



# Inclusion Strategy

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## **Executive Summary**

JC Training & Consultancy is committed to creating an inclusive culture where every learner, apprentice, employee, employer partner and stakeholder is valued, respected and supported to achieve their full potential. Inclusion is fundamental to our organisational values and underpins every aspect of our provision. We believe that access to high-quality education and training should not be limited by disability, socio-economic background, ethnicity, gender, age, religion or belief, sexual orientation, caring responsibilities, health conditions, digital exclusion or any other characteristic or circumstance that may create barriers to participation and achievement.

As an apprenticeship and professional training provider, we recognise that learners engage with both educational and workplace environments throughout their learning journey. Consequently, our approach to inclusion extends beyond teaching and learning and encompasses recruitment, onboarding, employer engagement, safeguarding, learner support, curriculum design, assessment, progression and organisational leadership.

This strategy establishes a clear framework for embedding inclusive practice across all areas of the organisation. It sets out our commitment to removing barriers to participation, improving learner outcomes, supporting social mobility and ensuring compliance with legislative and regulatory requirements. It also demonstrates how inclusion contributes directly to learner achievement, employer satisfaction, staff development and organisational performance.

The strategy recognises that inclusion is not achieved through isolated interventions but through sustained leadership commitment, effective operational practices and a culture that values diversity and belonging. Through ongoing evaluation and continuous improvement, JC Training & Consultancy seeks to ensure that every learner can access, engage with and benefit from high-quality education and training regardless of their starting point or personal circumstances.



## **Strategic Context**

The education and skills sector operates within an increasingly diverse social and economic landscape. Learners entering apprenticeship and professional development programmes bring with them a wide range of experiences, strengths, aspirations and challenges. While diversity enriches learning environments and strengthens organisations, it also requires training providers to recognise and address the barriers that can prevent individuals from achieving their potential.

JC Training & Consultancy, we understand that barriers to learning may arise from multiple and often interconnected factors. Some learners may experience challenges associated with disability, neurodiversity or long-term health conditions. Others may encounter barriers linked to financial hardship, limited access to technology, caring responsibilities, language differences, previous negative educational experiences or workplace cultures that do not fully support learning and development.

These barriers can influence participation, engagement, retention, achievement and progression if they are not identified and addressed appropriately. Our role as a training provider is therefore not only to deliver qualifications and apprenticeship standards but also to create environments in which learners feel safe, supported and able to succeed.

The principles contained within this strategy reflect our belief that educational success is strengthened when learners experience belonging, respect, fairness and opportunity. We are committed to ensuring that inclusion is embedded proactively within organisational systems and processes rather than being treated as a reactive response when difficulties arise.



## **Legislative and Regulatory Framework**

This strategy is informed by a comprehensive range of legislative, regulatory and sector-specific requirements. JC Training & Consultancy recognises that inclusion is both a moral responsibility and a legal obligation.

The Equality Act 2010 establishes protection from discrimination, harassment and victimisation on the grounds of protected characteristics, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The organisation is committed to ensuring that these protections are upheld throughout all aspects of employment, learner recruitment, programme delivery and assessment.

The Human Rights Act 1998 provides the foundation for respecting the dignity, autonomy and rights of all individuals. Our inclusion strategy reflects these principles by promoting fairness, respect and equal access to opportunity.

The Special Educational Needs and Disability Code of Practice establishes expectations regarding the identification and support of individuals with additional needs. Although apprenticeships and adult learning provision may operate differently from compulsory education, the principles of early identification, collaborative planning and appropriate support remain highly relevant.

The Apprenticeship Funding Rules published by the Department for Education place clear responsibilities upon training providers and employers to support apprentices throughout their learning journey. These responsibilities include ensuring that reasonable adjustments are considered and that learners are able to access training and assessment effectively

The strategy also aligns with the Prevent Duty Guidance, Keeping Children Safe in Education, the Data Protection Act 2018, the UK General Data Protection Regulation and guidance published by the Equality and Human Rights Commission.

Compliance with legislation alone is not sufficient to achieve meaningful inclusion. JC Training & Consultancy seeks to exceed minimum requirements wherever possible and to promote best practice that improves outcomes for learners and employers alike.



