

STAND & DELIVER

Learning & Development

Inclusion Policy

Version 1.0 | June 2026

Applies to	All delegates, clients, staff and associates of Stand & Deliver
Covers	Inclusive programme access, reasonable adjustments, special considerations, additional learning support and inclusive delivery
Contact	Malin Patel info@standanddeliver.co.uk 01254 693999
Address	Unit 313, Daisyfield Business Centre, Appleby Road, Blackburn, BL1 3BL
Effective date	June 2026
Next review	June 2027

This Inclusion Policy sets out Stand & Deliver's commitment to ensuring that every delegate can access, participate in and benefit from our programmes on an equal footing. It explains the practical steps we take to identify and remove barriers to learning and assessment, and how we support delegates with a wide range of needs, backgrounds and circumstances.

Inclusion at Stand & Deliver is not simply a legal requirement. It reflects who we are as a learning and development provider. We believe that diverse groups produce richer learning, that every individual brings knowledge and experience of value, and that our programmes are most effective when every delegate can engage fully.

This policy complements our Equality, Diversity and Inclusion Policy and our Access to Assessment Policy, both of which should be read alongside it. It reflects our obligations under the Equality Act 2010, the Human Rights Act 1998, and the relevant requirements of ILM as our awarding organisation.

1. Our Inclusion Statement

Stand & Deliver is committed to creating a learning environment in which every delegate is welcome, respected and supported to achieve their potential. We recognise that delegates come to our programmes with different backgrounds, learning histories, abilities, languages, beliefs, caring responsibilities and life circumstances, and that these differences enrich the learning experience for everyone.

We will not tolerate any form of exclusion, discrimination or marginalisation within our programmes or in any aspect of our organisation. We will actively work to identify and dismantle barriers, whether physical, attitudinal, cultural or structural, that prevent full participation.

Our inclusion commitment applies to:

- the design and content of every programme we deliver;
- our assessment methods and the support we provide around assessment;
- the way our trainers and staff communicate and interact with delegates;
- the venues and environments in which we deliver;
- our marketing, communications and public-facing materials; and
- the recruitment and professional development of our staff and associates.

2. Legal and Regulatory Framework

Stand & Deliver's approach to inclusion is grounded in UK law and regulatory requirements. The principal legislative frameworks are:

Legislation / Framework	Relevance to Stand & Deliver
Equality Act 2010	Prohibits discrimination, harassment and victimisation on the basis of nine protected characteristics. Requires providers to make reasonable adjustments for disabled people and to take positive steps to advance equality of opportunity.
Human Rights Act 1998	Gives effect in UK law to rights in the European Convention on Human Rights, including the right to education and the right to freedom from discrimination in the enjoyment of Convention rights.
Special Educational Needs and Disability Act 2001 (SENDA)	Extended disability discrimination legislation to post-16 education providers, requiring reasonable adjustments and proactive anticipatory duties.
Further Education and Training Act 2007	Sets the legislative context for the delivery of further education and training, within which Stand & Deliver's ILM accredited programmes operate.
ILM Centre Handbook and Qualification Handbooks	Require ILM approved centres to ensure equality of access to learning and assessment, maintain an equality and diversity policy, and provide reasonable adjustments in accordance with awarding organisation guidance.
Education and Training Foundation Professional Standards	Inform our approach to inclusive practice in teaching and learning.

Stand & Deliver remains up to date with developments in equality and inclusion law and guidance, and updates this policy when legislative or regulatory changes require it.

3. Protected Characteristics

Under the Equality Act 2010, it is unlawful to discriminate directly or indirectly against an individual because of a protected characteristic, to harass them, or to victimise them for asserting their rights. Stand & Deliver applies these protections to all delegates, clients, staff and associates without exception.

The nine protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. In addition to these legal protections, Stand & Deliver also recognises the importance of socioeconomic background, educational background, caring responsibilities, and neurodiversity as factors that may affect a delegate's experience of our programmes, and we seek to respond to these with equal care and sensitivity.

