

## WMC Training – Inclusion Policy 2025–2026

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| <b>Policy Title:</b> | WMC Training Inclusion Policy 2025/26 |
| <b>Created:</b>      | 20/10/2025                            |
| <b>Review Date:</b>  | 20/10/2026                            |
| <b>Version:</b>      | 2                                     |
| <b>Approved by:</b>  | Emma Grimshaw (Operations Director)   |

### 1. Policy Statement

WMC Training is committed to providing an inclusive, equitable, and ambitious learning environment where every apprentice can access, participate, and achieve. Inclusion is central to our mission to deliver high-quality, sector-relevant apprenticeship training that enables all learners to thrive within the Early Years, Leadership, and associated sectors.

This policy outlines WMC Training's approach to identifying, supporting, and monitoring learners with additional or different needs through a structured, person-centred Assess–Plan–Do–Review (APDR) model. It defines how inclusion is embedded in leadership, teaching, and quality assurance, and how proportional support is delivered using a Two-Tier APDR Framework.

### 2. Scope

This policy applies to:

- All WMC Training staff, tutors, and governors.
- All apprentices enrolled on WMC Training programmes.
- All partner employers and stakeholders involved in apprenticeship delivery.

### 3. Aims and Objectives

WMC Training aims to:

- Ensure early identification of learning difficulties, disabilities, or barriers to learning.
- Provide timely, proportionate support through the Two-Tier APDR process.
- Promote a culture of belonging where diversity is celebrated and every learner feels respected and supported.
- Deliver inclusive teaching and assessment that enables sustained achievement and progression.
- Monitor and evaluate the impact of inclusion strategies through data, learner voice, and continuous improvement.
- Maintain governance oversight of inclusion via the Inclusion Lead and termly reporting to the Board.

#### 4. Definitions

- **Inclusion:** Ensuring all learners can access, participate in, and succeed in learning, irrespective of background, need, or circumstance.
- **SEND:** Learners who require additional or different support from that normally provided.
- **APDR:** A cyclical process of *Assess, Plan, Do, and Review* used to identify needs, implement support, and evaluate impact.
- **Tier 1 – Tutor-Led Support:** Low or emerging needs, managed through light APDR documentation by the tutor.
- **Tier 2 – High-Needs / Funded Support:** Significant or diagnosed needs requiring structured interventions and oversight by the Inclusion Lead.

#### 5. Leadership and Responsibilities

| Role                       | Key Responsibilities                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Inclusion Lead</b>      | <ul style="list-style-type: none"> <li>• Lead operational inclusion across all programmes.</li> <li>• Determine support tier following referral or assessment.</li> <li>• Oversee Tier 2 APDRs and maintain the Inclusion Register.</li> <li>• Monitor progress and impact of funded learners.</li> <li>• Coordinate high-needs funding applications and inclusion reporting.</li> </ul> |
| <b>Operations Director</b> | <ul style="list-style-type: none"> <li>• Strategic oversight of inclusion implementation.</li> <li>• Chair Inclusion Huddles and Panels.</li> <li>• Allocate resources and staffing.</li> <li>• Ensure compliance with Equality and SEND legislation.</li> </ul>                                                                                                                         |
| <b>Quality Lead</b>        | <ul style="list-style-type: none"> <li>• Embed inclusion within QA and observation cycles.</li> <li>• Evaluate APDR quality and tutor CPD impact.</li> <li>• Produce inclusion data and governance reports.</li> <li>• Lead Inclusion Deep Dives and quality reviews.</li> </ul>                                                                                                         |
| <b>Tutors</b>              | <ul style="list-style-type: none"> <li>• Identify emerging needs and complete Tier 1 APDRs.</li> <li>• Deliver and monitor agreed support strategies.</li> <li>• Escalate persistent barriers to the Inclusion Lead.</li> <li>• Record evidence of impact on Aptem.</li> <li>• Engage in inclusion CPD and reflective coaching.</li> </ul>                                               |
| <b>Governors</b>           | <ul style="list-style-type: none"> <li>• Review inclusion outcomes and reports.</li> <li>• Monitor compliance with statutory duties.</li> <li>• Challenge and support senior leaders on inclusion impact.</li> </ul>                                                                                                                                                                     |

## 6. Early Identification and Two-Tier Framework

### Tier 1 – Tutor-Led Support (Low or Emerging Need):

- Managed directly by tutors through a short-form APDR reviewed every 12 weeks.
- Focus on in-session adjustments such as breaking down assignments, adjusting screen backgrounds, or increasing meeting frequency.
- Recorded within the learner's file as early intervention and good practice.
- Does not trigger funding.

### Tier 2 – High ALN / Funded Support:

- Applies to diagnosed or significant needs that substantially impact learning or progress.
- Requires formal APDR documentation, Inclusion Lead oversight, and review every 8–10 weeks.
- May involve specialist input or local authority funding.

Tutors must escalate to the Inclusion Lead when a learner's needs persist despite Tier 1 intervention.

## 7. Teaching, Learning, and Assessment

Inclusive practice is achieved through:

- Differentiated instruction, scaffolded tasks, and adaptive technology.
- Tutor-led strategies promoting accessibility and learner independence.
- Accessible digital and physical learning environments in line with the EDAP.
- Continuous professional development in neurodiversity, trauma-informed practice, and inclusive pedagogy.

## 8. Monitoring, Quality, and Governance

Inclusion performance is reviewed at three levels:

- **Operational:** Weekly Inclusion Huddles.
- **Strategic:** Monthly Inclusion Panels.
- **Governance:** Termly Inclusion Impact Reports to the Board.

Key indicators include:

- Parity of achievement and retention for SEND and non-SEND learners.
- Evidence of effective Tier 1 and Tier 2 APDR implementation.
- Tutor confidence and engagement in inclusion CPD.
- Learner satisfaction and wellbeing outcomes.

## **9. Data Protection and Confidentiality**

All inclusion and APDR data is processed in accordance with UK GDPR (2018). Access is restricted to authorised personnel. Learners are informed of data use at onboarding and may request updates at any time.

## **10. Review and Evaluation**

This policy is reviewed annually by the Inclusion Lead, Operations Director, and Quality Lead.

Review outcomes are informed by:

- Inclusion data trends.
  - Tutor and learner feedback.
  - SAR/QIP evaluation cycles.
- Next review due: **20 October 2026.**