


INCLUSION STRATEGY



Policy Review					
Author/Owner	Position	Approved by:	Approval Date	Review Cycle Review Date	Published on Website Y/N
Donna Short	VP Quality of Education	Peter Thomas Chair of Corporation 	26.03.26	3-year rolling (annual review) / March 2027	Y

Document Control – Revision History (Policies only)			
Author/Owner	Summary of Changes	Revision Date	Version
Scott Austin	New Strategy	December 2025	V1

Contents

Contents.....	1
1. Purpose and vision.....	2
2. Strategic context and alignment	2
3. Scope	3
4. Guiding principles (FREDIE)	3
5. Strategic priorities (2025/26–2027/28 rolling).....	4
6. Delivery plan (workstreams and actions).....	5
7. Monitoring, evaluation and reporting.....	7
8. Roles, responsibilities and accountability	7
9. Review cycle and continuous improvement	7
Appendix A: Ofsted toolkit alignment map (Inclusion and connected areas).....	9
Appendix B: KPI framework (headline measures).....	10
Appendix C: Alignment to Yeovil College Strategic Plan 2023–2028.....	12

1. Purpose and vision

- 1.1 Yeovil College is committed to the advancement of equality, diversity and inclusion (EDI) and embraces the FREDIE principles of: Fairness; Respect; Equality; Diversity and Inclusion; and Engagement. This Inclusion Strategy sets out how the College will identify and reduce barriers to learning, achievement, participation and well-being so that every learner and apprentice is able to belong, thrive and progress.
- 1.2 The strategy supports the College to meet its responsibilities under the Equality Act 2010, including the Public Sector Equality Duty to:
- (a) eliminate unlawful discrimination, harassment and victimisation;
 - (b) advance equality of opportunity between people who share a protected characteristic and people who do not; and
 - (c) foster good relations.
- 1.3 The strategy is aligned to the Ofsted Further education and skills inspection toolkit (EIF). It is designed to ensure that leaders and staff establish a culture in which learners' and apprentices' needs are met, barriers are reduced quickly and consistently, and the impact of support is sustained and monitored effectively.

2. Strategic context and alignment

- 2.1 This strategy is an enabling strategy. It sits beneath the College's overarching strategic plan and is closely aligned to: (i) the Equality, Diversity and Inclusion Policy and Procedures; (ii) safeguarding and Prevent duties; (iii) quality improvement and self-assessment; and (iv) curriculum design and delivery across all provision types.
- 2.2 The Ofsted toolkit frames inclusion as a whole-provider responsibility, with emphasis on: high expectations; early and accurate assessment of need; reducing barriers; and working effectively with learners, parents (where appropriate), professionals and staff. Inspectors evaluate how well leaders sustain and monitor an inclusion strategy, adapt it proactively, and demonstrate positive impact on achievement and well-being.

2.3 This strategy recognises that disadvantage can relate to protected characteristics and to other barriers to learning and well-being, including social status and deprivation, homelessness, unemployment, asylum and refugee status, and other identifiable causes protected by law.

2.4 Alignment to the Yeovil College Strategic Plan 2023–2028

- This strategy directly supports the College mission and vision in the Strategic Plan 2023–2028 by ensuring that inclusion is built into learners’ experiences and outcomes, and that barriers to learning and well-being are reduced systematically.
- It reflects the College behaviours by embedding high expectations, collaborative working and a culture where learners feel safe, valued and supported.
- It supports the Strategic Plan’s commitment that learners have a “safe and inclusive place to learn” and that all learners have equitable access to exceptional learning resources.
- The Strategic Plan can be accessed via:
<https://www.yeovil.ac.uk/wpcontent/uploads/2023/10/Strategic-Plan-Web.pdf>

3. **Scope**

3.1 The strategy applies to all members of the Corporation, staff and learners of the College (including those who learn off-site), volunteers, agency staff and visitors, employers, contractors and subcontractors.

3.2 It covers all provision types, including (where applicable): 16–19 study programmes, adult learning, apprenticeships, high needs provision, HE and subcontracted provision, including online and blended delivery.

4. **Guiding principles (FREDIE)**

4.1 **Fairness:** decisions are evidence-informed, transparent and consistent, with appropriate reasonable adjustments.

- 4.2 **Respect:** a culture where all learners and staff feel welcome, valued and safe; bullying, harassment and discrimination are not tolerated.
- 4.3 **Equality:** barriers are identified early and removed so that learners and apprentices have equitable opportunities to succeed.
- 4.4 **Diversity:** the College celebrates diversity and ensures the curriculum, resources and environments reflect a broad range of identities and experiences.
- 4.5 **Inclusion:** learners and apprentices are supported to belong and thrive through accurate needs identification and effective, timely support.
- 4.6 **Engagement:** learners' and apprentices' voices shape decisions; the College works with partners, employers and specialists to strengthen inclusion.

