

Learner Inclusion Policy

Mission, Vision and Values

Mission

Progressing lives through pioneering education.

Vision

Empowering people to unlock their full potential and achieve lasting success.

Values

Care

Expertise

Innovation

Accountability

Values



Care



Expertise



Innovation



Accountability

Contents

	Page
1. Policy Statement	4
2. Scope	4
3. Learner Inclusion Principles	4
4. Legal and Regulatory Framework	5
5. Identifying barriers to learning	5
6. Identifying Learner Support Needs	6
7. Learner Support and Reasonable Adjustments	6
8. Inclusive Teaching and Learning	7
9. Safeguarding and Wellbeing	7
10. Online and Remote Learning Inclusion	7
11. Roles and Responsibilities	7
12. Training and Staff Development	10
13. Monitoring and Review	12
14. Measuring the Impact of Inclusion	12
15. Related Policies	13
Contact	14
Statutory information	14
Review	14
Training and Roll Out	14
Appendix A – Common Barriers to Learning and Indicators	15

1. Policy Statement

Busy Bees Education and Training (BBET) is committed to providing an inclusive learning environment where all learners can participate fully, achieve their potential, and progress to achieve.

This policy outlines BBET's approach to promoting inclusion, removing barriers to learning, and ensuring all learners are supported to achieve positive learning outcomes.

BBET recognises that learners may face a range of barriers that impact their ability to engage or progress with learning, such as educational, social, personal, economic or workplace factors, including:

- disadvantaged learners who face challenges that hinder their educational progress; the term 'disadvantaged' refers to learners who have been eligible for free school meals in the past 6 years and those from low-income families
- learners with SEND and learners who receive high needs funding; this includes learners who receive additional support with their learning and those with an education, health and care (EHC) plan
- learners who are known (or previously known) to social care, such as those who are under the age of 18 and in care, and care leavers
- learners who are known (or previously known) to youth-justice services
- learners who face other barriers to their learning and/or well-being, including those who were previously not in employment, education or training (NEET)

BBET is committed to identifying these barriers early and implementing appropriate support to ensure fair and equitable access to learning, ensuring that a culture of inclusion is embedded throughout the provision.

The policy aligns with BBET's safeguarding responsibilities and commitment to equality, diversity and inclusion, ensuring that all learners can access education without discrimination and with appropriate support where barriers to learning exist.

2. Scope

This policy applies to:

- All BBET learners
- Staff involved in teaching, learning and the administration of learner support
- Partner organisations who support teaching delivery
- Employers hosting apprentices, who are also expected to support inclusive practices for learners in workplace settings.

The policy applies across all learning environments including learners studying in the workplace, online, remote and blended learning provision.

3. Learner Inclusion Principles

Inclusion is embedded within recruitment, curriculum delivery, learner support processes and organisational culture and BBET's approach to learner inclusion is guided by the following principles:

Inclusive Access: All learners should have fair and equitable access to education, training and support regardless of background, personal circumstances or learning needs.

Early Identification of Barriers: Potential barriers to learning should be identified as early as possible so that appropriate support can be implemented.

Individualised Support: Learners may require different types or levels of support to succeed. BBET will work with learners to identify appropriate adaptations, reasonable adjustments and support strategies.

Respect and Belonging: Learning environments should be respectful, welcoming and inclusive, enabling learners to feel safe, valued and confident in participating.

Collaboration and Partnership: Effective inclusion relies on collaboration between learners and apprentices, coaches, support staff and employer partners.

Promoting Independence and Progression: Personal development support should enable learners to develop confidence, independence and the skills required to fulfil their potential and progress in their careers and wider lives.

Safeguarding and Wellbeing: Learner wellbeing is central to successful learning. BBET ensures safeguarding and welfare considerations are integrated into inclusive practice.

Continuous Improvement: Inclusive practices will be reviewed regularly to ensure barriers to learning are addressed so that learners continue to receive effective support.

