

Worcester Sixth Form College

Inclusion Strategy

2025 – 2028

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What does Inclusion mean at Worcester Sixth Form College?

Inclusion Means: Creating learning environments, pathways, and cultures where every student can participate fully, progress meaningfully, and achieve outcomes that matter to them. The College has high expectations for all students so that they achieve positive outcomes and progression to the university, employment or apprenticeship of their choice. The College enables all students to BELONG, THRIVE and ACHIEVE.

It is guided by four core principles:

1. **Inclusion starts with high-quality provision:** High-quality adaptive teaching, support services, and curriculum design are the foundation for all students at Worcester Sixth Form College.
2. **Inclusion is led by leadership:** Governors, senior leaders, and curriculum managers celebrate diversity set expectations, allocate resources, and model inclusive values.
3. **Inclusion is collaborative:** Staff, students, families, local authorities, and partner agencies work together to remove barriers.
4. **Inclusion is ensuring a safe environment and culture:** The wellbeing needs of all students are supported in an environment where all students feel safe, respected and nurtured.
5. **Inclusion is measurable:** Progress, participation, and outcomes are tracked and used to drive improvement. Effective and targeted support aims to reduce any gaps in attainment.

Context and Cohort Analysis

The College serves a diverse cohort including SEND, EHCP, EAL, disadvantaged and CLA students. Priority groups include students with SEND/EHCP, social, emotion and mental health needs, low prior attainment (in particular those without GCSE English and Maths), EAL, disadvantaged learners, and those with poor attendance.

Our Inclusion Strategy focuses on identifying common and predictable needs early and responding proactively.

Each year the College reviews primary areas of need and identifies any trends over time or emerging themes e.g. attendance gaps, academic underperformance, participation in enrichment etc. This is revisited at least termly.

Our Inclusion Strategy Priorities

**1. Establish a
benchmark
for Inclusion**

**2. Provide a
graduated
approach to
Support**

**3. Strengthen
pathways for
priority
groups**

**4. Foster
effective
multi-agency
collaboration**

**5. Provide
high-quality
professional
development**

**6. Ensure
high-quality
provision**

Priority 1: Establish a benchmark for Inclusion

TOGETHER we will:

Define what good inclusion looks like in teaching, support, curriculum and progression

Use data to understand participation, retention, achievement, destinations, and student experience

Ensure appropriate decision-making in curriculum choice, funding use, and support allocation so that all students can benefit from the provision

Clarify roles and responsibilities in delivering an inclusive education system

We will achieve this by:

- Develop an Inclusion policy aligned to the Ofsted Inspection toolkit and SEND Code of Practice.
- Review data collection points and need
- Publish an annual inclusion report covering: SEND and EHCP student outcomes; retention, achievement, and destinations; attendance and engagement; complaints, exclusions, and safeguarding indicators
- Share data with all curriculum areas, SLT and Governors (and all staff where appropriate) to drive collective improvement

What will success look like?

- Governors, Leaders and Staff have a clear, shared view of inclusion performance
- Resources are targeted where need is greatest
- Students and families report transparent, fair support
- High levels of attendance, retention and achievement and positive progression outcomes.

Priority 2: Provide a graduated approach to support

TOGETHER we will:

Align support to the graduated approach (universal, targeted, specialist)

Prioritise early identification and intervention

Reduce escalation through high quality provision

We will achieve this by:

- Defining adaptable teaching
- Maintaining high quality inclusive provision across the College
- Align Learning Support, Safeguarding, Wellbeing, and SEND teams into a single graduated model
- Train staff to identify emerging needs and respond proportionately
- Ensure SEND support plans, EHCP provision, and reasonable adjustments are consistently delivered

What will success look like?

