



Blackburn with Darwen ADULT LEARNING

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Inclusion Policy

Purpose

This policy sets out BWD Adult Learning's commitment to creating an inclusive learning environment where every adult learner can thrive. It ensures that teaching, learning, and support are responsive to individual needs and promote equality of opportunity. This policy aligns with the Equality Act 2010, SEND Code of Practice, and relevant safeguarding legislation. It supports compliance with accessibility standards and promotes equality of opportunity.

Policy Statement

BWD Adult Learning is committed to delivering quality-first teaching, providing high-quality personalised support, embedding inclusive practices across all programmes, and promoting a culture of continuous improvement and shared responsibility among staff.

This policy applies to all learners enrolled in BWD Adult Learning programmes and all staff, including tutors, Learning Support Worker (LSWs), volunteers, managers, and administrative teams.

Strategic Vision

This policy is designed to guide and strengthen inclusion across the Adult Learning Service, support quality teaching and learning as well as provide guidance to ensure high-quality learning support across BWD Adult Learning.

We place the individual needs of adult learners at the centre of our approach, ensuring that teaching and support are both responsive and inclusive.

Through procedures, ongoing professional development, and reflective teaching practices, the strategy fosters a culture of continuous improvement and shared responsibility, empowering staff to deliver meaningful, learner-focused experiences.

We are committed to providing an inclusive, accessible, and equitable learning environment for all adult learners. Our approach aligns with the Equality Act 2010 and the Special Educational Needs and Disability (SEND) Code of Practice, ensuring that no learner is disadvantaged due to protected characteristics or additional learning needs.

Equality Act 2010 Compliance

- We actively eliminate discrimination, harassment, and victimisation based on protected characteristics, including age, disability, gender reassignment, race, religion or belief, sex, and sexual orientation.
- We promote equality of opportunity and foster good relations between all learners and staff.
- Reasonable adjustments are made to remove barriers and ensure full participation for learners with disabilities.

SEND Code of Practice Compliance

- We identify and assess the needs of learners with SEND promptly and provide tailored support through high-quality teaching and reasonable adjustments.
- We work collaboratively with learners and external agencies to develop and implement effective learning support.
- Our provision focuses on preparing learners for employment, independent living, healthy lifestyles and community integration.
- We ensure staff are trained and confident in delivering inclusive learning and supporting diverse needs.
- Learner voice is central to decision making, ensuring that individuals have choice and control over their learning experience.

Through these commitments, we aim to create a learning environment that is inclusive, respectful, and responsive to the needs of all learners, enabling them to achieve their full potential.

Learning Support

All learners, regardless of background or ability, can access and participate fully in learning opportunities. Our Learning Support Workers provide targeted, personalised support for learners with inclusion needs. Their role is to work collaboratively with tutors to address specific barriers to learning and support effective differentiation and adjustments. This support is learner-centred and designed to ensure fair access to learning for those who need it most.

Our process reflects the learners' needs and ensures that support is purposeful, responsive, and aligned with the individual needs of those learners. It is also removed if the support is no longer required, reducing the dependency on support when not necessary.

Learning Support Records are completed documenting the implementation, impact and outcome of learning support.

Identification of Need

1. Identify the need - this can be at enrolment (prior to the course) or at any point throughout the course.
2. On identification of need, a Learning Support Request (LRS) form is sent to the learner who completes and submits.
3. Learning Support Request (LRS) are reviewed and when support is required the following actions are taken:
 - Assessment results and Confirmation of Learning Support form to be completed by SDO and retained by the tutor.
 - If additional support is agreed, the SDO liaises with the Learning Support Worker and informs the Tutor.
 - The Learning Support Worker is given appropriate information outlining the support required.
 - Learning Support Worker completes the Learning Support Record to evidence what they do during the session.(see Learning Support Procedure for more information)

Interventions

Individual Learning Support (ILS):

- ILS may be provided when a diagnosed or undiagnosed need is highlighted by a learner, tutor or SDO.
- ILS is provided through Learning Support Workers and reasonable adjustments.
- SDO's, tutors, LSW's and SQM's work together to ensure consistent and effective support.
- Tutors use differentiated, adaptive methods and materials to ensure accessibility and engagement for all learners.
- All learning environments are safe, accessible, and compliant with equality legislation.

Group Learning Support (GLS):

- GLS may be applied in some courses where it is deemed necessary for large groups or enrichment activities.
- Records must document the type and extent of GLS provided during each session.

Monitoring and Review

Quality assurance is delivered through learning walks, observations, course file reviews, learner feedback, and progress tracking. Policies are reviewed annually, informed by learner voice and performance data. Continuous improvement is driven by staff development and best practice sharing. Tutors' planning and delivery are reviewed to ensure inclusiveness, with collaboration from support staff who provide targeted assistance and maintain learner records. Managers ensure resources and training are available and monitor standards to uphold quality.