4. Legal and Regulatory Framework

This policy is informed by the following legislation and guidance:

- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice 2015
- Keeping Children Safe in Education
- Ofsted Education Inspection Framework (EIF)
- Department for Education Apprenticeship funding rules and guidance
- Working Together to Safeguard Children

5. Identifying barriers to learning

BBET recognises that learners may experience a wide range of barriers that can impact participation, engagement or achievement. These may include, but are not limited to:

Educational and Learning Barriers

- learners with special educational needs and/or disabilities (SEND)
- learners who receive high needs funding
- learners who receive additional learning support
- learners with an Education, Health and Care (EHC) plan
- learners with low prior attainment
- learners with literacy, numeracy or digital skills gaps
- learners for whom English is an additional language (EAL)

Personal and Wellbeing Barriers

- learners with mental health or wellbeing challenges affecting participation
- learners with low confidence or motivation
- learners with caring responsibilities, including young carers
- learners who have spent time not in education, employment or training (NEET), or are at risk of becoming NEET

Financial and Economic Barriers

- learners from low-income backgrounds
- learners previously eligible for free school meals in school or FE
- learners facing housing or financial difficulties
- learners from areas of high deprivation

Social Care and Vulnerability Barriers

- learners known (or previously known) to children's social care services
- learners receiving support from a social worker
- care leavers and looked-after young people
- learners known (or previously known) to youth justice services

Workplace and Apprenticeship Barriers

- learners in unsupportive work environments
- learners facing workload pressures
- learners with insufficient time for off-the-job learning

Digital and Access Barriers

- learners with limited access to technology or digital resources

Cultural and Community Barriers

- learners facing cultural barriers
- learners from groups with historically lower achievement or progression rates

Other Barriers

- learners who face other barriers to their learning, participation and/or wellbeing

6. Identifying Learner Support Needs

BBET identifies learner needs through a range of processes including:

- initial assessment and diagnostic assessment
- enrolment and onboarding discussions
- disclosure of additional learning needs
- ongoing progress reviews
- coach observations
- employer feedback
- safeguarding disclosures.

Learners are encouraged to share any concerns or support needs so that appropriate support can be arranged or adapted during programme.

7. Learner Support and Reasonable Adjustments

Where barriers to learning are identified, BBET will implement appropriate support measures. These may include:

- individual Learner Support Plans
- additional learning support
- specialist support for learners with SEND
- adapted learning materials or assistive technology
- flexible learning approaches and extended deadlines where appropriate
- referrals to specialist services where required.

Reasonable adjustments will be made in accordance with the Equality Act 2010 to ensure learners with disabilities are able to access learning fairly.

8. Inclusive Teaching and Learning

Inclusive learning environments support learners to feel confident in sharing their perspectives and participating in learning activities.

BBET expects all coaches to adopt inclusive teaching practices to enable all learners to engage effectively with learning.

This includes:

- adapting teaching methods based on learner's prior experience and confidence
- providing varied learning activities
- using varied and accessible learning materials
- promoting respectful discussion and confident participation.

The expected impact is to ensure learners have actually learned what was intended, regardless of the method used.

9. Safeguarding and Wellbeing

Where barriers to learning relate to safeguarding concerns or personal welfare issues, these will be managed in accordance with BBET's Safeguarding Policy.

Learners will be supported to access appropriate guidance and support where needed.

10. Online and Remote Learning Inclusion

BBET recognises that online and blended learning environments may create additional barriers for some learners. To ensure inclusive access, BBET will:

- provide guidance on digital safety and online participation
- support learners in developing digital skills where required
- ensure learning platforms are accessible
- monitor learner engagement in online sessions
- actively support learners who may struggle with online learning environments
- encourage participation and interaction.

11. Roles and Responsibilities

Promoting learner inclusion is a shared responsibility across BBET. All staff, learners and employers have a role in supporting inclusive learning environments and addressing barriers to learning.

All

All staff are responsible for promoting inclusive practice within their roles, including:

- treating apprentices, learners and colleagues with fairness, dignity and respect
- promoting equality, diversity and inclusion
- recognising and responding appropriately to barriers to learning
- supporting learners to access appropriate services where required
- challenging discriminatory language or behaviour where it occurs
- participating in training and development relating to inclusive practice.
- Report concerns promptly following internal procedures

Board and Governors

The Board provides strategic oversight and assurance that BBET fulfils its responsibilities in relation to inclusion, equality and learner support.

- ensuring BBET complies with relevant legislation and regulatory requirements relating to equality, inclusion and safeguarding
- providing oversight of BBET's learner inclusion strategy
- reviewing information relating to learner outcomes, participation and achievement across different learner groups
- ensuring that organisational policies support inclusive practice and equitable access to education
- holding senior leaders accountable for the effective implementation of inclusion strategies

Senior Leadership Team

The Senior Leadership Team is responsible for the operational implementation of learner inclusion across BBET.