Any delegate, member of staff or associate who believes they have been subjected to discrimination, harassment or victimisation in connection with any of the above characteristics should refer to our Complaints Procedure, which is available on our website and on request.

4. Inclusive Programme Design and Delivery

4.1 Designing for Inclusion from the Outset

Stand & Deliver designs all programmes with inclusion as a starting point, not an afterthought. Before any programme is delivered, we consider:

- whether the content, examples and case studies reflect the diversity of the people likely to attend;
- whether the assessment methods are accessible to delegates with a range of abilities and learning styles;
- whether the chosen venue is physically accessible and meets the needs of the likely delegate group;
- whether the pacing, structure and language of materials are appropriate for adult learners at the relevant level; and

- whether any known delegate needs have been identified through pre-programme discussion that should inform the design.

Programme materials are reviewed at least every six months and at the start of any new programme to ensure they remain inclusive, current and free from stereotyping or bias.

4.2 Inclusive Language and Representation

All Stand & Deliver materials, communications and in-session delivery use inclusive, respectful and positive language. Trainers are expected to:

- use language that reflects the diversity of the workplace and of wider society;
- avoid assumptions about delegates' backgrounds, experiences, family structures or beliefs;
- use case studies, examples and illustrations that reflect a diverse range of people, industries and contexts;
- challenge stereotyping or discriminatory comments within the training environment, sensitively but firmly; and
- be alert to the impact of language on delegates from different cultural, linguistic or personal backgrounds.

4.3 Learning Styles and Differentiation

Stand & Deliver's trainers are skilled in delivering to groups with diverse learning preferences and needs. Sessions are designed to include a variety of learning methods, including discussion, practical exercises, reflection, written and verbal activities, to ensure that no single learning style dominates and that all delegates have opportunity to engage in ways that suit them.

Where a delegate finds a particular activity difficult or inaccessible, the trainer will offer an alternative approach where possible without compromising the learning outcome. Delegates are encouraged to tell us about their learning preferences at the start of the programme or at any point during it.

4.4 Venue Accessibility

Where Stand & Deliver is responsible for selecting a venue for programme delivery, we will ensure that the venue is physically accessible for all confirmed delegates. This includes step-free access, accessible toilet facilities, and adequate lighting and acoustics. Where a delegate has a specific physical access requirement, we will discuss this with them before the programme and make appropriate arrangements.

For online or blended delivery, we will ensure that the platform used is accessible and that delegates have the technical support needed to participate fully. Delegates who require technical assistance are encouraged to contact us before the programme begins.

5. Identifying Individual Needs Before the Programme

Stand & Deliver's starting point is a conversation. Before every programme, we seek to understand the needs, circumstances and any relevant additional requirements of each delegate. This happens through:

- pre-programme discussion with the delegate's employer or the individual delegate at the booking and registration stage;
- a suitability assessment that considers the delegate's role, experience and any prior learning relevant to the programme;
- a request for details of any requirements for reasonable adjustments or access arrangements, made before registration; and
- the induction process, which provides an opportunity for delegates to raise any concerns or additional needs at the start of the programme.

Delegates are not required to disclose a disability, health condition or other personal circumstance in order to attend a programme. However, the more information we have, the better placed we are to support them. Any information shared is treated with strict confidentiality and used only for the purpose of supporting the delegate's participation, in accordance with our Privacy Policy.

We will notify a delegate within five working days of receiving a request for reasonable adjustment whether we are able to fulfil it.

6. Reasonable Adjustments

6.1 What Is a Reasonable Adjustment?

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that would otherwise place a delegate at a substantial disadvantage in the learning or assessment process. The purpose of a reasonable adjustment is to ensure equitable access, not to lower the standard of what is required or to give any delegate an unfair advantage over others.

Adjustments must not compromise the integrity or validity of the assessment. The work produced with the benefit of an adjustment must be assessed against the same criteria as the work of all other delegates.

