

Impact Academy

Inclusion Policy

Nationwide Energy Training Services Ltd T/A Impact Academy — Creating an inclusive learning environment where every learner and apprentice is welcomed, valued and supported to **achieve, belong and thrive**.

Policy Owner

Chief Operating Officer

Effective From

1 September 2026

Review Date

August 2027

Version

1.0



1. Policy Statement

Impact Academy is committed to providing an inclusive learning environment in which every learner and apprentice is welcomed, valued, appropriately challenged and supported to **achieve, belong and thrive**. Inclusion is a whole-provider responsibility. It is not limited to learners with a diagnosed special educational need or disability.

Impact Academy recognises that learners may experience a wide range of permanent, temporary, emerging or changing barriers that affect their learning, participation, achievement or wellbeing. We will identify these barriers as early and accurately as possible, provide appropriate support and reasonable adjustments, and continually review the impact of that support.

We maintain **high expectations for every learner**. Additional needs or disadvantage will not result in lower expectations of what a learner can achieve.

2. Purpose

This policy sets out how Impact Academy will fulfil its commitment to inclusive education and training across all programmes and environments. It addresses identification, support, reasonable adjustments and continuous improvement across the full learner journey.

Identification & Access

- Identify learners' individual needs, starting points and potential barriers
- Ensure learners can access, participate in and benefit from their programme
- Identify emerging or changing needs throughout the learner journey

Support & Adjustments

- Make reasonable adjustments where required
- Provide effective additional learning support
- Apply a graduated Assess – Plan – Do – Review approach
- Support disadvantaged learners and those with SEND

→ **Involve learners in decisions**

Learners will be active participants in agreeing and reviewing support arrangements.

→ **Partner with employers**

Work appropriately with employers, parents/carers and external specialists.

→ **Monitor and improve**

Monitor whether support is improving participation, progress, achievement and wellbeing, and embed inclusive practice throughout leadership, curriculum and quality assurance.

3. Scope

This policy applies across every dimension of Impact Academy's provision. Impact Academy primarily delivers training remotely and through employers across England; inclusive practice must therefore apply equally to **online, workplace and face-to-face learning environments**.



All Learners & Apprentices

Every apprentice and learner enrolled on any apprenticeship standard or other funded provision, including commercial learners where applicable.



All Staff

All tutors, learning support staff, managers, leaders and other relevant personnel involved in delivery, assessment and quality assurance.



Employers & Partners

Employers involved in apprenticeship delivery, subcontractors and delivery partners, where applicable.



All Learning Environments

Online learning, workplace learning, assessment environments, and any other setting in which Impact Academy provision is delivered.

4. Regulatory and Inspection Framework

This policy should be read alongside current legislation, statutory guidance and funding requirements. Impact Academy will review this policy whenever relevant statutory, funding or inspection requirements change to ensure ongoing compliance and best practice.

Legislation

- Equality Act 2010
- Children and Families Act 2014, where applicable
- SEND Code of Practice: 0–25 years
- Education Act 1996
- Current safeguarding legislation and guidance

Funding & Inspection

- Current apprenticeship funding rules and learning support requirements
- Ofsted Education Inspection Framework
- Ofsted Further Education and Skills Inspection Toolkit applicable from September 2026

 This policy will be updated whenever relevant statutory, funding or inspection requirements change. Staff are responsible for applying current requirements in their practice.

5. Our Definition of Inclusion

For Impact Academy, inclusion means creating the conditions in which **every learner can access high-quality education and training, participate fully, make progress and achieve their potential**. Our approach recognises four broad groups highlighted within the Ofsted inclusion framework, whilst understanding that individual learners may belong to more than one group simultaneously.

5.1 Disadvantaged Learners

Learners experiencing financial or socio-economic disadvantage or other circumstances that create barriers to their educational progress.

5.2 Learners with SEND or High Needs

Includes learners with diagnosed or suspected special educational needs, disabilities, EHC plans, additional learning support, high-needs funding, or whose learning difficulty emerges after starting their programme. A formal diagnosis is not required before Impact Academy begins considering appropriate support.

5.3 Learners Known to Social Care

Looked-after children, care-experienced learners, care leavers, and learners currently or previously supported by children's social care. Where a looked-after learner has a Personal Education Plan, Impact Academy will have appropriate regard to that plan.

5.4 Learners with Other Barriers

Barriers extend beyond statutory categories and may include English or mathematics below Level 2, digital skills gaps, neurodiversity, mental health difficulties, caring responsibilities, financial hardship, homelessness, bereavement, anxiety, workplace difficulties, language barriers, or any other circumstance affecting participation, learning, progress or wellbeing. The existence of a barrier does not automatically mean a learner requires additional intervention – support will be proportionate to individual need.

