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Inclusive Learning Policy
Ashton Sixth Form College

November 2022

Policy Title:	Inclusive Learning Policy (ASFC)
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Related Documents/ Policies:	
Legal Framework/Statutory Guidance:	

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1 Background

Ashton Sixth Form College believes that all students who have disabilities or learning differences are entitled to support to enable them to participate as fully as possible in college life and to complete their programme of study successfully.

The aim of the Inclusive Learning (IL) team is to encourage students who have support needs to achieve their full potential, promote independent learning, build self-confidence and offer emotional and practical support throughout their time at college.

IL has had an open door policy, since 2016, and offers support to all learners with or without a diagnosis.

2 What is Inclusive Learning (IL)?

The SEND Code of Practice (CoP), 2015, imposed statutory duties on post 16 institutions:

- To secure the special educational provision that a YP (for ASFC aged 16-19) needs regardless of whether they have an EHCP
- Provide support that is additional to and different from support usually available; using an inclusive approach to T&L; with HQT that is differentiated for individuals
- Ensure curriculum staff are able to develop their skills and are aware of effective practice for SEND learners
- Provide stretch and challenge in order to progress and achieve best possible outcomes
- Make reasonable adjustments to prevent anyone being at a substantial disadvantage; removing any barriers to learning that can be done reasonably
- Support should be aimed at promoting student independence
- Support should be evidence based and personalised.
- Intervention might include: assistive technology; personal care; specialist tuition; small group and one to one support
- Access to external specialist services: CAMHS; VI/HI; OT
- Keep records of SEND; support; interventions up to date

IL ensure that every opportunity is given to identify a need, both prior to enrolment and throughout the course. IL will discuss ways forward with the YP to assist them making progress towards their learning goal, giving further advice on assessment and diagnoses as appropriate. Each need is addressed and supported on an individual basis. Support may be classroom based or via intervention from the IL team.

IL support both the 16 to 19 and HE cohorts.

The IL base consists of 2 rooms and 2 offices. Students are welcome to use the IL base at break and lunch as well as during study periods. IL staff are available in the base at all times.

3 Key staff

SLT Manager with responsibility for IL	Director of Engagement and Achievement
Team Manager	Inclusive Learning Manager
Team	1 x EAA Coordinator (plus one available ad hoc); 1 x Literacy Facilitator; 4 x Learning Support Assistants (2 f/t and 2 p/t)

4 Identifying students needing IL support

Students have opportunities to disclose SEND:

- At Y10, Y11 and HE & Skills open events
- On application forms
- At interview
- At enrolment
- At any time on their course

IL visits local feeder secondary schools, where possible, and will contact any school beyond when a need has been identified. The Local Authority is responsible for sharing information on any YP with an EHCP; schools should also invite potential post 16 institutions to Y10 and Y11 annual reviews. External support services, such as the Tameside Sensory Support Team, will share information about potential and current students identified as HI/VI.

Some students may have coped well at GCSE/level 2 and only identify as having a need when transitioning to level 3 learning. These learners will be identified by their teacher/tutor and referred to IL for assessment and discussion.

Students with identified SEND/Medical needs may attend placements as part of their course. The college placement team may need to share information with Work Placement Mentors, in order that workplace reasonable adjustments can be made.

5 How does IL support students?

- Ensure SEND information is shared with all staff via the management information system (MIS): this generates an IL icon which appears on clasregisters
- Advise on SEND support and best practice for T&L
- Providing resources to support any SEND report recommendations, including HI/VI tools
- SEND training and guidance, which may involve inviting external specialists into college
- Interventions offered for time management; organisation; study and revision skills; literacy support, essay mentoring and proofreading; anxiety, including exam anxiety
- Personal care and support for learners with severe physical disabilities
- In class support; including practical assistance for those with VI/physical needs in practical sessions
- Testing for EAA (exam access arrangements)
- Advice on using AT (assistive technology); arranging software and technical resources for learners
- Delivering mindfulness practice daily and individually

IL does **not** include:

- Support where it is apparent that an individual is following a programme at a level above that for which he or she has been assessed as capable of achieving.
- Basic skills support for learners who are already enrolled on literacy, numeracy or language (ESOL) learning courses. However, the Literacy Facilitator is happy to support L3 classes in subject areas, if required.
- Support where most learners in a group appear to require additional help to succeed in their learning programme.

- Support to deal with the everyday difficulties experienced by learners on their programmes (such as vocational students struggling to complete coursework, or an A-level Mathematics learner experiencing difficulty with calculus).
- Where a learner requires support in the subject area of their qualification; for example, additional maths support should not be provided for a learner studying GCSE maths.
- Support for students whose lack of achievement is a result of behaviour, attitude and motivation issues.
- Adapting resources for learners: the business support team and print room provide this facility where possible.

6 Exam support

If staff believe a student would benefit from having Exam Access Arrangements (EAA), they should determine which EAA is required, trial this in class tests, then clarify the arrangement via a referral to IL, who will need documentation of the student's 'normal way of working'. The IL team will assess the student to discover whether access arrangements are appropriate, and then ensure the necessary documentation is in place.

The IL team, in close collaboration with the exams office, teachers and senior tutors, organises a wide range of examination access arrangements including:

- Extra time
- Readers
- Scribes
- Use of word processor
- Prompter (for students with Attention Deficit and Hyperactivity Disorder or Autistic Spectrum Disorder)
- Practical Assistant (for those with a VI and/or physical disability)
- Coloured overlay and modified papers
- Enlarged scripts
- Read aloud facility
- Rest breaks
- Separate or smaller room
- Bilingual dictionary (for students who have been in the UK for less than two years, and are on a level 2 course)

IL positively encourage and promote independence through offering assistive technology as an alternative to human readers & scribes. Using speech to text and text to speech software provides wider access to support in exams.

7 Education, Health and Care Plans (EHCP)

IL work closely with any local authority (LA) in order to ensure the college can meet need, make reasonable adjustments and comply with CoP, 2015, guidelines. Annual reviews are held, in accordance with the guidelines, and data shared with all stakeholders. Funding is requested according to need, following information sharing at transition.

All students with an EHCP are referred to the Careers Advice/Guidance Team (IAG): Positive Steps lead on those with an EHCP, soon after enrolment. Appointments need to be completed before the student has their annual review around February, each year.

IL offer support when transitioning on: in areas such as UCAS personal statements, CVs, etc.

IL will share EHCP data with Work Experience Mentors, so that any placements take account of students' individual needs.

8 How is IL funded?

The IL budget is agreed with the Chief Operations Officer each year.

Students with an EHCP can bring in additional funding, if their needs exceed £6000. Nearly £5000 is paid by the Education Funding Agency, with all further costs paid by the Local Education Authority.

Tameside Local Authority fund a number of consulted places each year: currently 3. The college has received confirmation from the Local Authority that this will increase to 6 for 2023/24.

We are also able to claim funding for students who have high needs, where their support costs us in excess of £6000. The Local Authority will expect to see a provision map of the high needs student.

Students on higher education programmes need to apply for the Disabled Students' Allowance. The report should be shared with IL Manager, in order to ensure reasonable adjustments can be met and made.