

Captiva Inclusion Policy

Policy Owner

Senior Leadership Team

Approved By

Board / Directors

Policy Review Cycle

Annual

Next Review Date

May 2027

1. Policy Statement

Captiva Learning is committed to creating an inclusive learning environment where all learners are supported to participate fully, make sustained progress and achieve ambitious outcomes, regardless of background, starting point or personal circumstance.

Inclusion is a core organisational priority and is embedded across leadership, curriculum delivery, learner support and quality assurance processes. The provider recognises that many adult learners may experience barriers to participation, engagement and achievement, and is committed to identifying and removing those barriers through high-quality, responsive and learner-centred practice.

This policy reflects the expectations of Ofsted's Education Inspection Framework (EIF), equality legislation and best practice in inclusive adult education.

2. Scope

This policy applies to:

- All learners enrolled with Captiva Learning
- All staff, including leaders, PLMs, tuition team, support staff and subcontractors
- All programmes, delivery models and learning environments

The policy applies throughout the learner journey, including recruitment, enrolment, induction, teaching, assessment, progression and learner support.

3. Purpose

The purpose of this policy is to:

- Promote equality of opportunity and inclusive practice
- Ensure learners can access, participate in and benefit from education and training
- Identify and reduce barriers to learning and achievement
- Support learners with additional needs through appropriate and timely interventions
- Establish clear responsibilities for staff and leaders
- Monitor the effectiveness and impact of inclusive practice
- Support compliance with statutory duties and inspection requirements

4. Definition of Inclusion

Captiva Learning adopts Ofsted's definition of inclusion and recognises that some learners may face barriers to learning, participation or achievement.

This includes, but is not limited to:

- Disadvantaged learners, including those from low-income backgrounds
- Learners with special educational needs and/or disabilities (SEND)
- Learners with Education, Health and Care (EHC) plans
- Learners receiving additional learning support or high-needs funding
- Learners known to social care services, including care leavers
- Learners known to youth justice services
- Adults returning to learning after a significant absence
- Learners who were previously not in education, employment or training (NEET)
- Learners experiencing mental health challenges
- Learners with caring responsibilities
- Learners facing language, digital or financial barriers
- Learners with low confidence or previous negative experiences of education

Captiva learning recognises that barriers may be temporary, long-term or intersecting, and will respond flexibly to individual circumstances.

5. Legislative and Regulatory Framework

This policy is informed by:

- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice: 0-25 Years
- Ofsted Education Inspection Framework (EIF)
- Keeping Children Safe in Education (where applicable)
- Adult Education Budget funding rules and guidance
- UK General Data Protection Regulation (UK GDPR)

6. Principles of Inclusive Practice

Captiva learning is committed to the following principles:

- High expectations for all learners
- Early identification of need and timely intervention
- Learner-centred approaches that promote dignity and independence
- Reasonable adjustments that enable participation without lowering standards
- Respect for diversity and individual difference
- Collaborative working between staff, learners and external agencies
- Continuous improvement informed by evidence and learner feedback

Inclusion is considered a shared responsibility across the organisation.

7. Roles and Responsibilities

7.1 Senior Leaders

Senior leaders are responsible for:

- Establishing and promoting an inclusive culture
- Ensuring inclusion is embedded within strategic planning and quality improvement
- Allocating appropriate resources to support inclusive practice
- Monitoring learner outcomes and addressing identified gaps
- Ensuring staff receive appropriate training and support
- Reviewing the effectiveness of this policy annually

7.2 Head of Tuition, Delivery Training Managers and Head of progress and performance

Tuition Team, DTMs and head of progress and performance are responsible for:

- Ensuring inclusive practice is implemented consistently across programmes
- Monitoring learner participation, attendance, progress and achievement
- Supporting staff to implement reasonable adjustments and support plans
- Escalating concerns and coordinating appropriate interventions

7.3 Professional Learning Mentors and Lead Tutors

PLMs and delivery staff are responsible for:

- Creating inclusive and respectful learning environments
- Identifying and responding to learners' needs
- Adapting teaching approaches and assessment methods where appropriate
- Maintaining high expectations for all learners
- Recording concerns and referring learners for additional support when necessary

7.4 Learning Support Staff

Learning support staff are responsible for:

- Providing targeted support to learners with identified needs

- Supporting implementation of learner support plans
- Liaising with tutors and managers regarding learner progress
- Maintaining appropriate records of support provided

7.5 Learners

Learners are encouraged to:

- Participate actively in learning and support arrangements
- Share relevant information regarding support needs where they feel able to do so
- Respect others and contribute to an inclusive learning environment
- Engage with agreed support strategies and interventions

8. Identification and Assessment of Need

Captiva learning will carry out early, accurate and proportionate assessment of learners' needs during recruitment, enrolment and induction.