5. **Strategic priorities (2025/26–2027/28 rolling)**

- 5.1 Priority 1 – Culture and high expectations: embed an inclusive culture where staff hold high expectations for all learners and apprentices and actively promote equity, belonging and respectful behaviours.
- 5.2 Priority 2 – Early identification and accurate assessment: strengthen consistent, early and accurate assessment of learning and support needs, including emerging needs, to enable timely interventions.
- 5.3 Priority 3 – Reducing barriers and implementing reasonable adjustments: remove or minimise barriers to learning, participation and well-being, drawing on specialist advice where appropriate and ensuring reasonable adjustments are made and reviewed.
- 5.4 Priority 4 – Inclusive curriculum, teaching and training: ensure curriculum design and delivery reduce barriers, are accessible and ambitious, and that staff adapt teaching/training using evidence-informed approaches.

- 5.5 Priority 5 – Participation, attendance and wider development: ensure learners and apprentices are supported to attend, participate and develop confidence, resilience and employability, including tailored support for those at risk of disengagement.
- 5.6 Priority 6 – Impact, evaluation and continuous improvement: monitor and evaluate the impact of inclusion strategies using a small set of shared KPIs, qualitative evidence and learner voice, and adapt approaches proactively.

6. **Delivery plan (workstreams and actions)**

6.1 **Workstream A – Assessment and identification**

- Strengthen pre-entry and on-programme assessment of English/maths and wider learning needs; ensure consistent capture of barriers and support requirements.
- Implement a graduated approach (assess, plan, do, review) for learners with SEND/high needs and for others facing barriers.
- Ensure information about needs is shared appropriately with teaching staff, support teams and placement/employer partners.

6.2 **Workstream B – Targeted support and barrier reduction**

- Provide timely access to learning support, assistive technology and reasonable adjustments; review effectiveness termly.
- Strengthen multi-agency and specialist partnerships (e.g., local authority, health, social care, community and voluntary sector) to support learners' well-being and continuity in learning.
- Review accessibility planning and environmental adjustments to meet statutory duties and improve access to the wider offer.

6.3 **Workstream C – Inclusive curriculum and pedagogy**

- Ensure curriculum planning considers barriers for key groups, including disadvantaged learners, learners without level 2 English/maths, learners with SEND/high needs, care-experienced learners and others facing barriers.
- Embed inclusive teaching approaches (scaffolding, adaptive practice, accessible materials, formative assessment) and ensure staff are trained to implement these.
- Ensure learning resources and environments reflect diversity and promote inclusion and respectful dialogue.

6.4 **Workstream D – Participation, behaviour, attendance and belonging**

- Use timely data and pastoral intelligence to identify non-attendance and disengagement early; provide rapid, tailored support to re-engage learners and apprentices.
- Ensure safe, respectful learning environments and swift, consistent responses to bullying, discrimination, harassment and derogatory language.
- Strengthen wider development opportunities and careers guidance so all learners can plan confident next steps.

6.5 **Workstream E – Staff development and organisational capacity**

- Deliver a targeted professional learning programme for inclusive practice, reasonable adjustments and support for learners with SEND/high needs and disadvantaged learners.
- Use quality review and self-assessment to identify and spread effective inclusive practice.
- Protect staff well-being and manage workload when implementing improvements, avoiding unnecessary burdens.

7. Monitoring, evaluation and reporting

- 7.1 The College will monitor inclusion at whole-provider level and within curriculum areas, using a blend of quantitative KPIs and qualitative evidence, including learner and apprentice voice.
- 7.2 Monitoring will focus on: (i) identification and response times; (ii) the quality and consistency of reasonable adjustments; (iii) participation/attendance; (iv) achievement/progression; (v) well-being and safeguarding indicators; and (vi) stakeholder feedback (including employers).
- 7.3 Reporting will be termly to SLT via the EDI Steering Group, and at least annually to the Corporation through an EDI and inclusion impact report.

8. Roles, responsibilities and accountability

- 8.1 Corporation: provides support and challenge on inclusion and EDI.
- 8.2 Senior Leadership Team (SLT): ensures strategic oversight, resources and prioritisation; ensures inclusion is embedded across quality processes and self-assessment.
- 8.3 EDI Steering Group: leads and oversees the inclusion strategy, monitors delivery, and drives continuous improvement and sharing of effective practice.
- 8.4 Curriculum leaders/managers: use data and learner feedback to identify gaps, implement targeted actions, and ensure inclusive curriculum and support arrangements.
- 8.5 Tutors/lecturers/trainers and learning support staff: maintain high expectations, adapt teaching and assessment, create inclusive learning environments and respond promptly to concerns.
- 8.6 Business support leaders and staff: ensure inclusive services, communications and processes; support staff development and fair practice in recruitment and employment.