6. Principles of Inclusive Practice

Impact Academy's inclusive practice is underpinned by five core principles that apply to all staff, across all programmes and all learning environments. These principles are not aspirational statements – they are operational expectations embedded in everyday practice.



High Expectations

All learners will be appropriately challenged and supported to achieve ambitious outcomes. Support must remove barriers rather than unnecessarily reduce curriculum expectations.



Know the Learner

Effective inclusion begins with understanding starting points, prior learning, strengths, aspirations, job role, learning and support needs, and personal circumstances where relevant.



Early Identification

Needs and barriers should be identified as early as possible, but identification does not end at enrolment. Staff must remain alert to **emerging and changing needs throughout the programme.**



Learner Voice

Learners will be actively involved in identifying needs and agreeing, reviewing and evaluating support. The question is not simply "What support did we provide?" but "**Did it make a positive difference?**"



Equity

Inclusion does not mean providing every learner with the same support. Learners will receive the support and reasonable adjustments appropriate to their individual circumstances so they can access and participate fairly.

7. Identification and Initial Assessment

Impact Academy will use its onboarding and initial assessment processes to establish an accurate understanding of each learner's starting point. This information forms the foundation of all subsequent support planning and must be gathered sensitively, confidentially and thoroughly from the outset of the learner journey.

Learners will be provided with appropriate opportunities to disclose support needs confidentially. Where screening indicates a potential learning difficulty, disability or additional need, further assessment or specialist advice will be considered where appropriate. All information collected will be handled sensitively and in accordance with data protection requirements.

What We Assess

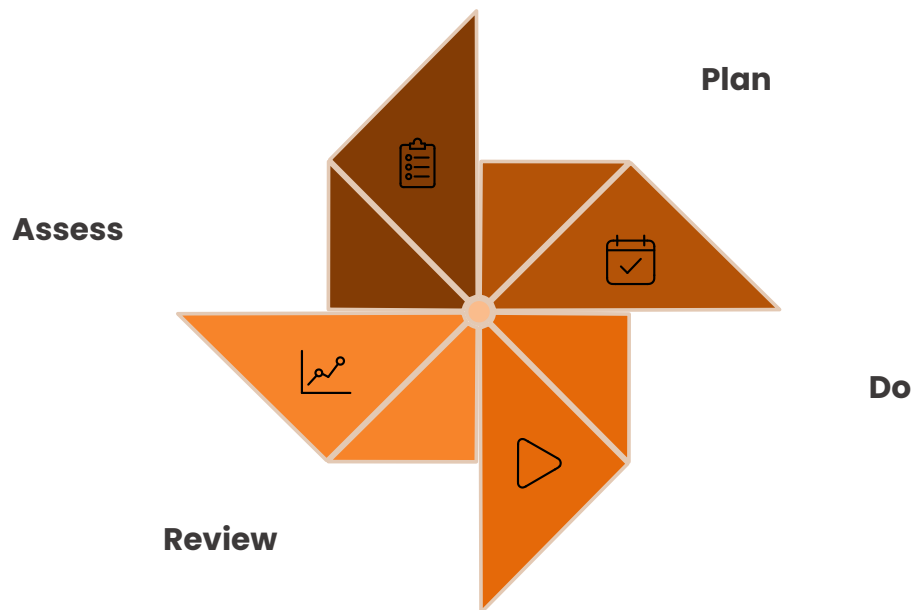
- Prior learning and qualifications
- Initial assessment and skills scan
- Recognition of prior learning
- English and mathematics starting points
- Learning support screening
- Disclosure of SEND, disability or learning difficulty

How We Gather Information

- Discussion with the learner
- Discussion with the employer where appropriate
- Previous support or reasonable adjustments
- Accessibility requirements
- Digital access assessment
- Relevant personal circumstances and other barriers

8. The Graduated Approach: Assess – Plan – Do – Review

Where a learner requires additional support, Impact Academy will apply a graduated approach. This is a cyclical, evidence-based process that ensures support is purposeful, responsive and consistently evaluated. The graduated approach applies proportionately – not every learner requires formal documentation at every stage, but every learner with an identified need should have a clear and reviewable support plan.



Assess

Identify the learner's strengths, the barrier or need, its impact on learning or wellbeing, existing evidence, learner and employer views, and whether specialist assessment or advice is required.