Assessment activities may include:

- Initial assessment of literacy, numeracy and digital skills
- Discussions regarding previous educational experiences and support needs
- Identification of SEND, disabilities or health conditions
- Identification of wider barriers such as caring responsibilities, mental health concerns, confidence issues or financial hardship
- Review of prior learning records or external documentation where appropriate

Learners will be encouraged to disclose support needs in a safe and supportive environment.

Assessment information will be:

- Recorded securely and confidentially
- Shared appropriately with relevant staff
- Reviewed regularly to ensure support remains effective and current

9. Reasonable Adjustments and Support

Captiva will take reasonable steps to remove barriers to learning and participation.

Support may include:

- Adapted teaching methods and differentiated learning activities
- Flexible delivery models, including online and recorded learning where appropriate
- Adapted assessment arrangements
- Accessible learning materials and clear communication
- Assistive technology and specialist equipment
- Additional learning support sessions
- One-to-one support and mentoring
- Support with confidence building and study skills
- Signposting to specialist or external services

Reasonable adjustments will be determined on an individual basis and reviewed regularly.

10. Support for Learners with SEND

Learners with SEND will receive coordinated support designed to enable full participation and achievement.

Where appropriate, the provider will:

- Develop individual learning or support plans
- Liaise with external agencies and specialists
- Work collaboratively with learners and support staff
- Monitor the effectiveness of support arrangements
- Ensure learners can access appropriate adjustments during assessment

The provider will maintain high expectations and promote learner independence wherever possible.

11. Supporting Learners Facing Wider Barriers

The provider recognises that adult learners may face complex personal circumstances that affect engagement and achievement.

Staff will work proactively to:

- Build trusting and supportive relationships
- Encourage learners to seek support when needed
- Promote learner confidence, resilience and well-being
- Signpost learners to relevant internal and external support services
- Reduce stigma associated with disclosure or support needs

Support will be delivered sensitively and respectfully.

11.1 Employer Engagement

Where appropriate, the provider will work collaboratively with employers to support inclusive participation, learner progress and successful outcomes.

This may include:

- Agreeing appropriate workplace adjustments
- Supporting protected learning time
- Identifying barriers that may affect learner participation or progress
- Contributing to learner progress reviews
- Supporting learners to apply their learning safely and confidently within the workplace

Employers will be encouraged to promote inclusive workplace practices and support learners to achieve their full potential.

12. Inclusive Teaching, Learning and Assessment

Teaching, learning and assessment practices will:

- Promote equality, diversity and respect
- Reflect learners' differing starting points and needs
- Use accessible resources and communication methods
- Encourage participation and learner voice
- Provide opportunities for all learners to achieve ambitious outcomes
- Avoid discriminatory or exclusionary practices

Tutors will adapt delivery appropriately while maintaining the integrity and standards of programmes and qualifications.

13. Attendance, Engagement and Well-being

The provider recognises the link between inclusion, learner well-being and successful participation.

Attendance, participation and learner well-being will be monitored through:

- Attendance tracking
- Learner reviews and tutorials
- Progress monitoring
- Learner feedback and surveys
- Welfare and safeguarding processes

Where concerns are identified, staff will implement timely interventions and support strategies.

14. Staff Development

All staff will receive appropriate training and development to support inclusive practice.

Training may include:

- SEND awareness and reasonable adjustments
- Trauma-informed approaches
- Mental health awareness
- Equality, diversity, inclusion & unconscious bias
- Safeguarding and learner well-being
- Inclusive teaching and assessment strategies

Leaders will promote a culture of continuous professional development and shared responsibility for inclusion.

15. Monitoring, Quality Assurance and Review

The provider will monitor the effectiveness of this policy through:

- Analysis of attendance, retention, achievement and progression data
- Monitoring outcomes for identified learner groups
- Learner and stakeholder feedback
- Quality assurance activities and observations
- Self-assessment and quality improvement planning
- Review of complaints, concerns and support interventions

Where gaps or concerns are identified, leaders will implement targeted actions to improve outcomes.