9. Review cycle and continuous improvement

- 9.1 This is a 3-year rolling strategy (2025/26–2027/28). The strategy will be reviewed annually and refreshed to reflect evaluation findings, learner needs, changes in statutory guidance, and inspection evidence.
- 9.2 The annual refresh will update: priorities for the coming year, milestones, KPIs and resource allocations. A mid-cycle evaluation (end of year 2) will test whether workstreams are delivering sustained impact and whether a strategic shift is needed.

Appendix A: Ofsted toolkit alignment map (Inclusion and connected areas)

This table maps the strategy to the main areas of the Ofsted Further education and skills inspection toolkit.

Toolkit evaluation area	What inspectors consider (summary)	How this strategy responds
Inclusion (whole-provider)	High expectations; early and accurate assessment; reducing barriers; collaboration with learners/parents/professionals; sustained monitoring and impact.	Priorities 1–6 and Workstreams A–E establish a whole-provider inclusion approach with annual review and KPI-based impact evaluation.
Leadership and governance	Vision, strategic oversight, stakeholder engagement, staff well-being and expertise; holding leaders to account for outcomes for disadvantaged/SEND/high needs and others.	Governance, SMT oversight, EDI Steering Group reporting; professional learning programme and workload considerations.
Curriculum, teaching and training	Ambitious, sequenced curriculum; inclusive teaching; appropriate reasonable adjustments and adaptations; strong assessment practice.	Workstream C ensures inclusive curriculum design and pedagogy, supported by CPD and quality assurance.
Achievement	Progress from starting points; closing gaps for disadvantaged/SEND/high needs; English/maths/digital skills development; progression to positive destinations.	KPI framework includes gap measures and progress/achievement indicators; targeted barrier reduction and support.
Participation and development	Attendance, behaviour, safe and respectful environments; wider development; careers guidance and preparedness for next steps.	Workstream D includes rapid re-engagement, anti-bullying/discrimination response, and wider development/careers support.

Appendix B: KPI framework (headline measures)

KPIs will be reviewed annually to ensure they remain meaningful and proportionate. Where possible, measures will be disaggregated by protected characteristics and key inclusion groups (e.g., disadvantaged, SEND/high needs, care-experienced, youth justice, other barriers).

KPI	Definition (headline)	Target direction	Review frequency
Timeliness of needs identification	Proportion of learners with recorded needs/risks identified within agreed timeframes (enrolment + first 6 weeks).	Increase and sustain	Termly
Support plan quality and review	Proportion of support plans using assess–plan–do–review with termly review evidenced.	Increase and sustain	Termly
Attendance gap	Difference in attendance between key groups and overall cohort.	Reduce	Monthly/termly
Achievement gap	Difference in achievement rates between key groups and overall cohort.	Reduce	Through the College QIP review process
Progression to positive destinations	Proportion progressing to sustained education, employment or training (EET) or planned next step, including for high needs.	Increase	Annual Self-assessment
English and maths progress	Progress towards/achievement of level 2 English and maths (where	Increase; gaps reduce	Termly/annual

	applicable), with group gap analysis.		
Bullying/discrimination incident response	Proportion of incidents recorded with timely action and learner feedback on resolution.	Increase and sustain	Termly
Staff inclusive practice CPD completion	Completion of agreed inclusion/EDI CPD modules for relevant staff groups.	Increase and sustain	Termly

Appendix C: Alignment to Yeovil College Strategic Plan 2023–2028

This appendix shows how the Inclusion Strategy supports the College Strategic Plan, with a particular focus on the Strategic Aims and behaviours relating to safe, inclusive learning environments, equitable access to resources, and high ambition for all learners.

Strategic Plan link: <https://www.yeovil.ac.uk/wp-content/uploads/2023/10/Strategic-Plan-Web.pdf>

Strategic Plan theme / aim	Relevant Strategic Plan intent (summary)	How this Inclusion Strategy contributes
Aspirational – Learning and growth at the heart of our college	Learners have an exceptional experience; a safe and inclusive place to learn; equitable access to exceptional learning resources.	Priorities 1, 4 and 5 plus Workstreams C and D strengthen belonging, inclusive curriculum, safe environments, and engagement; KPI framework monitors access and impact.
Collaborative – We will share and collaborate	Partnerships and collaboration with stakeholders to improve opportunities and services.	Workstreams B and E strengthen multi-agency working, employer/partner collaboration, and staff expertise to reduce barriers.
Exceptional – Grow responsibly and responsively	Evolve ways of working and embrace technology; improve impact; respond to community needs.	Workstreams A, C and E embed evidence-informed inclusive practice, digital/assistive support and continuous improvement via annual review.
Team YC – Our great people will do amazing things	People plan, valuing and supporting staff; high standards; shared goals.	Roles and accountability section clarifies responsibilities; Workstream E focuses on professional learning, manageable workload and consistent practice.