Plan

Agree desired outcomes, reasonable adjustments, teaching adaptations, additional support, responsible persons, review arrangements and how success will be measured.

Do

Tutors and relevant staff implement agreed support consistently, including adapted materials, alternative formats, assistive technology, one-to-one support, specialist referrals and other proportionate adjustments.

Review

Evaluate whether support is being delivered, used, appropriate, improving participation and progress, supporting wellbeing, still required, or in need of adaptation. Support will be increased, reduced, adapted or withdrawn in response to evidence.

9. Reasonable Adjustments

Impact Academy will fulfil its duties under the Equality Act 2010 and will make reasonable adjustments to prevent disabled learners from being placed at a substantial disadvantage. Reasonable adjustments are considered individually and are proportionate to the learner's need and the nature of the programme.

Where adjustments are required for an end-point assessment or external qualification, Impact Academy will work with the relevant awarding organisation or end-point assessment organisation to secure appropriate arrangements. Adjustments will always maintain the integrity and required occupational competence of the programme.

Teaching & Learning

Adaptations to teaching approaches, learning resources, communication methods and technology to ensure accessible participation.

Assessment

Adjusted assessment methods, additional time, alternative formats and adapted end-point assessment arrangements where permitted and appropriate.

Attendance & Access

Flexible attendance arrangements, adapted programme delivery and access to other services to support full participation.

Learning Environment

Adjustments to the physical or digital learning environment, including online accessibility and workplace accommodation arrangements.

10. Teaching, Learning and Curriculum

Inclusive practice must be evident in everyday teaching rather than existing only as a separate support process. Every tutor is expected to understand the needs of their learners and adapt their practice accordingly. Impact Academy's **Teach – Watch – Read – Assess** curriculum model will incorporate inclusive practice across each stage of the learning cycle.

Resources should, wherever practicable, be accessible in alternative formats and learners should be able to revisit appropriate learning materials between sessions. Inclusive curriculum design is not a bolt-on – it is an expectation embedded within programme planning, delivery and review.



Know and use learner information

Use information from initial assessment and progress reviews to plan accessible, responsive teaching that meets identified needs.



Adapt and intervene promptly

Identify learners who are falling behind, intervene early, and escalate concerns where a learner may require additional support beyond what the tutor can provide.



Maintain high expectations

Challenge stereotypes and discriminatory behaviour, create an environment where all learners feel able to contribute, and never reduce curriculum expectations because of additional need.

11. Attendance, Engagement and Emerging Need

Attendance and engagement can provide important indicators of changing learner circumstances. A significant or unexplained change in any aspect of a learner's engagement is a prompt to enquire, understand and respond – not simply to apply compliance interventions. Safeguarding concerns will always be managed immediately under the Safeguarding Policy.

Indicators to Watch For

- Attendance changes
- Reduced participation
- Work submission difficulties
- Slowing progress
- Changes in communication
- Behaviour changes
- Reduced confidence
- Wellbeing concerns

Staff Response

When any of these indicators are observed, staff will consider whether an underlying barrier or support need may be contributing. The response will focus on **understanding the reason for disengagement** and providing appropriate support.

Where wellbeing concerns escalate to safeguarding risk, staff must report immediately through Impact Academy's safeguarding procedures. Early, curious and proportionate responses protect learners and enable timely intervention.

12. English and Mathematics

Learners without Level 2 English and/or mathematics will be recognised within Impact Academy's inclusion arrangements from the point of initial assessment. This recognition shapes how teaching is planned and delivered, how support is structured, and how progress is monitored throughout the programme.

Where learners opt into or require English and mathematics development, appropriate support will be provided in accordance with current apprenticeship funding requirements. English and mathematics development will also be embedded naturally within vocational teaching where appropriate, reinforcing skills in context rather than treating them as separate or remedial activity.

Low prior attainment in English or mathematics will **not result in lower expectations of vocational achievement**. Learners are capable of excellence in their occupation regardless of their current functional skills level.

- Staff should embed English and mathematics skill development within vocational sessions wherever naturally possible, making literacy and numeracy relevant to the learner's job role and apprenticeship standard.

13. Employer Partnership

Employers are important partners in creating an inclusive apprenticeship experience. Their understanding of the learner's workplace context, their willingness to implement reasonable adjustments and their commitment to enabling protected learning time are all critical factors in apprenticeship success. Impact Academy will actively cultivate and maintain these partnerships throughout the learner journey.

Learners will be involved in decisions about what sensitive information may appropriately be shared with their employer. Consent and confidentiality requirements will always be respected. Where it is in the learner's best interests to involve their employer in support planning, Impact Academy will facilitate this in a professional and sensitive manner.

