



*South Downs College*

## **INCLUSION POLICY & LOCAL OFFER**

The vision of South Downs College - for all students - is to enable positive attendance, retention, achievement and progression through a commitment to the promotion of independence and resilience. Our aim for supported students is to ensure holistic needs are met through reasonable adjustments and a joined up approach to learning and pastoral support.

All students and prospective students of South Downs College who have SEND, as indicated by Education, Health and Care Plans (EHCPs) and/or by teacher assessment, can expect:

1. Their needs to be assessed through liaison with professionals
2. To be given opportunities to access appropriate guidance and support in and/or outside of taught classes from experienced staff
3. All college staff to promote the integration of students with learning difficulties and/or disabilities across the College
4. Good practice as set out in the SEN Code of Practice for 0-25 years (2013) to be adhered to
5. Theirs and their parents/carers' expression of interest in attending South Downs College to be taken into account, within the parameters of the College admissions policy

### **Key Information**

#### **How do staff know if students need extra help?**

We find out if a student needs extra help in a number of ways:

- The Local Authority requests a reply to their Moving On Plan/S139a/EHCP from us before they arrive
- Their school SENCo tells us before they arrive
- They tell us on their application form, at interview or on arrival during their induction
- They tell us while they are on their course

When we have had information from any of these sources, we conduct an assessment to ascertain the type of need and support required.

#### **How will staff support students?**

A student's education programme will be overseen by their teacher and a member of the Additional Learning Support team. Who this is depends on the type of support required, for example an ALSA will support in-class, a Student Adviser will provide Health and Wellbeing guidance or a specialist teacher may provide out-of-class interventions. Specialist staff may also assess for Dyslexia, Exam Arrangements or support Hearing Impaired students.

The frequency and type of support will depend on the student's needs and may be available in every class or via a regular appointment. This support will be reviewed regularly and adapted to suit the student's needs. Parents are welcome to contact the College and/or meet staff, at which point the type of support required by their

child/young person will be explained in detail. The whole organisation is committed to supporting students to achieve both their academic goals and greater independence.

#### **How will the curriculum be matched to students' needs?**

Individual programmes of study are created for students according to their needs and choices in addition to their chosen area of study. It may be the case that it is beneficial for a student to attend weekly study skills support and this can be included in their timetable; the hours of work they commit to this may count towards their overall programme of study achievements.

Differentiated strategies to achieve learning aims are expected in all lessons and may be achieved through a variety of approaches including ensuring that:

- support and resources are available
- questioning establishes understanding
- explanations take into account literacy and communication needs
- structure and environment take into account behavioural needs

#### **How do staff know how well students are progressing? How will staff help parents/carers to support learning?**

Teaching and support staff set targets for students on a regular basis and discuss progress against these with students during tutorials. Progress is recorded and new targets are agreed with students as necessary.

Parents/carers will be invited to an annual Parents' Evening to discuss overall progress but can additionally request to meet with staff supporting their child/young person if they would like more regular feedback on progress made in both learning and behaviour. At this point you will also be able to discuss how you can ensure consistency of support strategies at home.

For students with an Education, Health and Care Plan (EHCP), an annual review will take place to which parents/carers and other relevant professionals will be invited. Student and parent/carer contributions to this are considered valuable and are welcomed.

#### **What support is available for student wellbeing?**

Student wellbeing is a priority for all staff. Students can access a wide range of support available through the dedicated Health and Wellbeing Centre, managed by 2 College nurses, 4 Student Advisers and a 'listening ear' service that may be accessed as necessary to support student progress and to advise on referrals to other support agencies. Students who require advice to ensure their physical and mental health are supported in conjunction with other specialist support agencies including: CAMHS, No Limits, Motiv8, The Wheatsheaf Trust and others as required.

One-to-one and/or group tutorials take place weekly to ensure that students are given the time and opportunity to talk to their teachers about individual needs and concerns. Group tutorials are an opportunity for students to develop a broad awareness of factors affecting individuals and society as well as skills of communication and reflection.

Social, emotional and behavioural difficulties are supported in many ways, to enable students to develop strategies to manage their behaviour and develop social skills. Interventions are in the form of breakfast and lunch groups, small groups and one-to-one support sessions. Specific interventions target anger management, problem-solving, reflection and understanding of self and others.

### **What specialist services and expertise are available?**

Counselling provision is available to all students and is delivered by qualified counsellors. A 'listening ear' service is also available and students can refer themselves or request support to do this from their Student Adviser or Teacher.

Staff specialising in the wide range of Specific Learning Difficulties and social, emotional and behavioural difficulties are trained to post-graduate level and offer out-of-class interventions to support students in developing their independence and resilience. A fully-qualified Educational Psychologist is available within the Additional Learning Support team, as well as qualified SpLD assessors and teachers.