6.2 Types of Adjustment

The following are examples of reasonable adjustments that Stand & Deliver may be able to provide. This list is not exhaustive and we will always explore what is possible in response to a specific request:

Type of Need	Possible Adjustment	Notes
Dyslexia or literacy difficulty	Additional time for written assignments; use of coloured paper or overlays; assignment support sessions with the trainer	Adjustment to submission deadline to be agreed in advance. The content and quality expectations of the assessment remain unchanged.
Visual impairment	Large-print materials; electronic materials in an accessible format; seating arrangements to ensure visibility	Advance notice required. For significant visual impairment, further discussion with ILM may be needed.
Hearing impairment	Seating close to the trainer; provision of all materials in written form; use of captioning for online delivery where available	Advance notice required so that delivery can be adapted accordingly.
Physical disability or mobility need	Ground-floor or step-free venue; accessible toilet; adjusted seating; alternative submission format if handwriting is affected	Venue selection to be confirmed once need is known.
Mental health condition	Flexible submission deadlines where circumstances are exceptional; additional tutorial support; private space for breaks if needed	Handled sensitively and in confidence. Extenuating circumstances process may apply.
English as an additional language	Additional time for written assignments; plain-language explanations of assessment requirements; tutorial support focused on academic writing	All assessment must be submitted in English, in line with ILM requirements.
Caring responsibilities or personal circumstances	Flexible submission deadlines where circumstances are exceptional; consideration of alternative programme delivery dates if needed	Discussed on a case-by-case basis.
Neurodiversity (e.g. ADHD, autism)	Advance sharing of session plans and materials; reduced-distraction seating; structured written instructions; additional tutorial support	Advance notice requested to ensure appropriate preparation.

6.3 Process for Requesting a Reasonable Adjustment

Requests for reasonable adjustments should normally be made before registration on the programme. However, we recognise that needs may not always be apparent in advance and we will consider requests made at any stage, subject to what is practicable given the timing.

To request a reasonable adjustment, please contact:

Contact	Malin Patel, Centre Manager
----------------	-----------------------------

Email	info@standanddeliver.co.uk
Tel	01254 693999
Address	Unit 313, Daisyfield Business Centre, Appleby Road, Blackburn, BL1 3BL

We will discuss your request with you, consider what adjustments are practicable and appropriate, and confirm in writing what has been agreed. All agreed adjustments will be recorded and communicated to the programme trainer and, where required by ILM, documented for the purposes of the IQA and EQA process.

Where a request for a reasonable adjustment is declined, we will explain the reasons in writing and advise you of your right to appeal this decision under our Complaints Procedure.

7. Special Considerations

A special consideration is a post-assessment adjustment to reflect an unforeseen circumstance that could not have been anticipated before the assessment and that may have adversely affected a delegate's performance. This is distinct from a reasonable adjustment, which is planned and agreed in advance.

Circumstances that may give rise to a request for special consideration include:

- sudden serious illness or injury immediately before or during an assessment period;
- a bereavement or serious family crisis during the assessment period;
- an accident or emergency that prevents timely submission of work; or
- other exceptional and unforeseeable circumstances beyond the delegate's control.

Requests for special consideration must be made in writing as soon as reasonably practicable after the circumstances arise. The request should include a description of the circumstances, the dates involved, and any supporting evidence available. We will consider the request and advise you of the outcome within ten working days.

Special consideration does not guarantee a particular outcome and cannot be used to excuse poor preparation or work that does not meet the required standard. It is used to ensure that a delegate's true capability is not unfairly obscured by exceptional circumstances that were genuinely outside their control.

For ILM accredited programmes, Stand & Deliver will liaise with ILM as the awarding organisation where a special consideration request has implications for assessment outcomes or certification.

8. Extenuating Circumstances

Where a delegate is unable to meet an assignment submission deadline or attend a scheduled session due to circumstances beyond their control, they may apply for an extension or deferral under Stand & Deliver's extenuating circumstances process.

To apply, the delegate should contact the Stand & Deliver office or their programme trainer as soon as possible, explain the circumstances and, where possible, provide supporting evidence. We will consider the request promptly and confirm the outcome in writing, including any revised submission date.