01

Understand workplace requirements

Establish the learner's working context, role demands and any relevant workplace constraints from the outset.

02

Implement reasonable adjustments

Work with employers to put workplace adjustments in place that support the learner's participation in training and work.

03

Support participation and progress

Encourage employers to enable appropriate learning time, provide mentoring or workplace support, and monitor the learner's progress collaboratively.

04

Support completion and progression

Work together to address barriers affecting progress and support the learner towards successful completion and positive destinations.

14. External and Specialist Support

Impact Academy recognises when a learner's needs require expertise beyond that available internally. Knowing when to refer and how to connect learners with appropriate external support is a core professional competence for all staff. Where external professional advice is obtained, this will inform the learner's support plan where appropriate.

Health & Wellbeing

- Health services
- Mental health services
- Employer occupational health

Social Care & Support

- Local authorities
- Social workers
- Personal advisers
- Safeguarding partners

SEND & Assessment

- Specialist SEND organisations
- Specialist assessment services
- Access to Work

Community & Professional

- Other relevant community organisations
- Professional agencies
- Voluntary sector partners

15. Looked-After Children and Care-Experienced Learners

Where Impact Academy has a looked-after learner or apprentice, an appropriately experienced member of staff will oversee and coordinate relevant educational support. Care-experienced learners may face particular barriers relating to instability, trauma, disrupted education or reduced access to the support networks available to other learners. Impact Academy is committed to ensuring these learners receive attentive, consistent and well-coordinated support throughout their programme.

Our Commitments

- Have regard to the learner's Personal Education Plan where applicable
- Work with relevant local authority and virtual school arrangements
- Liaise appropriately with social workers, personal advisers and other professionals
- Identify additional academic or wellbeing support needs
- Monitor progress and participation with particular care
- Ensure the learner's circumstances do not result in unnecessarily reduced expectations

Coordination and Oversight

An appropriately experienced member of staff will be identified to oversee support for looked-after and care-experienced learners. This person will maintain appropriate links with relevant external professionals, ensure that any Personal Education Plan is known and applied, and report on progress and support to senior leadership.

All staff working with a care-experienced learner should be aware of the heightened sensitivity required and should raise any concerns promptly through both inclusion and safeguarding channels as appropriate to the situation.

16. Safeguarding and Wellbeing

Inclusion and safeguarding are closely connected. Some learners experiencing barriers to learning may also have increased safeguarding vulnerabilities. Impact Academy expects all staff to remain professionally curious and alert to changes that may indicate harm, exploitation or significant deterioration in a learner's safety or wellbeing.

Safeguarding concerns must be reported immediately through Impact Academy's safeguarding procedures. Staff should not attempt to manage safeguarding concerns through inclusion or support processes alone – both must operate in parallel where required.

Harm & Abuse

Abuse, neglect, domestic abuse, financial abuse and exploitation in any form.

Online & Radicalisation Risk

Online harm and radicalisation, including extremist influence or online grooming.

Mental Health

Significant deterioration in mental health, self-harm and suicidal ideation.

Other Safety Risks

Any other risk to learner safety or wellbeing that requires immediate or coordinated professional response.

- ⊗ Any safeguarding concern must be reported immediately through Impact Academy's safeguarding procedures. Do not delay or attempt to resolve safeguarding concerns through inclusion processes alone.

17. Learner Voice

Impact Academy will actively seek the views of learners about inclusion throughout the learner journey. Learner voice is not merely a compliance activity – it is a critical source of intelligence about whether our inclusive strategies are working in practice. Learner feedback will directly inform quality improvement.

How We Listen

- Progress reviews
- Learner surveys
- One-to-one discussions
- Complaints and compliments
- Focus groups
- Learning observations
- Destination information
- Feedback following support interventions

What We Ask About Inclusion

- Do learners feel welcomed and that they belong?
- Do they know where to obtain support?
- Do they believe their needs are understood?
- Can they access learning effectively?
- Do they believe adjustments are helping them?
- Do they feel safe?
- Are they making progress?
- Do they have confidence in raising concerns?

Particular attention will be given to whether learners experiencing disadvantage or barriers feel genuinely included. Learner feedback will be analysed and used to shape quality improvement plans at programme and whole-provider level.

18. Staff Responsibilities

Inclusion is a whole-organisation responsibility. Every member of staff contributes to an inclusive culture, whether through classroom practice, programme management, leadership decision-making or day-to-day interactions with learners. The responsibilities below set out the expectations at each level.

