

Quality Controlled Document

Policy: **Inclusion**

Date: May 2026

Approved By: **Director of People, Facilities and Infrastructure**

1. Policy Statement

Gloucestershire College is committed to equality, diversity, and inclusion across all activities, recognising these principles as essential to an outstanding learning environment and supportive workplace. The College aims to eliminate attainment and progression gaps while celebrating diversity for both learners and staff, strengthening outcomes, experiences, and organisational culture.

The College believes an inclusive and respectful environment benefits everyone. It promotes a culture where diversity, fairness, dignity, and mutual respect are embedded in everyday practice, ensuring individual needs are understood and supported in learning, teaching, and professional life. This commitment also helps create a student body and workforce that reflect the diverse communities we serve.

Equality means ensuring all students and staff can access education, training, and employment opportunities without unfair barriers, stigma, or stereotyping. Everyone should feel respected, safe, and supported, with College systems, policies, and practices designed to be inclusive and responsive to diverse needs.

Diversity strengthens the College by fostering belonging, wellbeing, creativity, and collaboration. We value the wide range of backgrounds, cultures, faiths, sexual orientations, gender identities, ages, and lived experiences within our community. This diversity is one of our greatest strengths and central to creating a College where everyone can succeed and belong.

2. Purpose of Inclusion Policy

The College's intention is to provide an inclusive learning environment in which all learners and staff can achieve their full potential, regardless of background, identity, or individual need. Inclusion is central to the College's vision for high-quality education and is embedded within curriculum design, teaching practice, support systems, and leadership decision-making.

The College aims to ensure that barriers to learning and participation are identified early and removed through effective teaching, targeted support, and a culture of high expectations. Inclusion is not treated as an additional support function but as a fundamental driver of achievement, progression, and personal development.

The College is committed to ensuring that all learners, including those with SEND, care experiences, additional learning needs, disadvantaged backgrounds, and protected characteristics (including gender reassignment), are fully supported to thrive academically, socially, and emotionally.

3. Implementation - How Inclusion is Delivered

Inclusion is implemented through a whole-college approach that ensures consistency across curriculum areas, support services, and leadership functions. Teaching staff are expected to apply inclusive pedagogical strategies that ensure learning is accessible, appropriately challenging, and responsive to individual learner needs.

Curriculum planning ensures that knowledge, skills, and behaviours are taught in a way that supports all learners to build on their starting points. Staff use assessment information effectively to identify gaps in learning and to adapt teaching accordingly. Where appropriate, reasonable adjustments are made to ensure equitable access to learning and assessment.

Support services work in close partnership with curriculum teams to provide timely and targeted interventions. This includes academic support, SEND provision, pastoral care, mental health support, and safeguarding services. These services are coordinated to ensure early identification of need and rapid response.

The College ensures that staff are well trained in inclusive practice through ongoing professional development, including SEND awareness, equality and diversity, safeguarding, mental health, and transgender inclusion. Staff are supported to apply this knowledge consistently in their day-to-day practice.

4. Impact - Outcomes for Learners and Staff

The impact of the College's inclusive approach is measured through improved outcomes for all learners, including high achievement, strong progression rates, positive destinations, and effective preparation for employment or further study. The College closely monitors gaps in attainment and progress between different learner groups and takes action to address any disparities.

Inclusion is also reflected in learners' behaviour, attitudes, attendance, and engagement. Learners demonstrate respect for diversity, feel safe and supported, and are able to participate fully in College life. Learner voice is actively used to evaluate the effectiveness of inclusive practice and to inform continuous improvement.

For staff, the impact of inclusive practice is seen in increased confidence, improved teaching quality, and effective collaboration across teams. Staff are supported to develop professionally and are able to access the training, guidance, and specialist support required to meet diverse learner needs.

Partners work collaboratively with the college to improve life experiences of inclusive groups of learners and staff. The impact is that support is relevant, updated and quality assured.

4. College-Wide Approach to Inclusion

Inclusion is embedded across all areas of the College and is not limited to specialist teams. Senior leaders ensure that inclusion is a strategic priority, reflected in curriculum intent, staff development, resource allocation, and quality assurance processes.

Curriculum teams are responsible for embedding inclusive teaching and learning strategies within their delivery, while support teams provide coordinated interventions. This integrated approach ensures that inclusion is consistent, proactive, and responsive across the organisation.

Governors provide oversight and challenge to ensure that inclusion remains effective and aligned with statutory responsibilities and Ofsted expectations.