## **Our Vision for Inclusion**

Our vision is to create a learning environment in which every individual feels respected, supported and empowered to succeed. We aspire to be recognised as a provider where inclusion is evident not only within policy documentation but also through the experiences of learners, employers and staff.

Inclusion within JC Training & Consultancy is founded upon the principle of equity. We recognise that individuals begin their learning journeys from different starting points and may require different forms of support to achieve comparable outcomes. Consequently, we do not regard fairness as treating everyone identically. Instead, fairness requires us to understand individual circumstances and provide appropriate support that enables success.

Our vision extends beyond learner achievement. We seek to foster confidence, resilience, aspiration and independence so that learners can progress successfully within employment, further education and wider society. We believe that inclusive practice contributes directly to social mobility by widening participation and removing barriers that have historically limited opportunities for certain groups.

This vision influences every aspect of organisational decision-making, from strategic planning and curriculum development through to staff recruitment, employer engagement and quality improvement.

## **Strategic Objectives**

Over the lifetime of this strategy, JC Training & Consultancy will pursue five strategic objectives.

The first objective is to ensure equitable access to learning opportunities by identifying and removing barriers that may prevent individuals from participating fully in education and training.

The second objective is to improve learner achievement, retention and progression by providing effective support that is tailored to individual needs and circumstances.



The third objective is to strengthen inclusive practice across apprenticeship delivery through collaborative working between learners, employers and training staff.

The fourth objective is to enhance staff capability and confidence through ongoing professional development focused on inclusion, accessibility and learner support.

The fifth objective is to establish robust monitoring and evaluation processes that enable the organisation to measure impact, identify areas for improvement and continuously strengthen inclusive practice.

### **Understanding Barriers to Participation and Achievement**

Barriers to participation and achievement can be complex and multifaceted. They are rarely attributable to a single factor and often arise through the interaction of personal, social, economic and environmental circumstances.

Disability and health-related barriers may affect a learner's ability to access learning materials, participate in workplace activities or complete assessments. These barriers can be physical, sensory, cognitive or psychological in nature and may fluctuate over time.

Neurodivergent learners, including those with dyslexia, dyspraxia, attention deficit hyperactivity disorder and autism spectrum conditions, may experience challenges associated with information processing, organisation, communication or concentration. However, these learners also bring significant strengths that should be recognised and valued.

Socio-economic disadvantages can influence access to technology, transport, learning resources and opportunities for progression. Financial pressures may affect attendance, well-being, and engagement, particularly where learners balance employment, family commitments and study.



Workplace factors may also create barriers. Apprentices depend upon employers to provide appropriate support, opportunities for development and protected time for training. Where workplace cultures are not inclusive, learners may face additional challenges in achieving their full potential.

Mental health and well-being can have a significant impact on engagement and achievement. Anxiety, stress, depression, bereavement, trauma and other factors may affect learners' confidence, motivation and ability to participate effectively in learning.

Recognising these complexities allows JC Training & Consultancy to adopt a holistic approach that focuses not merely on educational attainment but on the wider factors that influence learner success

### **Inclusive Apprenticeship Delivery**

As an apprenticeship provider, JC Training & Consultancy recognises that inclusive practice must be embedded throughout the entire learner journey rather than being limited to specific interventions or support arrangements. Inclusion begins before enrolment and continues through recruitment, onboarding, programme delivery, workplace learning, assessment, progression and completion. The effectiveness of our approach depends upon the extent to which inclusion is considered at every stage of the learner experience.

The recruitment and onboarding process provides a critical opportunity to identify potential barriers to participation and establish appropriate support arrangements. We seek to create recruitment processes that are accessible, welcoming and free from unnecessary barriers. Information provided to prospective learners is presented in clear and accessible formats, enabling individuals to make informed decisions about their learning and career development opportunities.

Initial assessment processes are designed not only to determine prior attainment and programme suitability but also to identify strengths, aspirations, learning preferences and potential support needs. We recognise that some learners may be reluctant to disclose disabilities, health conditions or personal circumstances at the outset of their programme. Consequently, our approach emphasises trust, confidentiality and ongoing dialogue rather than reliance upon a single assessment event.



Curriculum planning is informed by the principle that diversity should be anticipated rather than accommodated retrospectively. Learning resources, delivery methods and assessment approaches are therefore designed to be flexible and accessible wherever possible. This reduces the likelihood that learners will experience barriers and supports greater participation across a diverse learner population.