All Staff

- Maintain high expectations
- Treat learners fairly and respectfully
- Identify and raise potential barriers
- Implement agreed adjustments
- Protect confidentiality
- Challenge discrimination and bullying

Tutors

- Implement inclusive teaching strategies
- Apply agreed learner support in teaching and assessment
- Monitor progress and intervene promptly
- Use learner information from assessment processes

Learning Support Staff

- Provide targeted support
- Maintain appropriate records
- Work collaboratively with tutors
- Enable learner independence rather than dependency

Inclusion/SEND Lead

- Oversee identification and support arrangements
- Coordinate the graduated approach
- Monitor reasonable adjustments
- Liaise with specialists
- Analyse data and report to senior leadership

Senior Leadership Team

- Establish an inclusive organisational culture
- Ensure appropriate resources and training
- Scrutinise performance and outcome data
- Identify and address gaps between learner groups
- Embed inclusion in quality assurance

19. Staff Training

All relevant staff will receive appropriate training in inclusive practice. Training needs will be identified through quality assurance activity, self-assessment, and the analysis of learner outcomes and support data. Training is not a one-off event — it is an ongoing professional development expectation that evolves in response to learner need and changes in the external environment.

Impact Academy will evaluate whether training is **changing staff practice and improving learner experience**, rather than relying solely on training attendance as evidence of effectiveness. Evidence of impact may include observation feedback, learner outcomes data and staff self-assessment of confidence and practice.



SEND & Neurodiversity



Reasonable Adjustments



Mental Health Awareness



Safeguarding



Trauma-Informed Approaches



English & Mathematics Support



Assistive Technology



Equality & Diversity

20. Monitoring Impact

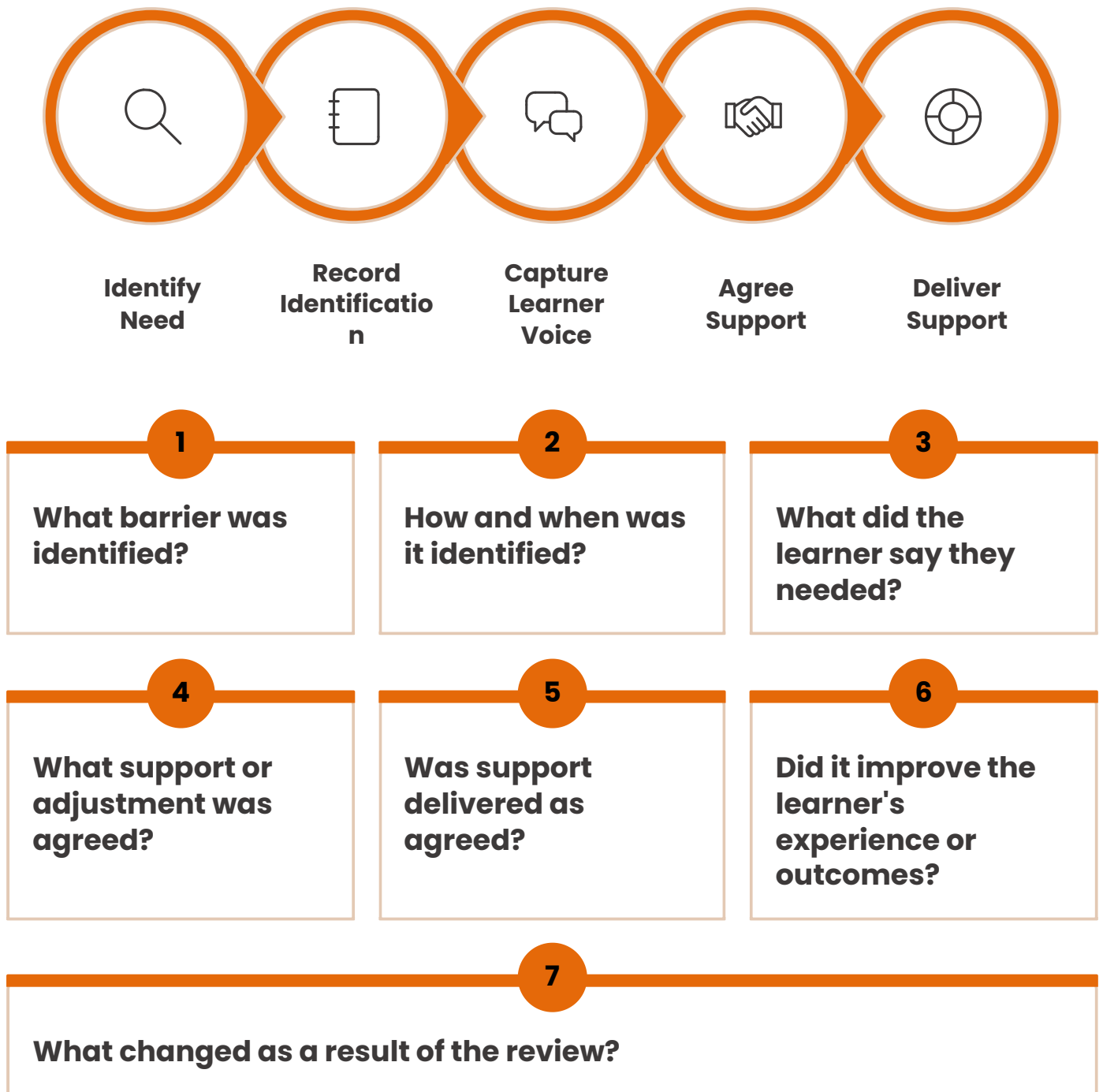
Impact Academy will monitor inclusion at individual, programme and whole-provider level. Monitoring is not a performance management exercise – it is an essential tool for understanding whether our inclusive strategies are genuinely working and for identifying where improvement is required. The purpose is not simply to identify differences between learner groups but to understand **why differences exist and what action is required**.