Extensions will not normally be granted retrospectively. Delegates experiencing ongoing difficulties that may affect their ability to complete the programme are strongly encouraged to speak to their trainer or the Stand & Deliver office at the earliest opportunity, so that appropriate support can be put in place before a crisis point is reached.

ILM registration periods are fixed by ILM as the awarding organisation and can only be extended by ILM in exceptional circumstances, such as long-term serious illness or redundancy. Stand & Deliver will support delegates in making such applications to ILM where appropriate.

9. Additional Learning Support

Stand & Deliver is committed to ensuring that all delegates have access to the support they need to succeed on their programme. Beyond the tutorial support that is included as standard in all ILM accredited programmes, we can offer the following additional support:

- individual tutorial sessions focused on academic writing, assignment planning or specific unit content;
- signposting to external resources, including ILM's own learner resources and online learning materials;
- guidance on study skills, time management and balancing programme demands with work commitments;
- referrals to specialist external support organisations where a delegate's needs are beyond what Stand & Deliver can reasonably provide directly; and
- ongoing communication with the delegate's line manager or employer (with the delegate's consent) to support workplace-based learning.

Stand & Deliver maintains contacts with professional bodies and support organisations that specialise in disability and learning difficulties, and we will use these networks to find the most appropriate support for delegates who need it.

Any delegate who feels they need additional support should speak to their trainer or contact the Stand & Deliver office. There is no requirement to provide a formal diagnosis or medical evidence in order to access support; we will work with whatever information a delegate is comfortable sharing.

10. Mental Health and Wellbeing

Stand & Deliver recognises that mental health and wellbeing affect learning. Delegates who are experiencing mental health difficulties, stress or emotional challenges may find that their ability to engage with their programme is affected, and we want to make sure that these delegates are supported rather than disadvantaged.

Our trainers create a safe, supportive and confidential environment in which delegates feel able to discuss difficulties. We treat all disclosures relating to mental health with sensitivity and without judgement. Where a delegate discloses a mental health difficulty that is affecting their programme, we will:

- listen carefully and take the disclosure seriously;
- discuss what adjustments or additional support might help;
- consider whether the extenuating circumstances or special consideration process is appropriate;
- signpost to relevant external support services where appropriate; and
- maintain confidentiality, sharing information only where necessary to support the delegate and with their consent, or where there is a safeguarding concern.

Stand & Deliver will not treat a delegate less favourably because they have disclosed a mental health condition. Mental health conditions may constitute a disability under the Equality Act 2010, and delegates with such conditions are entitled to the same reasonable adjustments as those with physical disabilities.

11. Neurodiversity

Neurodiversity refers to the natural variation in how people's brains work and process information. Neurodivergent conditions include dyslexia, dyspraxia, dyscalculia, attention deficit hyperactivity disorder (ADHD), autism spectrum conditions, and others. Stand & Deliver recognises that neurodivergent delegates may experience the learning and assessment environment differently and may benefit from specific adjustments.

We approach neurodiversity from a strengths-based perspective. Neurodivergent delegates often bring particular qualities to a learning group, including creativity, lateral thinking, attention to detail and the ability to see patterns that others miss. Our programmes are richer for their participation.

Neurodivergent delegates who would like adjustments to be made to their learning or assessment experience are encouraged to contact us before the programme begins. Where a delegate chooses not to disclose, we aim to design our programmes in a way that is inherently accessible to a range of cognitive styles, and our trainers will respond flexibly to any difficulties that emerge during delivery.

Common adjustments for neurodivergent delegates are listed in the reasonable adjustments table in Section 6. These will always be discussed and agreed on an individual basis.

12. English as an Additional Language

All ILM qualifications must be assessed in English, as required by ILM as the awarding organisation. This does not mean that delegates whose first language is not English cannot succeed on our programmes; it means that their written assignments and assessments must be submitted in English.

Stand & Deliver recognises that delegates whose first language is not English may face additional challenges in written assessment. We support these delegates by:

- providing clear, plain-English assignment briefs and marking criteria;
- offering tutorial support with a focus on academic writing and structuring responses;
- allowing additional time for written assignments where this is a reasonable adjustment; and
- ensuring that assessment decisions are based on the quality of the content and the application of learning, and not penalised disproportionately for minor grammatical errors, provided the meaning is clear.