- creating a culture where equality, diversity and inclusion are valued and respected
- embedding inclusion within organisational strategy, curriculum design and learner support processes
- ensuring policies and procedures support inclusive learning environments
- monitoring learner outcomes and risks in engagement, achievement or progression
- ensuring appropriate systems are in place to identify and support learners facing barriers to learning
- ensuring staff receive training and guidance to support inclusive practices
- overseeing quality improvement activity relating to learner inclusion
- working collaboratively with employers and partners to support learners effectively.
- ensuring sufficient resources are available to support learners with additional needs

Designated Safeguarding Lead

The Designated Safeguarding Lead plays a key role in supporting learners whose barriers to learning relate to safeguarding, vulnerability or wellbeing.

- providing advice and guidance to staff where learners may be vulnerable or at risk
- supporting learners and apprentices experiencing safeguarding or welfare concerns
- working with external agencies where appropriate to support vulnerable learners
- contributing to learner support plans where safeguarding concerns are identified
- ensuring safeguarding considerations are incorporated within inclusive practices
- communicating hot topics and best practices relating to inclusion
- monitoring emerging risks that may affect vulnerable learners.

Additional Learning Support / SEND Lead

Where learners disclose learning difficulties or disabilities, the Additional Learning Support / SEND Lead will co-ordinate appropriate support.

- identifying learners who may require additional learning support
- coordinating assessment of learning support needs
- implementing reasonable adjustments in line with the Equality Act 2010
- delivering training to and advising coaches on inclusive teaching approaches
- monitoring the effectiveness of support interventions
- maintaining records of support arrangements and adjustments.

Quality and Curriculum Management

Quality and curriculum team support the effective implementation of inclusive practices across the organisation.

- monitoring learner outcomes and participation across different learner groups
- identifying patterns or trends that may indicate barriers to learning
- supporting coaches in developing inclusive teaching practices
- ensuring curriculum design supports accessibility and engagement
- contributing to staff development relating to inclusive practice
- ensuring inclusive practice forms part of quality assurance and improvement processes.

Regional Operations Managers

Regional Operations Managers play a key role in ensuring that learner inclusion is consistently implemented through the effective management and support of Coaches.

- providing leadership and oversight to Coaches to ensure inclusive practices are embedded within teaching, learning and progress review activities
- monitoring the quality and consistency of learner support provided by Coaches across their region
- ensuring that barriers to learning are identified promptly and appropriate support strategies are implemented
- supporting Coaches in managing complex learner cases, including those involving multiple barriers or vulnerability factors
- ensuring that Learner Support Plans are implemented effectively, monitored and reviewed
- monitoring learner engagement, progress and outcomes across their region, with particular focus on vulnerable or underrepresented groups
- identifying trends or patterns that may indicate systemic barriers to learning and escalating these to the Senior Leadership Team
- ensuring that Coaches comply with organisational policies relating to inclusion, safeguarding and learner support
- supporting the continuous professional development of Development Coaches, including coaching and guidance on inclusive practice
- working collaboratively with employer partners to address workplace barriers that may impact learner participation or achievement
- contributing to quality assurance and improvement activities, including observations, audits and reviews of learner support practices.

Coaches

Coaches play a critical role in identifying and supporting learners who may face barriers to learning.

- creating inclusive and supportive learning environments
- identifying potential barriers to learning through regular contact with learners
- implementing inclusive teaching and coaching practices
- adapting learning approaches to meet different learner needs
- developing and reviewing learner support plans where required
- monitoring learner engagement, wellbeing and progress
- raising safeguarding concerns in line with organisational procedures
- working collaboratively with employers to support learners within workplace settings
- undertake CPD to continually develop inclusive teaching practice
- encouraging learners to communicate any support needs or concerns.

Career Advisors

Careers Advisors play a key role in supporting inclusive access to programmes and ensuring that learners are appropriately informed and supported during the recruitment and onboarding process.

- providing impartial careers education, information, advice and guidance to prospective learners about available programmes and progression opportunities
- ensuring learners understand programme requirements, expectations and commitments before enrolment
- identifying potential barriers to learning during the onboarding process, including educational, personal or workplace barriers
- encouraging learners to disclose any additional learning needs, disabilities or support requirements
- explaining the support available to learners, including additional learning support and safeguarding processes
- ensuring that information relating to learner needs is shared appropriately with relevant teams to support effective transition into learning
- supporting learners to make informed decisions about programme suitability and progression routes
- signposting learners to additional support services where required.

Learners

Learners also play an important role in supporting inclusive learning environments.

Learners are encouraged to:

- engage positively with learning activities
- communicate any support needs or concerns to coaches or support staff
- treat others with respect and professionalism
- contribute to creating a safe and inclusive learning environment.

Learners will be supported to access appropriate assistance where barriers to learning are identified.

Employer Partners

Employers play a critical role in supporting learner inclusion within workplace settings.

Employers are expected to support apprentices and learners in workplace environments.

