive excellent support to achieve.

Some examples of support strategies include differentiation and adaptations of resources and delivery methods, adjusting deadlines, ensuring more breaks and time for activities and assessments and one-to-one support. Please note this list is not exhaustive and adaptations will be made according to individual learner needs and

requirements to ensure fairness and equal access during the learning and assessment process.

## **Provision of additional learning support**

All tutors:

- Use **adaptive teaching strategies** to meet diverse needs
- Differentiate tasks and outcomes
- Use varied teaching methods (visual, auditory, practical)
- Promote active participation and learner voice
- Provide constructive and developmental formative and summative feedback according to individual learner need
- Ensure assessments employ reasonable adjustments and special considerations, where applicable to ensure equal access to assessment for learners with diverse and varied needs

## **Closing Achievement Gaps**

We capture data about learner start points, ethnicity, age, gender and disability and use this data to monitor learner progress and drive equity. Achievement gaps are identified and analysed through regular weekly meetings. Targeted interventions are implemented and inputted onto our Quality Improvement Plan to drive improvement and close achievement gaps where they occur.

## **SEND Panel and Champions**

The support of all learners is of paramount importance at Strive Training and we have introduced a SEND Panel to ensure that learners with the most complex needs can be fully supported to achieve. The SEND Panel consists of a Mental Health Champion, the SEND Champion and a DSL. All panel members have had training within their designated areas and will review and monitor learners with more complex or less common needs to ensure that good support is in place. Learners identified will be called prior to starting the course to discuss learning and support needs. This will be documented on the group profile and reviewed by the panel. A referral log will monitor and track learners from their starting points and support will be evaluated along with retention and achievement rates of SEND learners to close achievement gaps.

The SEND Champion will help to support learners and staff where there are barriers to learning to improve outcomes. Where the SEND Champion is on annual leave or absent for any reason the Quality Director will support.

## **Learner and Stakeholder Voice and Engagement**

Strive Training encourage feedback and work collaboratively with all stakeholders and learners to ensure that our provision meets local needs as well as learner and employer needs. We have a number of strategies to engage with stakeholders and ensure our provision is inclusive and allows learners to achieve.

We work with employers to:

- Promote inclusive recruitment practices
- Ensure safe and supportive work placements
- Match learners to appropriate opportunities
- Support learners facing barriers to employment

We actively build and review curriculum plans and work in collaboration with employers to develop engaging provision that allows learners to achieve qualifications and secure interviews and job outcomes. We value our employers feedback and send out regular surveys to ensure we receive their feedback and ensure provision is inclusive and meets employer and local needs.

Learner feedback will be gained through learner surveys, input on the SAR and through internal and external observation processes. Effectiveness will be measured through analysis of the retention and achievement rates of learners who have accessed support and feedback from the learners and staff.

## **Safeguarding, Wellbeing and Inclusion**

Strive Training recognises that learners with SEND may be at greater risk and more vulnerable to abuse and safeguarding issues. There may be additional barriers to recognising abuse and safeguarding concerns in this group of learners additionally. Strive Training ensure all staff are aware of increased vulnerabilities and have had training on recognising the signs of safeguarding concerns through mandatory staff training.

Strive Training ensure that all staff are aware of safeguarding procedures and are aware of who to report to concerns to, along with processes for signposting where appropriate.

Additionally, safeguarding is embedded throughout programmes and learners and staff are aware of the support and help that they can receive. This includes but is not limited to the following:

- Mental health awareness and support through our new Mental Health First Aiders and signposting
- Clear safeguarding reporting systems and processes
- Prevent, wellbeing and safeguarding embedded into curriculum and induction

## Staff Development and Culture

Strive Training is committed to ensuring that all staff are appropriately trained and that teaching practices are inclusive. CPD sessions are planned every 2 months to ensure that staff can continuously update their knowledge and skills and support learners effectively. Standardisation meetings are inclusive and encourage all participants to share areas of strength and best practice. We foster a supportive and inclusive environment where all staff collaborate and support each other.

Additionally, all staff undertake EDI and safeguarding training through their onboarding process and regular CPD sessions are undertaken on adaptive teaching and SEND.

Through the tutor performance reviews, tutors take ownership of their own development and can request support to meet their individual needs, and this will further ensure effective delivery for all learners.

Strive training have a collaborative and supportive culture where all viewpoints are valued, and staff work to help and support each other.

We promote team collaboration through staff monthly contact days at Head Office where the team can get together and share ideas; monthly team get-togethers to promote connectivity and monthly wellbeing bulletins to share wellbeing tips on areas such as sleep hygiene. We monitor staff workload during monthly one-to-ones and ensure staff wellbeing is given the highest priority. We encourage peer collaboration and support through our delivery team and recognise the expertise and strengths that individuals bring to their teaching that can be shared and disseminated with the wider team to develop staff and improve outcomes.

## Conclusion

Strive Training is committed to ensuring that every learner, regardless of their starting points or barriers to learning, has the opportunity to succeed. Inclusion is embedded into every aspect of our provision, from curriculum design to delivery, support, and progression.

All staff are required to familiarise themselves with this policy as part of their induction and continuous development.

This policy will be reviewed annually as a minimum.

Version	Description of changes	Date	Author	Appr.
1	First Policy	13.04.26	Claire Johnson	John Stapleton
2	Review	20.05.26	Claire Johnson	John Stapleton