Where a group experiences poorer outcomes, leaders will investigate root causes and implement proportionate improvement actions. Data will be triangulated with learner voice and staff evidence to build a complete picture of inclusion effectiveness.

Participation Retention, attendance, engagement, breaks in learning and withdrawals.	Progress & Achievement Progress, achievement, timely achievement, and English and mathematics outcomes.
Support Reasonable adjustments, additional learning support, and safeguarding themes.	Experience Complaints, learner feedback, destinations, and progression data.

21. Inclusion Impact Reviews

Impact Academy will maintain appropriate oversight of learners receiving additional or adjusted support. Inclusion Impact Reviews are designed to ensure that the organisation can demonstrate – clearly and with evidence – that support is making a real difference to learner experience and outcomes. This evidence will form part of normal learner management and quality assurance processes and will not be created solely for inspection purposes.



22. Quality Assurance

Inclusion will be incorporated into all quality assurance processes at Impact Academy. Quality assurance activity will consider whether inclusive strategies are being implemented consistently across programmes and whether they are having the intended impact on learner participation, progress and achievement. Inclusion is not an afterthought in quality assurance – it is a primary lens through which the quality of provision is evaluated.



Self-Assessment & Improvement

Inclusion evidence will inform the Self-Assessment Report and feed directly into Quality Improvement Plans, ensuring that identified gaps result in planned and monitored action.



Teaching Observations

Curriculum reviews and teaching observations will consider whether inclusive strategies are applied consistently within teaching, assessment and programme delivery.



Management Information

Learner progress reviews, management information and employer feedback will be used to monitor inclusion impact at individual, programme and provider level.



Senior Leadership Oversight

Senior leadership will maintain direct oversight of inclusion through safeguarding reviews, learner voice data, staff development activity and strategic planning.

23. Equality, Diversity and Belonging

Impact Academy is committed to creating an environment where learners and staff feel respected and that they belong. Discrimination, harassment, victimisation and bullying will not be tolerated in any form, by any person, in any learning or working environment. We promote equality of opportunity as both a legal obligation and a fundamental expression of our values.

Learners will be encouraged to develop respect for others and understand how equality, diversity and inclusion relate to their workplace, occupation and wider society. These are not abstract principles – they are directly relevant to professional practice in the energy sector and to learners' roles as future colleagues, supervisors and citizens.

We Challenge

- Racism
- Sexism
- Homophobia
- Transphobia
- Religious discrimination
- Disability discrimination
- Age discrimination
- All other prejudicial behaviour

We Promote

- Equality of opportunity for all
- A culture of belonging and mutual respect
- Safe environments where every person can contribute
- Professional understanding of EDI in the workplace
- Confidence to challenge discriminatory behaviour

24. Confidentiality and Information Sharing

Information about disability, SEND, health, personal circumstances or support needs is sensitive personal data. It will be handled with discretion, respect and in full accordance with data protection requirements. Learners should be able to trust that information they share with Impact Academy will be used to support them – not shared unnecessarily or carelessly.

