

## Support, Inclusivity and Ethics Policy

### Inclusion Policy

At Portland Training, inclusion is a whole-provider responsibility and underpins all aspects of our provision. We are committed to ensuring that all learners, particularly those who are disadvantaged, have special educational needs and/or disabilities (SEND), or face wider barriers to learning or well-being, are identified early, supported effectively and enabled to make progress from their individual starting points. Our inclusive approach is implemented through high-quality Information, Advice and Guidance (IAG), proportionate and responsive SEND support using a graduated approach (assess, plan, do, review), and a strong ethical and safeguarding culture. Leaders monitor the impact of inclusion through learner voice, attendance, retention, achievement and progression data, and use this intelligence to remove barriers, maintain high expectations and continuously improve learner experiences and outcomes.

### Information, Advice and Guidance (IAG) Policy for Adult Learners in Further Education

#### Introduction

At Portland Training, learners are at the centre of all educational decision-making. We recognise that adult learners often face complex barriers to learning, employment and progression. Our Information, Advice and Guidance (IAG) provision is therefore designed to ensure that learners are supported to make informed choices, engage fully in learning, and progress positively towards their intended outcomes.

This approach supports Ofsted's expectation that providers set high aspirations for all learners and ensure they are well prepared for their next steps in education, training or employment.

#### Background

IAG at Portland Training is defined as:

- Information – accurate, up-to-date and accessible information about learning opportunities, qualifications, progression routes and support services.
- Advice – personalised discussion that helps learners understand options in relation to their starting points, aspirations and circumstances.
- Guidance – ongoing, impartial support that enables learners to make decisions, review progress and adapt plans where their needs or goals change.

#### Intent

Portland Training provides impartial, timely and learner-centred IAG that enables learners to identify realistic, ambitious goals and to understand how their programme supports progression towards those goals.

Our intent is to:

- Ensure all learners understand their learning pathway and next steps.
- Set high expectations for participation, progress and achievement, particularly for learners who face barriers to learning.
- Support learners to make sustained progress from their starting points.

All staff involved in IAG delivery are trained to a minimum of Level 2 in Information, Advice and Guidance. IAG provision is quality assured through Matrix Standard accreditation and internal quality processes.

## **Implementation**

### **Pre-Enrolment**

- One-to-one IAG discussions to identify aspirations, prior experience and potential barriers to learning.
- Clear explanation of programme content, expectations, progression routes and employer relevance.
- Early identification of support needs, including SEND, mental health and wider personal barriers, with signposting or referral where appropriate.

### **At Enrolment**

- Initial assessment and IAG to establish starting points and agree ambitious but realistic individual learning goals.
- Consideration of reasonable adjustments in line with the Equality Act 2010.

### **During Programme**

- Embedded IAG through tutor feedback and one-to-one support where appropriate.
- Ongoing review of learner goals using a graduated approach (assess, plan, do, review) to ensure support remains appropriate as needs change.
- Access to employability development, essential skills and self-led learning through the Portland Learner Hub.

### **Exit and Progression**

- Tailored support with CVs, interviews, job applications and progression planning.
- Destination tracking to understand learner outcomes and inform quality improvement.
- Follow-up IAG for learners requiring further support to sustain or progress.

## Impact

The impact of IAG is evaluated through learner feedback, progress against goals, retention and achievement data, and progression outcomes. As a result, learners:

- Gain confidence and clarity about their next steps.
- Remain engaged and motivated on programme.
- Progress into employment, further learning or personal development opportunities aligned to their goals.

## Inclusion and SEND Code of Practice

### Introduction

Portland Training is committed to creating an inclusive learning environment in which all learners feel welcome, respected and supported to achieve their potential. This includes learners with special educational needs and disabilities (SEND), learners who are disadvantaged, and those facing wider barriers to participation and well-being.

This approach reflects Ofsted's expectation that providers identify needs early, reduce barriers effectively and maintain high expectations for all learners.

### Purpose and Scope

This Code of Practice outlines how Portland Training:

- Identifies and assesses learners' needs accurately and early.
- Uses a graduated approach (assess, plan, do, review) to provide proportionate and effective support.
- Makes reasonable adjustments to ensure learners can access, participate in and achieve within their programme.

### Identification of Need

Support needs are identified through:

- Pre-enrolment discussions and self-disclosure.
- Initial assessment and diagnostic activity.
- Ongoing observation and review during delivery.

Learners are encouraged to disclose needs confidentially, and information is shared appropriately to ensure support is effective.

### Inclusive Practice and Support

#### Portland Training:

- Adapts teaching strategies, resources and delivery models to reduce barriers to learning.
- Provides assistive technology and specialist support where appropriate.
- Reviews support regularly to ensure it continues to meet learner needs and promotes independence.

Numeracy and literacy skills are developed within vocational learning; Portland Training does not deliver funded English or mathematics qualifications but ensures learners are supported to develop essential skills relevant to progression.

#### Impact

Leaders monitor the effectiveness of inclusive practice through learner feedback, attendance, retention and achievement data. Learners with SEND and those facing barriers typically make progress in line with their starting points and are supported to move closer to their intended outcomes.

### Code of Ethics

#### Purpose

This Code of Ethics sets out the professional standards expected of all Portland Training staff. It supports a culture of integrity, safeguarding and respect, ensuring learners feel safe, valued and able to engage fully in learning.

#### Ethical Principles

All staff will:

- Act with integrity, honesty and transparency.
- Maintain professional boundaries with learners.
- Protect confidentiality and personal data.
- Uphold safeguarding responsibilities and report concerns promptly in line with policy.

#### Accountability and Continuous Improvement

Ethical conduct is monitored through supervision, learner feedback and quality assurance processes. Breaches of this Code are addressed promptly. Leaders review ethical practice regularly to ensure it continues to support learner safety, inclusion and well-being.

***This policy is reviewed annually and contributes to Portland Training's Self-Assessment Report and Quality Improvement Plan.***