Tutors play a crucial role in creating inclusive learning environments. Effective inclusive practice requires tutors to understand the individual needs of learners while maintaining high expectations and promoting independence. Learners are encouraged to take ownership of their development, reflect upon their progress, and actively participate in decisions relating to their learning and support arrangements.

Progress reviews provide an important mechanism for monitoring engagement, achievement and well-being. These reviews extend beyond academic performance and consider wider factors that may influence learner success, including workplace experiences, personal circumstances and emerging support needs. Through collaborative discussions involving learners, employers and tutors, potential barriers can be identified and addressed before they negatively affect achievement.

JC Training & Consultancy recognises that inclusion within apprenticeships cannot be achieved solely by the training provider. Success depends upon effective collaboration between learners, employers and training staff. We therefore work closely with employers to ensure that workplace environments support learning, development and achievement for all apprentices.

### **Special Educational Needs, Disabilities and Additional Learning Support**

JC Training & Consultancy is committed to supporting learners with special educational needs and disabilities and ensuring that they have equitable opportunities to participate, achieve and progress. We recognise that disability should not be viewed solely through a deficit model. Instead, barriers often arise from environments, systems and practices that fail to accommodate individual differences.



Our approach is informed by the social model of disability, which recognises that individuals are disabled not by their impairments but by barriers within society that restrict participation and opportunity. This perspective encourages a proactive focus on accessibility, inclusion and environmental adaptation rather than simply attempting to address perceived individual limitations.

Support arrangements are developed through collaborative discussions involving learners, tutors, employers and, where appropriate, external professionals. The purpose of these discussions is to understand both strengths and barriers and to identify practical strategies that promote participation and achievement.

Reasonable adjustments may include modifications to learning materials, alternative assessment arrangements, assistive technologies, additional tutorial support, flexible delivery arrangements or workplace adaptations. The specific adjustments implemented will depend upon individual circumstances and will be reviewed regularly to ensure they remain effective.

JC Training & Consultancy recognises that some learners may have undiagnosed conditions or may not possess formal evidence of additional needs. Support is therefore not dependent upon medical diagnoses or external documentation. Where learners experience barriers that affect participation or achievement, reasonable and proportionate support will be considered regardless of whether a formal diagnosis exists.

The effectiveness of additional learning support is evaluated through learner feedback, progress monitoring, achievement data and quality assurance activities. This ensures that support arrangements contribute meaningfully to learner outcomes and are not treated merely as administrative processes.



## **Employer Engagement and Inclusive Workplaces**

Employers play a significant role in shaping the experiences and outcomes of apprentices. As a result, inclusion within apprenticeship provision requires strong partnerships between training providers and employers.

JC Training & Consultancy actively promotes inclusive employment practices among employer partners and seeks to develop relationships based upon shared values of equality, respect and opportunity. We encourage employers to recognise the benefits that diverse workforces bring to organisational performance, innovation and employee wellbeing.

Employers are supported to understand their responsibilities under the Equality Act 2010 and their role in creating working environments that are accessible and inclusive. This includes consideration of reasonable adjustments, workplace wellbeing, flexible working arrangements and appropriate support for apprentices who may experience barriers to participation.

Where concerns arise regarding workplace practices or environments, these concerns are addressed through constructive dialogue and collaborative problem-solving. In circumstances where learner wellbeing, safety or equality may be compromised, appropriate action will be taken to protect learners and ensure compliance with relevant legislation and contractual obligations.

Through regular reviews and communication with employers, JC Training & Consultancy seeks to create apprenticeship experiences that enable all learners to develop skills, confidence and professional competence within supportive workplace environments.



## **Safeguarding, Wellbeing and Vulnerability**

Inclusion and safeguarding are closely interconnected. Learners who feel safe, respected and valued are more likely to engage positively with learning and achieve successful outcomes. Conversely, individuals who experience abuse, neglect, discrimination, exploitation or exclusion may encounter significant barriers to participation and achievement.

JC Training & Consultancy adopts a holistic approach to safeguarding that recognises the diverse factors that may affect learner wellbeing. This includes consideration of mental health, domestic abuse, exploitation, modern slavery, radicalisation, financial hardship, online harms and other forms of vulnerability.