Delegates are permitted to use dictionaries and grammar-checking tools when completing assignments. The use of translation software to translate entire passages from another language into English would not be appropriate, as this would not constitute the delegate's own work in the required form.

13. Monitoring and Continuous Improvement

Stand & Deliver monitors the effectiveness of this policy and our inclusive practice through the following mechanisms:

- delegate evaluation forms completed at the end of each programme, which include questions relating to the learning environment and the quality of support received;
- review of reasonable adjustment requests and their outcomes at the annual quality review;
- feedback from trainers and assessors on barriers encountered and adjustments made in practice;
- IQA sampling activity, which considers whether assessment has been conducted fairly and consistently for all delegates;
- review of complaints and concerns raised under this policy or the Complaints Procedure;
- information from ILM's External Quality Assurer during monitoring visits; and
- annual review of this policy against changes in legislation, ILM guidance and best practice.

Where monitoring identifies areas where inclusive practice could be strengthened, improvement actions will be recorded, assigned and tracked to completion.

14. Responsibilities

Role	Responsibilities Under This Policy
Centre Manager (Malin Patel)	Overall ownership of this policy; receiving and acting on reasonable adjustment requests; ensuring inclusive venue selection; monitoring inclusion practice; liaising with ILM on adjustments where required; annual policy review.
Trainers and Assessors	Delivering inclusive sessions; identifying and responding to barriers to participation; making in-session adjustments; providing additional tutorial support; completing timely marking with constructive feedback; flagging delegate needs to the Centre Manager.
IQA	Ensuring assessment is conducted fairly and consistently; checking that reasonable adjustments are documented and applied appropriately; reporting inclusion-related findings as part of the IQA process.
Delegates	Informing Stand & Deliver of additional needs before or at the start of the programme where possible; engaging with available support; treating other delegates and staff with respect and dignity.

Role	Responsibilities Under This Policy
Client Organisations	Sharing relevant information about delegate needs at the point of booking; supporting delegates to access reasonable adjustments; informing Stand & Deliver of any changes in a delegate's circumstances that may affect their participation.

15. Related Policies and Documents

This policy should be read alongside the following Stand & Deliver policies, all of which are available on our website and on request:

- Equality, Diversity and Inclusion and Malpractice Policy
- Access to Assessment Policy
- Teaching and Learning Policy
- Safeguarding and Prevent Policy
- Complaints Procedure (including Appeals Procedure)
- Learner Identification and Suitability Policy
- Recognition of Prior Learning Policy
- Privacy Policy

Key external resources informing this policy include the Equality Act 2010 Statutory Code of Practice for Education, ILM's Centre Handbook, and the Education and Training Foundation's Professional Standards and Guidance on Inclusive Teaching, Learning and Assessment.

Useful external support contacts:

Equality Advisory and Support Service	0808 800 0082 www.equalityadvisoryservice.com
British Dyslexia Association	0333 405 4567 www.bdadyslexia.org.uk
ADHD Foundation	0151 541 9020 www.adhdfoundation.org.uk
Disability Rights UK	www.disabilityrightsuk.org
Mind (mental health support)	0300 123 3393 www.mind.org.uk
Citizens Advice	0800 144 8848 www.citizensadvice.org.uk

16. Policy Review

This policy will be reviewed at least annually and updated where required to reflect changes in legislation, ILM requirements, best practice, or Stand & Deliver's operating context. The current version is always available on our website at www.standanddeliver.co.uk and on request.

Version	1.0
Date issued	June 2026
Next review	June 2027
Authorised by	Malin Patel, Director, Stand & Deliver Learning & Development

*Stand & Deliver Learning & Development | Unit 313, Daisyfield Business Centre, Appleby Road, Blackburn, BL1 3BL
Tel: 01254 693999 | info@standanddeliver.co.uk | www.standanddeliver.co.uk*