- providing safe and supportive workplace environments
- supporting learners to participate in On and off-the-job learning activities
- implementing reasonable adjustments where required
- communicating concerns to BBET regarding learner wellbeing or engagement
- supporting learners with reasonable adjustments where necessary, such as those who may require additional time or flexibility to complete learning activities.

BBET works collaboratively with employers to address workplace barriers to learning where they arise.

12. Training and Staff Development

BBET recognises that effective learner inclusion relies on staff having the knowledge, confidence and skills to identify and respond to barriers to learning.

BBET is committed to ensuring that all staff receive appropriate training and professional development to support inclusive practice and meet the needs of a diverse learner population.

12.1 Staff Training

All staff involved in the delivery, management or support of learners will receive training relevant to their roles. This may include:

- equality, diversity and inclusion awareness
- safeguarding and learner wellbeing
- Prevent Duty awareness
- recognising barriers to learning and vulnerability indicators
- supporting learners with additional learning needs or disabilities
- inclusive teaching and learning practices
- mental health awareness and learner wellbeing support
- online safety and digital learning environments.

Training is delivered through induction programmes, internal training sessions, external training providers or professional development activities.

12.2 Induction Training

All new staff will receive training as part of their induction to ensure they understand their responsibilities in relation to learner inclusion.

Induction training includes:

- an overview of BBET's Learner Inclusion Policy
- safeguarding responsibilities and reporting procedures
- recognising and responding to learner support needs
- understanding the role of reasonable adjustments and additional learning support
- awareness of barriers that may affect learner participation or achievement.

This helps ensure staff are prepared to support learners effectively from the outset.

12.3 Specialist Training

Where appropriate, additional or specialist training may be provided for staff whose roles involve enhanced responsibility for learner support.

This includes training relating to:

- supporting learners with SEND and other vulnerable learner groups
- mental health and wellbeing support
- safeguarding leadership
- inclusive curriculum design

Staff may also be signposted to sector guidance and professional development resources to support continuous improvement.

12.4 Continuous Professional Development

BBET encourages ongoing professional development to ensure staff remain informed about good practice in inclusive education.

Continuous professional development activities include:

- internal training and knowledge-sharing sessions
- participation in sector training and events
- updates on legislative or regulatory changes
- reflective practice and peer learning.

The effectiveness of staff training is reviewed through quality assurance processes, learner and employer feedback and staff development reviews.

12.5 Monitoring Training Effectiveness

BBET monitors staff training and development to ensure that inclusive practice is embedded across the organisation. This includes:

- reviewing staff training records
- evaluating staff confidence in supporting diverse learner needs
- monitoring learner outcomes and engagement
- identifying areas where further training may be beneficial.

Findings may inform future training programmes and quality improvement planning.

13. Monitoring and Review

BBET monitors learner outcomes and experiences to ensure inclusive practices are effective.

Where disparities or barriers are identified, BBET will implement improvement actions to address them.

14. Measuring the Impact of Inclusion

BBET is committed to ensuring that inclusive practices are effective and lead to meaningful improvements in learner participation, experience and outcomes. Monitoring activities include:

- reviewing learner achievement and progression data
- analysing outcomes across different learner groups
- reviewing learner and employer feedback
- reviewing support plans and interventions.

14.1 Monitoring Learner Participation and Outcomes

BBET regularly reviews learner data to identify patterns that may indicate barriers to learning or disparities in outcomes.

This includes analysis of:

- learner recruitment and participation across different groups
- retention and withdrawal rates
- learner progress and achievement
- functional skills participation and outcomes
- learner progression and destinations.

14.2 Monitoring Support Effectiveness

The effectiveness of learner support interventions are monitored through:

- review of Learner Support Plans
- coach feedback
- learner progress reviews
- engagement in learning activities
- learner achievement and progression.

Adjustments to support strategies are made where support arrangements are not achieving the intended outcomes.

14.3 Learner and Employer Voice

BBET recognises the importance of learner and employer feedback in evaluating inclusive practice.

Learner and employer voice is gathered through:

- learner and employer surveys
- feedback during progress reviews
- learner forums or focus groups
- informal feedback shared with tutors and development coaches.

Feedback is reviewed to identify opportunities to improve learner support, accessibility and engagement.

14.4 Quality Assurance and Improvement

Inclusive practice forms part of BBET's quality assurance and continuous improvement processes. This includes:

- internal quality reviews
- curriculum and programme monitoring
- review of learner support provision
- analysis of safeguarding and welfare trends.

Findings inform organisational improvement plans, staff training priorities and curriculum development.