When Information May Be Shared

- There is an appropriate educational or safeguarding reason
- The learner has consented where consent is required
- There is a legal or safeguarding requirement to share information

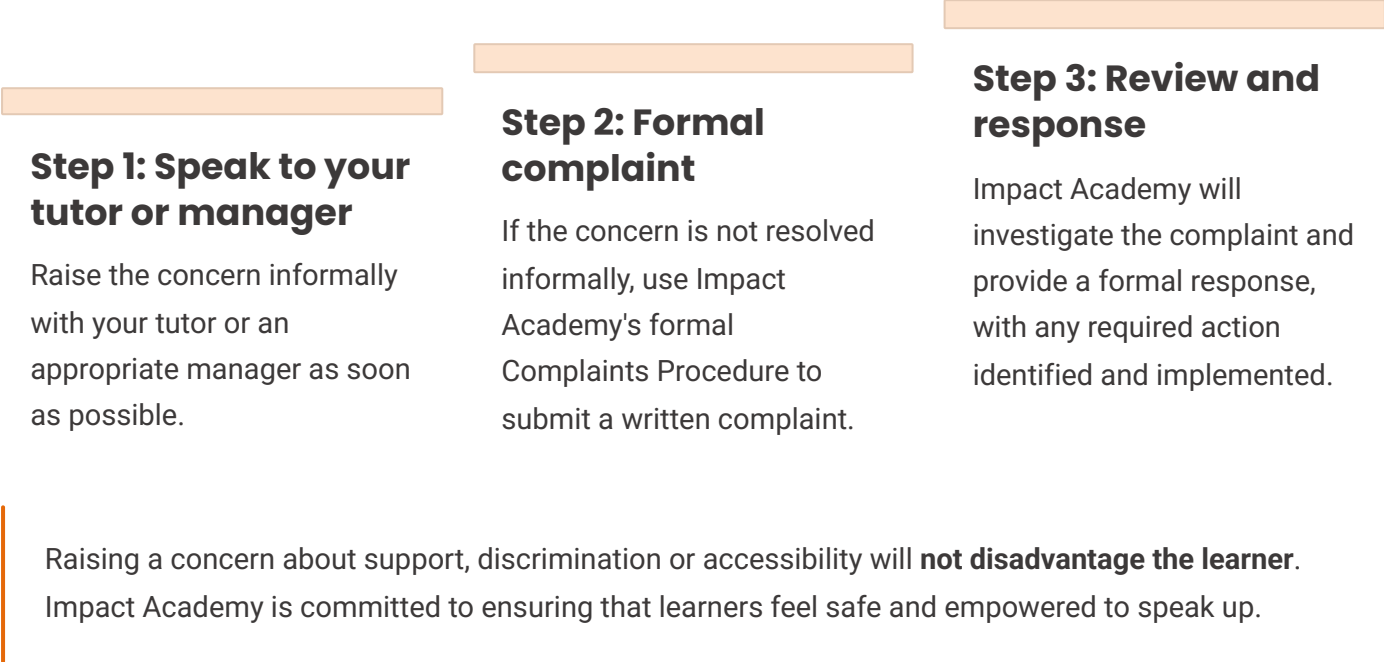
Principles of Handling

Staff who require information to implement an agreed adjustment will receive sufficient information to enable them to support the learner effectively – but no more than is necessary. Information will not be shared more broadly than the learner's support requires.

Learners will always be involved in decisions about what sensitive information is shared with their employer, where appropriate. Where a learner declines to consent to sharing, Impact Academy will work with the employer in general terms to put in place appropriate arrangements without identifying the learner's specific need.

25. Complaints and Concerns

Learners who believe their needs have not been appropriately identified or supported are encouraged to raise the matter in the first instance with their tutor or appropriate manager. Impact Academy takes all concerns about inclusion seriously, and a prompt, informal resolution will often be achievable. Where this is not possible, learners may use Impact Academy's formal Complaints Procedure.



26. Evidence of Effective Inclusion

Impact Academy expects effective inclusion to be visible through learner experience and outcomes — not merely through documentation. Inspectors, employers, learners and staff should all be able to see and feel the difference that good inclusive practice makes. The following indicators describe what effective inclusion looks and feels like across our provision.

Learners can explain the support available to them

Every learner knows how to access support and who to speak to if they experience difficulties.

Agreed adjustments are implemented consistently

Staff know and apply agreed support arrangements across all teaching, assessment and review activity.

Barriers are identified early and emerging needs result in timely intervention

Staff act on early indicators and do not wait until a learner disengages before responding.

