

Inclusion Policy

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Title	Inclusion Policy
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Policy Statement

Complete Lean Solutions (CLS) is committed to creating a culture in which every learner feels they belong, is safe, valued, and supported to achieve their full potential. Inclusion is at the heart of everything we do, ensuring that our learning environment nurtures confidence, engagement, and success for all learners, regardless of background or personal circumstances.

We recognise that learners come with diverse needs and experiences. This includes those who are disadvantaged, have protected characteristics under the Equality Act 2010, or have additional learning needs (SEND, social, emotional, or economic). Our approach ensures that every learner is given the opportunity, support, and encouragement to thrive.

This policy outlines our approach to embedding inclusion across all aspects of our training provision, in line with the Equality Act 2010, SEND Code of Practice, and the 2025 Ofsted FE & Skills Inspection Framework.

Purpose of this Policy

The purpose of the Inclusion Policy is to:

- Set out CLS's commitment to inclusive teaching, learning, and assessment.
- Ensure all learners experience a culture of belonging and respect.
- Provide a framework for identifying and meeting individual learner needs.
- Ensure staff and employers understand their roles in delivering an inclusive learning experience.
- Demonstrate compliance with statutory requirements

Scope

This policy applies to:

- All learners enrolled with Complete Lean Solutions.
- All CLS staff: trainers/coaches, support staff, and leaders.
- All employer partners who support apprentices in the workplace.
- All visitors and external specialists involved in learner support.

Definitions

Inclusion

Ensuring all learners can participate fully in learning, feel safe and valued, and access the support they need to achieve successful outcomes.

Diversity

Understanding, respecting, and valuing differences in background, identity, and need.

Equity

Providing the right levels of support so every learner can thrive.

Reasonable Adjustments

Changes made to ensure learners with additional needs or disabilities can access learning on an equal basis.

Strategic Commitment

At CLS, inclusion is not an afterthought or bolt-on. It is central to:

- Curriculum Design: We ensure our programmes are flexible, accessible, and relevant to diverse learning needs.
- Teaching and Assessment: Our staff employ inclusive pedagogies, differentiated instruction, and fair assessment practices that allow every learner to demonstrate their knowledge and skills.
- Leadership & Policy: Our leadership team embeds inclusion in all policies, decision-making, and resource allocation, ensuring that inclusion is considered at every level of the organisation.

We actively partner with stakeholders — including employers and external specialists — to ensure our approach is holistic, learner-centred, and responsive to real-world needs. By doing so, we create a supportive programme that empowers learners to reach their full potential while maintaining high expectations for achievement and progression.

Core Principles of Inclusion

CLS is committed to:

- High expectations for every learner.
- Early identification of learning needs and barriers.
- Removing barriers through accessible curriculum design and flexible delivery.
- Learner-centred support tailored and regularly reviewed.
- Promoting belonging through positive relationships and inclusive culture; every learner feels accepted and included.
- Listening to learner voice and acting on feedback.
- Data-led improvement to reduce gaps between learner groups.
- Strong partnerships with employers and external specialists.

1. Leadership and Accountability

- CLS Senior Leadership Team will lead, monitor, and embed inclusion across all strategic decisions; allocate resources; review inclusion performance.
- Senior Operations Manager: Oversee learner support, maintain Inclusion Support Plans, liaise with specialists and employers, and ensure consistent organisation-wide practice.

2. Responsibilities

- Trainers/Coaches will use inclusive teaching strategies, identify and address learner needs, implement adjustments, and maintain a safe, respectful learning environment.
- Employers will provide workplace support and reasonable adjustments; collaborate with CLS; communicate learner concerns.
- Learners: Participate actively, share needs when comfortable, and treat others with respect

Identifying and Assessing Learner Needs

- Gather learner information at enrolment.

- Use Initial assessments, discussions held with learner to identify needs.
- Develop and review Individual Support Plans as needed.

4. Inclusive Teaching, Learning & Assessment

- Ensure materials and assessments are accessible and flexible.
- Differentiation is embedded into planning and delivery.
- Assessments are flexible and adjust for learner needs where appropriate.
- Coaches promote positive behaviour, participation, and engagement.
- Digital learning platforms are accessible and user-friendly.

5. Learner Support & Wellbeing

- Offer pastoral and mental health support.
- Provide referral pathways to external services.
- Monitor attendance, progress, and engagement.
- Maintain a safe, discrimination-free learning environment.

6. Inclusive Culture & Learner Voice

- Promote respect, diversity, and positive relationships through programmes
- Actively celebrate learner strengths and contributions.
- Gather feedback to inform improvements and strategy.
- Use learner Forums to shape improvements and inform strategy

7. Data, Monitoring & Quality Assurance

- Track achievement, retention, progression, and support interventions.
- Analyse trends in attendance, engagement, or safeguarding concerns.
- Feedback from learners, employers and staff
- Use findings to inform the Self-Assessment Report (SAR) and Quality Improvement Plan (QIP).

8. Confidentiality & Data Protection

- Maintain GDPR-compliant confidentiality.
- Share sensitive information only with relevant staff/employers with consent or when legally required.

9. Complaints and Concerns

Any concerns about inclusion or support can be raised through:

- The learner's trainer/coach
- The Senior Operations Manager
- The CLS Complaints Procedure

All concerns will be taken seriously and acted upon promptly.