The organisation acknowledges that vulnerability is not limited to specific groups and that circumstances affecting wellbeing can emerge at any stage of a learner's journey. Consequently, safeguarding arrangements are designed to promote early identification, effective support and timely intervention.

Mental health and emotional well-being are recognised as significant influences upon learner engagement and achievement. We seek to create learning environments in which discussions about wellbeing are normalised and where learners feel confident accessing support when required. Staff receive training to recognise indicators of mental health difficulties and to respond appropriately within the boundaries of their professional responsibilities.

The organisation maintains clear safeguarding procedures and reporting mechanisms that enable concerns to be escalated appropriately. Where necessary, referrals may be made to external agencies, including social care services, healthcare professionals, local authorities and law enforcement agencies.

By embedding safeguarding within inclusive practice, JC Training & Consultancy seeks to create environments in which learners can participate confidently, develop resilience and achieve their goals free from harm, discrimination and exploitation.



## **Digital Inclusion**

Digital technologies have transformed the delivery of education and training, creating new opportunities for accessibility, flexibility and engagement. However, technological advancement can also create barriers for learners who lack access to appropriate equipment, connectivity, digital skills or confidence.

JC Training & Consultancy recognises digital inclusion as a fundamental component of educational inclusion. The organisation is committed to ensuring that technology enhances learning opportunities rather than creating additional inequalities.

Digital resources are selected and developed with accessibility in mind. Consideration is given to readability, navigation, compatibility with assistive technologies and the diverse needs of learners. Learning platforms are designed to support engagement while minimising unnecessary complexity that could discourage participation.

Digital inclusion extends beyond access to equipment and software. It also encompasses the knowledge, confidence and critical thinking skills required to participate effectively in digital environments. Learners are therefore supported to develop digital capabilities that enhance both their educational experience and future employability.

The emergence of artificial intelligence presents new opportunities and challenges within education. JC Training & Consultancy promotes the ethical, responsible and informed use of artificial intelligence technologies. Learners are encouraged to use digital tools to enhance learning while maintaining academic integrity, critical thinking and independent judgement.

Digital safeguarding remains a key priority. Learners receive guidance relating to online safety, cybersecurity, privacy, digital citizenship and the responsible use of technology. Through this approach, the organisation seeks to ensure that digital learning environments are both inclusive and safe.



## **Equality, Diversity, Inclusion and Social Mobility**

JC Training & Consultancy believes that education has the power to transform lives, strengthen communities and promote social mobility. Inclusion, therefore, extends beyond compliance with legislation and encompasses a broader commitment to widening participation and reducing inequality.

We recognise that certain groups continue to experience disproportionate barriers to education, employment and career progression. These barriers may arise through historical disadvantages, systemic inequalities, discrimination or limited access to opportunities. Our role as an education provider includes contributing positively to the reduction of these barriers wherever possible.

The organisation seeks to attract and support learners from diverse backgrounds and to create learning environments that celebrate differences while promoting mutual respect and understanding. Diversity is viewed as a strength that enriches learning experiences and enhances organisational effectiveness.

Through inclusive recruitment practices, accessible learning opportunities and targeted support where appropriate, JC Training & Consultancy aims to contribute to improved educational outcomes and greater social mobility for individuals and communities.

## **Creating a Culture of Inclusion and Belonging**

At JC Training & Consultancy, inclusion extends beyond access to learning and support arrangements. We believe that true inclusion is achieved when individuals experience a genuine sense of belonging and feel that they are valued, respected and able to contribute fully to the learning community.

Belonging is a significant factor in learner engagement, motivation and achievement. Research consistently demonstrates that learners who feel connected to their learning environment are more likely to participate actively, persist through challenges and achieve positive outcomes. Conversely, learners who experience isolation, exclusion or discrimination may disengage from learning regardless of their academic ability or potential.



We are committed to fostering a culture in which diversity is recognised as a strength and where differences are respected and celebrated. This commitment influences how we communicate, how we design learning experiences, how we support learners and how we engage with employers and stakeholders.

Creating an inclusive culture requires more than compliance with legislation or the implementation of specific support measures. It requires continuous reflection upon organisational practices, attitudes and behaviours. We therefore encourage all staff to consider the impact of their decisions on different learner groups and to actively challenge assumptions, stereotypes and practices that may create barriers to participation.