5. Inclusive Teaching, Learning and Assessment (Quality of Education)

The College ensures that teaching, learning, and assessment are of high quality and inclusive for all learners. Staff use detailed knowledge of learners' starting points to plan lessons that build knowledge and skills progressively while ensuring accessibility.

Differentiation is embedded within teaching practice, enabling learners to access the curriculum at an appropriate level while being challenged to achieve their potential. Assessment is used formatively to identify gaps and inform teaching, ensuring that learners make sustained progress over time.

Where barriers to assessment exist, reasonable adjustments are implemented to ensure fairness without compromising standards. Inclusive practice contributes directly to the quality of education and is monitored through internal quality assurance processes.

6. Support for Learners

The College provides a comprehensive and coordinated support system designed to promote learner success, wellbeing, and personal development. Support begins from our outreach events and at enrolment through initial assessment and continues throughout the learner journey.

Learners have access to academic support, SEND provision, mentoring, study skills development, English and maths support, and pastoral services. Mental health and wellbeing support is available to ensure learners are able to engage positively with their studies.

EHCP provision will be implemented in line with each learner's identified needs and agreed outcomes, with support planned, delivered, and reviewed using the graduated approach.

The designated teacher works with a range of pastoral support and training and development teams to ensure a holistic wrap-around journey for young people who are care experienced. Specialist external services are engaged with to provide counselling and mentoring support in a specialist capacity, including EHCP counselling services, young carers and more.

The College also provides specific support for transgender learners, ensuring they are treated with dignity, respect, and fairness. This includes support with the use of preferred names and pronouns, confidentiality, access to appropriate facilities, and appropriate updates to College records in line with legal and safeguarding requirements. The College ensures that transgender learners are fully included in all aspects of College life and supported in a safe and respectful environment.

Learner wellbeing, safety, and engagement are central to the College's approach and are closely monitored as part of personal development outcomes.

7. Support for Staff

The College recognises that high-quality inclusive education depends on well-supported staff. Staff receive ongoing professional development to ensure they are equipped to meet the needs of diverse learners effectively.

Training includes SEND awareness, inclusive teaching strategies, safeguarding, equality and diversity, mental health awareness, and transgender inclusion. Staff are supported to develop confidence in adapting teaching and assessment to meet individual needs.

Specialist teams, including learning support, safeguarding, and HR, provide ongoing guidance and practical support. Staff are encouraged to collaborate, share good practice, and engage in reflective development. Senior leaders ensure that workload and systems enable staff to deliver inclusive practice effectively.

8. Behaviour, Attitudes and Culture of Inclusion

The College promotes a culture of respect, safety, and inclusion. High expectations of behaviour and attitudes are consistently applied across all areas of College life. Learners are supported to develop respect for others, including an understanding of diversity and equality.

Discrimination, harassment, and victimisation are not tolerated, including behaviour related to gender identity, disability, race, religion, or any other protected characteristic. The College actively promotes positive relationships and respectful communication through curriculum delivery and enrichment activities.

9. Our College Values

Strong values are essential to the College because they shape our culture and define how students and staff learn, work, and interact. They provide a clear, shared framework that guides behaviour, decision-making, and expectations across the organisation.

When values are consistently applied, they create a sense of belonging, trust, and respect for everyone in the College community. For students, this supports achievement and personal development in a safe and inclusive environment, while for staff it fosters professionalism, collaboration, and high standards. Ultimately, strong values underpin educational quality and organisational success by uniting the College around a shared purpose.

Be Respectful

- To be respectful of self, others, property and environment when at college or representing the college.
- To care for one another, our surroundings and the community.
- To be inclusive of others and everyone; listening, respecting and showing consideration for people's qualities, differences, beliefs and views.
- To create a sense of trust, safety and well-being
- To be non-judgemental and polite. Be friendly, welcoming, supportive and inclusive.
- To demonstrate respect through all forms of communication.

Be Responsible

- To take ownership of my behaviour, attitude and learning/development.
- To be responsible and accountable for my own actions and the impact that I have on the college, and wider, community.
- To be mindful of the wellbeing of others.
- To be mindful of the way I communicate with others, making sure that my communications reflect the college values.

