

Inclusion Policy

1. Policy Statement

The College is committed to creating an inclusive, ambitious, and supportive environment where every student can belong, thrive, and achieve. We believe that all young people—regardless of background, need, or starting point—are entitled to high-quality teaching, equitable access to support, and meaningful progression into the higher education degree, apprenticeship or employment of their choosing.

This policy sets out how the College will deliver on its commitment to inclusion, aligned with the SEND Code of Practice (2015), the Equality Act (2010), and the Ofsted Education Inspection Framework.

2. Definition of Inclusion

Inclusion means creating learning environments, pathways, and cultures where every student can:

- Participate fully
- Progress meaningfully
- Achieve outcomes that matter to them

The College has high expectations for all students and ensures that barriers to learning are identified early and addressed effectively.

3. Core Principles

The College's approach to inclusion is guided by four principles:

3.1 Inclusion starts with high-quality provision

High-quality teaching, curriculum design, and support services form the foundation of inclusive practice.

3.2 Inclusion is led by leadership

Governors, senior leaders, and curriculum managers set expectations, allocate resources, and model inclusive values.

3.3 Inclusion is collaborative

Staff, students, families, local authorities, and partner agencies work together to remove barriers to learning.

3.4 Inclusion is measurable

Participation, progress, and outcomes are monitored and used to drive continuous improvement.

4. Aims of the Inclusion Policy

The College aims to:

- Ensure all students can access an ambitious curriculum
- Provide a graduated approach to support (universal, targeted, specialist)
- Strengthen pathways for priority groups
- Promote positive mental health and wellbeing
- Ensure effective multi-agency collaboration
- Build staff confidence and capability in inclusive practice
- Maintain high-quality provision that adapts to student need

5. Priority Groups

The College recognises that some students may require additional support. Priority groups include:

- Students with SEND or EHCPs
- Students with SEMH needs
- Care-experienced students
- Students with poor attendance or previous disengagement
- Financially disadvantaged students
- Students with English as an additional language
- Students without Level 2 English and/or maths
- Students facing other barriers to learning or wellbeing

6. Graduated Approach to Support

The College follows a structured, graduated model:

6.1 Universal Support

- High-quality, adaptive teaching
- Inclusive curriculum design
- Positive behaviour and relationships
- Accessible learning environments
- Neurodivergent-friendly signposting and communication

6.2 Targeted Support

- Small-group interventions
- Attendance and engagement support
- Literacy and numeracy support
- Pastoral and wellbeing interventions

6.3 Specialist Support

- SEND support plans and EHCP provision
- Specialist careers advice for SEND learners
- Multi-agency involvement (e.g., CAMHS, social care, youth services)
- Reasonable adjustments under the Equality Act

Support is reduced or removed when no longer required.

7. Identification of Need

The College will:

- Use initial assessments to identify learning, support, and progression needs
- Prioritise early identification and intervention
- Train staff to recognise emerging needs
- Ensure consistent delivery of SEND plans and reasonable adjustments

8. Curriculum and Pathways

The College will:

- Offer a broad range of courses to suit diverse learners
- Provide supported learning and specialist pathways where needed
- Develop flexible timetables and supported progression routes
- Work with schools, local authorities, HE providers, and employers to ensure smooth transitions

9. Mental Health, Wellbeing, and Pastoral Support

The College will:

- Map and publish clear mental health and wellbeing support routes
- Embed attendance and engagement support into curriculum delivery

- Promote a culture of emotional safety and belonging
- Provide staff training in trauma-informed and mental-health-aware practice

10. Multi-Agency Collaboration

The College will:

- Appoint a named Inclusion Lead
- Strengthen cooperation between support departments
- Use shared referral routes and digital platforms where appropriate
- Participate in joint training and communities of practice
- Improve information sharing at transition points

11. Staff Development

The College will:

- Provide inclusion-focused CPD for all staff
- Map CPD to local and national priorities (SEND, mental health, trauma-informed practice)
- Offer differentiated training for teachers, support staff, and leaders
- Share case studies and student voice to promote reflective practice

12. Monitoring and Evaluation

The College will:

- Publish an Annual Inclusion Report covering:
 - SEND and EHCP outcomes
 - Retention, achievement, and destinations
 - Attendance and engagement
 - Complaints, exclusions, and safeguarding indicators
- Review data collection points to ensure meaningful analysis
- Share inclusion data with curriculum areas, SLT, and Governors
- Use data to target resources where need is greatest

13. Governance and Accountability

The Senior Leader for Inclusion will review this policy annually and the Inclusion Strategy and Action Plan termly. Updates and progress will be reviewed by the Senior Leadership Team with significant change presented to the Local Governing Body for approval.

The Local Governing Body will receive an annual report on inclusion performance.

Feedback from students, parents, staff, and stakeholders will inform ongoing improvement.

14. Student and Family Voice

The College will:

- Maintain active student forums, including representation from priority groups
- Seek regular feedback from students and families
- Ensure transparent communication about support and decision-making

15. Commitment

The College commits to being an inclusive, ambitious, and accountable provider. Every student will be supported to succeed and contribute meaningfully to their community and future pathways.