To ensure the support of students who are looked after or care leavers, a designated team of specialist Student Advisers are available to support their needs. This requires regular liaison with the Local Authority to ensure students are supported appropriately and that information about their progress is shared.

All students who require support with social interactions or those who require quiet spaces will have access to a dedicated 'breakfast and lunch club'. Students with sensory processing difficulties may additionally access a sensory room that offers a range of bespoke interventions; allocation of space for interventions to take place with other professionals may also be discussed based on the extent of daily need for such interventions as Speech and Language Therapy, Occupational Therapy and Physiotherapy.

### **What qualifications/training do staff have?**

Staff have a wide variety of qualifications based on their areas of specialism - including Postgraduate qualifications in Dyslexia Teaching and Assessing, Educational Psychology, Youth Work, Postgraduate training in Speech and Language, Registered Nursing, Degree in Education and Teaching, Teacher Training, Level 3 British Sign Language, Level 2 and 3 Supporting Teaching and Learning and Level 2 & 3 Working Together to Safeguard Children and Young People.

### **How will students be included in activities outside the classroom?**

Feeling part of the College community and enjoying the College experience is an essential part of student wellbeing; therefore enrichment activities and off-site visits take place throughout the academic year that are open to all students. Enrichment activities should be accessible to all and reasonable adjustments will be made to ensure students can access all activities, trips and events. Students, along with their parents/carers, are often best placed to advise on how best to plan activities and trips and discussions on this will be welcomed. Risk assessments are carried out for all off-site activities.

### **How accessible is the College?**

The College campus is large and has several buildings, the majority of which are fully wheelchair accessible. There are disabled changing and toilet facilities across the campus that can be accessed by students as necessary.

Hearing loops are available for hearing impaired learners in public areas and adjustments are made wherever necessary to ensure visually impaired students and visitors are able to access all promotional and instructional materials. The College is committed to providing alternative formats for communication with parents/carers whose first language is not English and translation into community languages is available on request.

**How will the College prepare and support students to join the education setting, transfer to a new education setting or the next education stage?**

Information on a prospective students' needs will be sought from the Local Authority in the form of an Education, Health and Care Plan. A formal reply will be sent to the Local Authority confirming the support that can be offered. Information will also be sought from the student's current school SENCo, if appropriate. The student will be invited to make transition visits to the college in order to meet staff who will teach and support them and to familiarise themselves with the environment. Parents/carers and other professionals who support the student are welcome to visit before the student is due to commence their course.

When a student is preparing to move on from the College they will be supported to apply for further study at another College, Universities or to apply for jobs. With their permission, information on their support needs may be passed to other educational establishments to support their progression.

**How are resources allocated and matched to students' Special Educational Needs and Disabilities?**

Students with Education, Health and Care Plans are allocated the support agreed in the reply to their plan as a priority. Where costs of support rise over £6,000 per year, the Local Authority pay for the additional costs from their High Needs allocation. Students without Education, Health and Care Plans may still be supported based on their needs and resources will be allocated based on specialist teacher assessment.

**How is the decision made about what type and how much support each student will receive?**

The decision is made based on student need. All support is allocated with a view to promoting independence and resilience in our supported students to enable their future success. Students' needs will firstly be assessed based on information from the Local Authority where a student has an Education, Health and Care Plan or on information from their previous school. Next, students and parents/carers will be consulted and preferably observed in an appropriate learning environment. The Lead Professionals within the organisation will make the decision on the type and level of support and this decision will be confirmed where necessary by the Local Authority. The impact of the support is judged against the extent to which students have met their agreed targets at each regular review point. Their attendance, success on their course and where they progress to are also used as indicators of success as they demonstrate the extent to which the student is engaged with their learning.

**How are parents/carers currently involved?**

Parents/carers are involved by regular liaison, where appropriate, to ensure that the support that is in place is effective in supporting the student's learning. Parents/carers are invited to annual Parents' Evening events and can seek further details at any point during the year if they have concerns. Parents/carers are written to if there are significant concerns about the student's behaviour, attendance or progress and staff welcome support from home in dealing with these issues as they arise.

### **Further Information**

If you believe that the support offer is not being delivered or not meeting student needs, you should contact Darren Darby, Additional Learning Support Manager on 023 9279 7979 to discuss your concerns. If you are not satisfied with the outcome of this discussion you should contact Lois Sellwood, Director of Curriculum, to discuss next steps. Every attempt will be made to resolve your concerns but if you wish to raise a complaint, please follow the process as indicated on the College website.

The Local Offer will be reviewed annually to ensure that the contents remain accurate. The area-wide offer is managed and reviewed by the Local Authority but parent/carers and student feedback is always welcomed with regards to the South Downs College offer. Students are regularly asked for their feedback on the support they receive and parents will be contacted formally to request this annually, although feedback is welcomed throughout the year.

**Reviewed September 2016**

**Approved by S&Q Committee November 2016**

**Date of Next Review November 2019**