- Increased confidence of teaching and support staff in promoting inclusive support
- Positive outcomes and progression for all students
- Students receive the right support at the right time
- Support is reduced or removed when no longer required
- Reduced crisis referrals
- Reduced breakdowns in placement – retaining students at College

Priority 3: Strengthen pathway to education for priority groups

TOGETHER we will:

Offer a range of courses to suit all students

Define clear, graduated pathways

Review transition arrangements from school to College and College to Higher Education/employment/adulthood

Embed pastoral care, emotional wellbeing and attendance support

Priority Groups include:

Students with SEND and 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 who may face other barriers to their learning and/or well-being, including those without level 2 English and/or mathematics

We will achieve this by:

- Create a welcoming environment with Neurodivergent friendly signposting
- Use existing positive working relationships to co-design transition protocols with local schools and the local authority
- Map and publish mental health and wellbeing support routes
- Embed attendance and engagement support into curriculum delivery
- Introducing targeted literacy support for identified students
- Developing a SEND career specialist advisor
- Working with Higher Education institutions and employers to support inclusive progression transitions

What will success look like?

- Improved attendance, retention and achievement for priority groups
- Stronger destinations into employment, higher education, or apprenticeships
- Improved relations and transition arrangements with local schools
- Active student forums in priority groups

Priority 4: Foster effective multi-agency collaboration

TOGETHER we will:

Ensure the College is fully integrated into local support pathways

Promote access to external services for students and signpost as appropriate

Ensure effective training for staff

We will achieve this by:

- Establish a named College Inclusion Lead
- Ensure cooperative working between support departments
- Use shared referral routes where appropriate
- Participate in communities of practice and joint training
- Strengthen information sharing at key transition points

What will success look like?

- Faster access to external support
- Positive students and family experiences of joined -up services

Priority 5: Provide High-Quality Professional Development

TOGETHER we will:

- Ensure all staff have access to inclusion-focused CPD
- Build whole-college inclusive practice
- Share and celebrate what works

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- Build whole -college inclusive practice
- Share and celebrate what works

What will success look like?

- Staff confidence and capability increase year on year
- Inclusive practice is visible in classrooms and workshops
- Inclusion is embedded in curriculum and quality improvement planning We will achieve this by:
 - Map CPD to local priorities (SEND, mental health, trauma -informed practice)
 - Provide differentiated training for teachers, support staff and curriculum and senior leaders
 - Share case studies and student voice

Priority 6: Ensure high-quality provision

TOGETHER we will:

Strengthen early intervention and support

Ensure the College offers ambitious, flexible, responsive pathways for all students

Create a welcoming and inclusive environment

We will achieve this by:

- Develop initial assessments to identify need
- Offer supported learning and specialist pathways where needed
- Develop flexible timetables and supported progression
- Work with local authority and schools to ensure appropriate provision from application
- Use specialist expertise to support provision as and when required

What will success look like?

- Students are retained and maintain good attendance
- Positive value added for all groups of students
- Reduced reliance on reactive interventions
- Positive progression outcomes for disadvantaged students with more complex needs
- Positive student and parental feedback

Use of Inclusive Mainstream Fund

To ensure that the inclusive mainstream fund is focused on providing more resource to meaningfully deliver inclusive practice, the College will use Inclusive Mainstream funding to understand the needs of our cohort and strategically plan to implement a whole-College approach to inclusion that will remove commonly occurring and predictable barriers to learning.

The College will invest in ongoing targeted evidence-based support for students whose needs cannot be met through the universal offer alone.

As part of the universal offer, the College embeds inclusive practice in line with the 7 identified areas of inclusion:

- Ambitious leadership and governance that embed inclusion in planning
- Evidence-based support prioritising early intervention
- High-quality, adaptive teaching including investing in staff development and training
- Accessible and enriching provision
- Creating a safe and nurturing culture
- Supporting and working with families in partnership
- Creating inclusive environments with continuous improvements to accessibility

Governance, Accountability, and Review

Our Inclusion Strategy and associated action plan is reviewed termly by the Senior Leadership Team and will be presented annually to the Local Governing Body for monitoring.

Any review of this Inclusion Strategy will incorporate feedback from students, parents, staff and other stakeholders with the aim for continuous improvement.

Commitment

The College commits to being an inclusive, ambitious, and accountable provider, ensuring that every student has the opportunity to succeed and to contribute meaningfully to their community and economy.

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