14.5 Reporting and Oversight

Information relating to learner inclusion and outcomes are reviewed by senior leaders and the governance board to ensure appropriate oversight.

This helps ensure that:

- barriers to learning are identified and addressed
- inclusive practices are embedded across provision
- learners are supported to achieve their full potential.

15. Related Policies

This policy should be read alongside BBET's other policies and procedures including:

- Equality, Diversity and Inclusion Policy
- Feedback, Compliments and Complaints Policy
- Health and Safety Policy
- Learner Inclusion Strategy
- Prevent Policy, Risk Assessment and Action Plan
- Recruitment Policy
- Safeguarding and Child Protection Policy

Contact

If you have any questions or suggestions regarding this policy, please contact:

Designated Safeguarding Lead

Busy Bees Education and Training

St Matthews, Shaftsbury Drive, Burntwood, WS7 9QP, UK.

Email: trainingfeedback@busybees.com

Statutory information

Busy Bees Education and Training Limited

Registered in England and Wales under Company Registration No. 03026494

Registered Office: St Matthews, Shaftsbury Drive, Burntwood, WS7 9QP, UK.

Email: enquiries@busybees.com

Review

This policy is:

- Monitored by senior leadership
- Reviewed at least annually, or in response to legislative changes or following updates to risk assessments or incidents
- Agreed and signed off by the CEO

Training and Roll Out

This policy will be made available via our website (busybeestraining.co.uk) and SharePoint. Staff training will be made available during Face-to-Face or Teams meetings as part of ongoing staff development, along with our commitment to this policy.

Policy Owner: Designated Safeguarding Lead

Ref: C23-Learner Inclusion Policy

Version: 1.0

Approval Date: 2nd March 2026

Review Date: 31st March 2027

Appendix A - Common Barriers to Learning and Indicators

BBET recognises that learners may experience a range of barriers that impact their ability to engage with learning, make progress or complete their programme.

This appendix provides examples of common barriers to learning and possible indicators that career advisors or coaches may observe. These indicators are intended to support early identification and appropriate intervention.

Educational Barriers

Potential Barrier	Possible Indicators
Low prior attainment	Learner struggles with coursework, written tasks or assessments
Literacy or numeracy difficulties	Difficulty completing written work, avoiding written tasks
English as an additional language	Difficulty understanding instructions or participating in discussions
Learning difficulties or disabilities	Difficulty retaining information, slower progress than expected

Learners may benefit from **additional learning support, adapted materials or dedicated functional skills support.**

Personal and Wellbeing Barriers

Potential Barrier	Possible Indicators
Mental health or wellbeing concerns	Reduced engagement, withdrawal from learning, mood changes
Low confidence or self-esteem	Avoidance of participation, reluctance to attempt tasks
Caring responsibilities	Frequent lateness or difficulty completing work on time
Health conditions	Regular absence, fatigue or difficulty maintaining focus

Learners may benefit from **pastoral support, flexible learning arrangements or referral to appropriate services.**

Workplace Barriers

Potential Barrier	Possible Indicators
Lack of time for learning	Learner unable to complete off-the-job training
Workplace pressures	Missed learning sessions or incomplete assignments
Lack of employer support	Limited opportunities to practise skills in the workplace
Workplace culture issues	Learner expressing concerns about treatment at work

Where workplace barriers arise, BBET will work collaboratively with **employers to support the learner and identify solutions.**

Social and Environmental Barriers

Potential Barrier	Possible Indicators
Socio-economic disadvantage	Limited access to technology or learning resources
Housing or financial instability	Irregular attendance or engagement
Social isolation	Limited interaction with peers or tutors

Learners may benefit from **additional guidance, signposting to support services or flexible learning arrangements.**

Vulnerability Indicators

Potential Barrier	Possible Indicators
Learners aged 16-18	Additional pastoral support needs
Young males	Disengagement from learning activities
Learners with SEND	Need for adapted teaching approaches
Vulnerable adults	Disclosure of personal or welfare concerns
Exposure to harmful online content	Changes in behaviour, concerning online discussions

Some learners may require enhanced support due to increased vulnerability. Where vulnerability concerns arise, staff should follow **safeguarding procedures and seek advice from the Designated Safeguarding Lead (DSL).**

Responding to Identified Barriers

Where barriers to learning are identified, coaches should:

1. Discuss concerns with the learner where appropriate
2. Consider whether a Learner Support Plan is required
3. Implement reasonable adjustments where needed
4. Escalate concerns to the Additional Learning Support team or Designated Safeguarding Lead where appropriate
5. Monitor progress and review support arrangements regularly.