Be Ambitious

- To be ambitious and aspirational for our learners and one another and celebrate successes
- To demonstrate and commit to continuously improve, learn and succeed for yourself, for others and the college
- To show positive aspirations and determination in your plans and actions
- To be supportive of everyone and encourage their positive ambitions.
- To provide opportunities for everyone to improve and succeed

Be Collaborative

- To work as part of a team or teams, to support each other to contribute to the success of self, others and the GC Community
- To contribute, listen, communicate and work with each other to develop and grow together.
- Working together with purpose, to have a positive impact on the college and be responsive to change.
- To be inclusive, encouraging and supportive when working as a team and across teams
- To use effective communication when working together
- To be a team player, by being reflective, creative and sharing ideas that support improvements

9. Transgender Inclusion

The College is committed to ensuring that transgender learners and staff are fully included, respected, and supported. Gender identity is recognised as a protected characteristic under the Equality Act 2010, and the College takes active steps to prevent discrimination or exclusion on this basis.

Transgender individuals are supported to use their preferred names and pronouns, and confidentiality is maintained in relation to gender identity. Where appropriate, College systems and records are updated in line with legal, safeguarding, and administrative requirements. Access to facilities is managed sensitively and in a way that ensures dignity and safety for all members of the College community.

Staff are provided with training and guidance to ensure they understand their responsibilities in supporting transgender inclusion and maintaining a respectful environment.

10. Accessibility and Reasonable Adjustments

The College ensures that all environments, both physical and digital, are accessible to learners and staff. Where barriers are identified, reasonable adjustments are implemented promptly to ensure equality of access.

Adjustments may include changes to teaching methods, assessment arrangements, learning materials, timetables, or physical environments. Digital platforms are designed to meet accessibility standards and support assistive technologies.

The College provides gender-neutral toilet facilities to support an inclusive, respectful, and accessible environment for all students, staff, and visitors. These facilities are available for use by any individual, regardless of gender identity, and are designed to offer an additional option alongside single-sex toilets. The provision of gender-neutral toilets reflects the College's commitment to dignity, privacy, and inclusion, ensuring that individuals can choose the facilities that best meet their personal comfort and needs.

The availability of gender-neutral facilities also supports transgender and non-binary individuals by providing an inclusive alternative that reduces barriers to participation in College life. However, use of gender-neutral toilets is entirely optional and no individual is required to use them unless they choose to do so. The College ensures that all toilet provision is managed in line with the Equality Act 2010, maintaining fairness, safety, and respect for all users.

All members of the College community are expected to use facilities appropriately and respectfully. Any form of harassment, discrimination, or inappropriate behaviour in relation to toilet facilities will not be tolerated and will be dealt with under College disciplinary procedures.

11. Leadership and Management

Leaders and managers ensure that inclusion is embedded across all aspects of the College's work. They are responsible for setting a clear vision for inclusion, monitoring its effectiveness, and ensuring that resources are appropriately allocated.

Governors provide oversight and challenge to ensure that inclusion is effective and that outcomes for all learner groups are improving. Leaders use data effectively to monitor performance, identify gaps, and implement targeted improvement actions.

12. Monitoring, Evaluation and Quality Assurance

The effectiveness of inclusion is monitored through a range of measures, including learner achievement, progress, attendance, retention, progression data, and learner and staff feedback. Data is analysed to identify disparities between different groups of learners, and actions are taken to close gaps in performance.

Findings are used to inform quality improvement planning and staff development. Internal and external quality assurance processes ensure that inclusive practice is continuously reviewed and improved.

13. Complaints and Feedback

Learners and staff are encouraged to raise concerns if they feel their needs are not being met or if they experience unfair treatment. The College provides both informal and formal routes for raising concerns, all of which are handled fairly, sensitively, and in a timely manner.

Feedback from learners and staff is valued and used to improve inclusive practice and overall College effectiveness.

14. Policy Review

This policy is reviewed regularly to ensure continued compliance with legislation and alignment with Ofsted expectations. It is updated in response to inspection findings, legal changes, and internal evaluation outcomes. Responsibility for oversight rests with senior leadership and the governing body.

Removing existing and potential barriers to inclusion is critical to creating an inclusive work and study environment where people feel welcomed, valued, and supported. Equality Impact Assessments are completed during the development of this policy and other relevant policies to provide a structure to fully embed inclusion into any decisions, policies or activities that may impact on people and ensure policies are compliant with their stated intentions. Existing policies will also be reviewed using the EIA framework.

This policy should be read in conjunction with other policies:

- Staff Code of Conduct
- Learner Code of Conduct
- Learner Disciplinary Policy
- Child Protection and Safeguarding Policy
- Staff Recruitment Policy

Next review due: 2029

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