Our organisational culture is underpinned by respect, fairness, integrity and accountability. These values shape expectations for staff, learners and employers and provide the foundation for positive and productive learning relationships. We seek to create environments where individuals feel confident expressing their views, seeking support and participating fully in learning without fear of prejudice, discrimination or exclusion.

The development of an inclusive culture is recognised as a collective responsibility. While leaders play a critical role in establishing expectations and providing strategic direction, every member of staff contributes to the learner experience through their interactions, behaviours and professional practice. Inclusion, therefore, forms part of everyday decision-making and is not viewed as the responsibility of a single individual or department.

Through strong leadership, positive role modelling and continuous dialogue, JC Training & Consultancy seeks to create a culture in which every learner experiences a sense of belonging and where inclusion is visible throughout all aspects of organisational life.



## **Leadership, Governance and Accountability**

The successful implementation of this strategy requires visible leadership, clear accountability and robust governance arrangements. Inclusion is recognised as a strategic priority for JC Training & Consultancy and forms an integral part of organisational planning, quality improvement and performance management processes.

Overall accountability for inclusion rests with the CEO, who is responsible for ensuring that the organisation fulfils its legal, regulatory and ethical obligations. The CEO provides strategic leadership and ensures that sufficient resources are available to support the implementation of inclusive practices across all areas of the organisation.

Senior leaders are responsible for embedding inclusion within operational activities and ensuring that strategic commitments are translated into effective practice. This includes monitoring learner outcomes, evaluating support arrangements, addressing identified inequalities and ensuring that inclusion remains a standing consideration within decision-making processes.

Managers are responsible for promoting inclusive working practices, supporting staff development and ensuring that organisational policies are implemented consistently. They play a key role in monitoring performance, identifying areas for improvement and supporting continuous professional development.

Tutors and learning professionals are responsible for creating inclusive learning environments, identifying barriers to participation, implementing reasonable adjustments and maintaining high expectations for all learners. They are expected to engage in reflective practice and contribute actively to the development of inclusive provision.

Employers working in partnership with JC Training & Consultancy are expected to support inclusive apprenticeship experiences by providing equitable opportunities for learning and development, complying with equality legislation and working collaboratively to address barriers that may affect learner achievement.

The effectiveness of governance arrangements will be reviewed regularly through quality assurance processes, learner voice activities, performance monitoring and strategic



review meetings. This approach ensures that inclusion remains a visible and measurable organisational priority.

### **Measuring Impact and Continuous Improvement**

JC Training & Consultancy recognises that inclusion cannot be evaluated solely through the existence of policies, procedures or support arrangements. The true measure of success lies in the experiences and outcomes of learners and the extent to which barriers to participation and achievement are reduced over time.

The organisation therefore adopts an evidence-based approach to evaluating the effectiveness of inclusive practice. Quantitative and qualitative information is gathered from multiple sources to provide a comprehensive understanding of learner experiences and outcomes.

Achievement, retention and progression data are analysed regularly to identify patterns, trends and potential disparities between different learner groups. Particular attention is given to the outcomes of learners with special educational needs and disabilities, learners from disadvantaged backgrounds and other groups who may experience barriers to participation and achievement.

Learner voice activities provide valuable insight into the effectiveness of support arrangements and the extent to which learners feel included, respected and supported. Feedback gathered through reviews, surveys, focus groups and informal discussions is used to inform strategic planning and quality improvement activities.

Employer feedback is also considered an important source of evidence. As apprenticeship programmes involve substantial workplace learning, employer perspectives contribute to understanding how effectively inclusive practices are being implemented beyond the training environment.

Findings from quality assurance activities, observations of teaching, learning and assessment, safeguarding reviews and self-assessment processes are used to evaluate strengths and identify areas requiring further development. Where evidence indicates that



gaps in participation, achievement or progression exist, targeted improvement actions will be implemented and monitored.

Inclusion is viewed as an ongoing process of reflection, learning and improvement rather than a fixed objective. The organisation is committed to regularly reviewing its practices, responding to emerging needs and adapting its approach to ensure that inclusive provision remains effective, relevant and responsive.

Through systematic monitoring, evidence-based decision-making and a commitment to continuous improvement, JC Training & Consultancy seeks to ensure that inclusion delivers measurable benefits for learners, employers and the wider communities that we serve.