Disadvantaged learners and learners with SEND achieve well

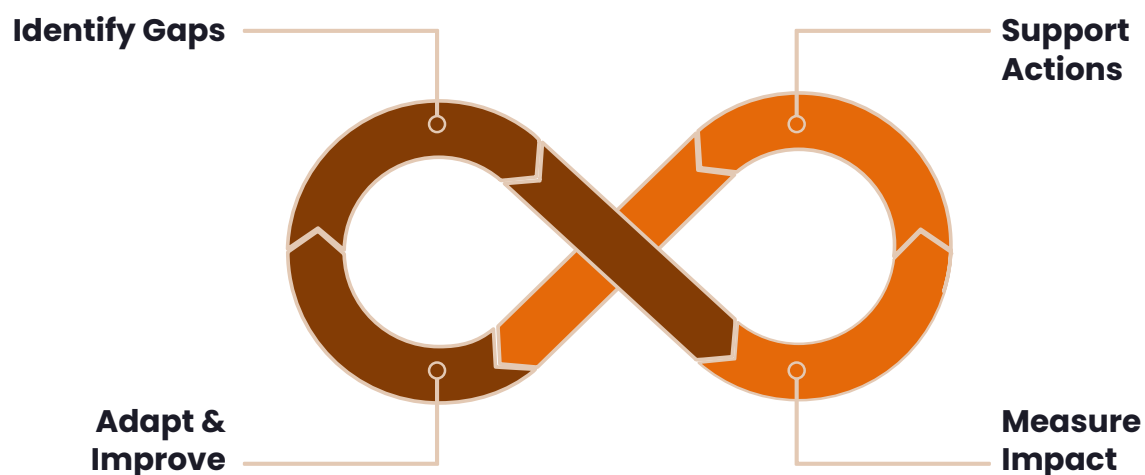
Outcomes for learners with additional needs are comparable to or better than those of their peers, and any gaps are understood and addressed.

Learners achieve, belong and thrive

Learners feel safe, welcomed and valued. They become increasingly independent and make positive progress towards their qualification, career and personal goals.

27. Continuous Improvement

Impact Academy's ambition is not merely to meet minimum inclusion requirements. We aim to establish an organisational culture in which improvement is embedded as a continuous, evidence-driven discipline. Leaders will use learner feedback, performance information, staff expertise and external evidence to make proactive improvements to our inclusion strategy. Where effective practice is identified, it will be shared across programmes and teams.



Identify → Support → Review → Measure Impact → Adapt → Improve

This cycle is embedded throughout the learner journey at Impact Academy.

28. Related Policies and Procedures

This policy does not stand alone. It forms part of a broader framework of interconnected policies, procedures and arrangements that together define how Impact Academy operates. Staff, learners and employers should be aware of the related documents listed below and refer to them as appropriate.

Core Related Policies

- Equality, Diversity and Inclusion Policy
- Safeguarding and Prevent Policy
- SEND/Learning Support Procedures
- Teaching, Learning and Assessment Policy
- Data Protection Policy
- Complaints Policy

Supporting Procedures & Arrangements

- Initial Assessment and Recognition of Prior Learning Procedure
- Attendance and Engagement Policy
- Accessibility Arrangements
- Learner Support Procedures
- Staff Training and Development Arrangements

📌 All policies should be read in conjunction with current statutory guidance, apprenticeship funding rules and Ofsted inspection requirements. Policies are updated regularly – always check you are referring to the current version.

29. Review

This policy will be reviewed annually or earlier where circumstances require. The policy review process will consider whether existing arrangements are achieving their intended impact and whether any changes to the external environment require policy revision. Impact Academy is committed to maintaining a policy that is current, compliant and genuinely reflective of our inclusive practice.

Legislative Changes

Any changes to relevant legislation, including the Equality Act 2010, Children and Families Act 2014 or Education Act 1996.

Funding Requirement Changes

Updates to apprenticeship funding rules, learning support requirements or other funding conditions.

Ofsted Inspection Changes

Revisions to the Ofsted Education Inspection Framework or Further Education and Skills Inspection Toolkit.

Organisational or Operational Changes

Significant changes to Impact Academy's delivery model, staffing, programmes or quality assurance arrangements.

Review Findings

Evidence from safeguarding or inclusion reviews, or data demonstrating that existing arrangements are not achieving their intended impact.

📅 NEXT SCHEDULED REVIEW: AUGUST 2027

Policy Approval

This policy has been approved by the Senior Leadership Team of Nationwide Energy Training Services Ltd T/A Impact Academy and is effective from 1 September 2026. It supersedes any previous inclusion policy or arrangements and applies to all provision, all staff and all learners from the effective date.

Approved by	Role
Date	Signature