

Inclusive Learning Support Policy

Version 2023

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Related Documents:	Word Processing Policy; Special Considerations Policy Equality & Diversity Policy Health & Safety Policy Storage of Medications Policy Personal Care Policy

1. Introduction

Joseph Chamberlain College is committed to inclusive learning and widening participation. The College takes its responsibilities under Section 41 of the Children and Families Act 2014, the Equality Act 2010 and the Special Educational Needs and Disability Code of Practice (2015) very seriously and reference to such will be made throughout this policy. The College aims to provide a flexible, responsive service to meet the needs of the individual, basing its ethos around the 'social model of disability' and aiming to be a fully inclusive college.

The Inclusive Learning Support team provide support for students with special educational needs, difficulties and disabilities. This includes young people in receipt of an Education, Health and Care Plan from the local authority as well as young people with diagnosed or undiagnosed difficulties and disabilities that significantly impact on their ability to access their academic studies.

2. Aims of the Policy

The aims of the Inclusive Learning Support Policy are to;

- Set out how the college will support and make provision for students with special educational needs (SEND).
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

3. Legislation and Guidance

This policy and the activities that take place within the inclusive learning support team are based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

Joseph Chamberlain College work with the following agencies/organisations to provide support for students with SEND:

- Birmingham City Council and other relevant local authorities
- Birmingham City Council SENDsory Support Service
- Sixth Form Colleges Association
- Association of Colleges

3. Definitions

A young person has **special educational needs** (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

1.1 Special educational provision is educational or training provision that is additional to, or different from, that made generally for young people of the same age and could include the following:

- reasonable adjustments - providing copies of handouts before the start of a lesson, giving advance notice to students of timetable changes or dates for mock exams
- assistive technology to be provided by the Inclusive Learning Team
- loan of specialist resources/equipment to support learning
- individual or small group support sessions
- the provision of in-class support by a member of the Inclusive Learning Team
- exam access arrangements
- assessment of need carried out by appropriately qualified staff

An **Education Health & Care Plan** is for children and young people aged up to 25 who require more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

High Needs. A high needs student at Joseph Chamberlain College is defined as a student with an Education, Health and Care Plan.

4. Roles and Responsibilities

4.1 The Vice Principal Welfare & Progression will;

- Work with the Inclusive learning Manager to determine the strategic development of the SEND policy and provision within the college
- Have overall responsibility for the provision and progress of students with SEND and/or a disability
- Provide accurate and timely reports on the inclusive learning support delivered to students to the Senior Leadership Team and the Corporation.

- Have due regard to the statutory duty outlined in the Special Educational Needs Code of Practice.

4.2 The Inclusive Learning Manager (SENDCO) will;

- Work with the Vice Principal to determine the strategic development of the SEND policy and provision at the college.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have Education, Health and Care Plans.
- Consult with the local authority within a 15 day (statutory deadline) in regards to meeting the needs of an applicant in receipt of an EHCP
- Ensure that all exam access arrangements are in place for students and meet JCQ requirements.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching and learning.
- Advise on the graduated approach to providing SEND support.
- Be accountable for the college's inclusive learning support budget and other resources to meet students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the college keeps the records of all students with SEND up to date.
- Write the annual high needs self-assessment report and quality improvement plan.

4.3 The Link SEND Governor will;

- seek assurance that the college has due regard to the 0-25 SEND Code of Practice and complies with its legal responsibilities with regards to SEND students.
- Review the organisation's vision, ethos, strategic direction for SEND students.
- Seek on behalf of the Corporation that there is a robust system for identifying, assessing and supporting all SEND students from the point of application to positive onward progression.
- Act as 'critical friend' to the College, ensuring that the appropriate systems, policies and procedures are in place to cover all aspects of academic and pastoral support for SEND students.
- Have due regard to the 2010 Equalities Act ensuring that the college does not discriminate against, harass or victimise students with disabilities and that

reasonable adjustments are in place for all SEND students to prevent them from being disadvantaged in any aspect of college life.

- Attend termly meetings with the Inclusive Learning Support Manager and the Vice Principal to discuss the SEND provision and the impact of the support available on all SEND students.
- Seek assurance that the Senior Leadership Team have provided opportunities for appropriate staff training on all matters relating to SEND students.
- Raise awareness of SEND by working with the Vice Principal to report annually to the CQL committee and Corporation on all matters relating to SEND.
- Seek assurance that publication of SEND information is readily available on the College's website, including details of the Local Offer.
- Review the annual High Needs self-assessment and departmental Improvement Plan and provide appropriate challenge regarding areas for development.
- Undertake required training, including college specific induction with the Vice Principal and Inclusive Learning Support Manager

4.4 The Learning Support Assistants (LSAs) will:

- Support students on a 1:1 basis when highlighted as a requirement in relevant statements such as an EHCP or has been highlighted as a requirement by the student, parent, teacher or other relevant professional and this need has been assessed for by the SENDCO.
- Support students in small groups when highlighted as a requirement in relevant statements such as an EHCP or has been highlighted as a requirement by the student, parent, teacher or other relevant professional and this need has been assessed for by the SENDCO.
- Support students in a manner that ensures the integrity of academic standards and encourages independence
- Be responsible for recording the support measures and targets for all students with SEND in the form of individualised support plans for high need students, and utilising the college's internal processes such as ProMonitor and REMS for other students with SEND.

4.5 Teachers and Personal Progress Tutors will;

- Make the required adjustments to resources and teaching practice to meet the individual needs of students with SEND.
- Monitor the progress of all students with SEND to ensure that they have every opportunity to succeed in line with their peers.
- Provide evidence of normal ways of working to inform the exam access arrangement process.
- Provide curriculum support classes in line with the students' need for extra time

- Work with the Inclusive learning Support team to review each student's progress and development and decide on any changes to provision
- Ensure that they are aware of and follow the Inclusive learning Support Policy.

4.6 The Exams team will;

- Support in the processing of examination access arrangements where required and refer to the examination access arrangements list provided by the Inclusive learning manager/SENDCo and ensure that examination access arrangements for qualifying students are applied in tests and mock examinations.

5. Monitoring and Evaluation

- The provision of additional learning support will be monitored and evaluated on an annual basis and through the college's self-assessment process in order to:
 - Improve the additional learning support provided and the associate procedures in place to deliver activities and interventions
 - Ensure the effective use of resources allocated to the Inclusive Learning Team.
 - Measure the retention, achievement and progression rates of students with additional support needs.
 - Improve systems and encourage disclosure of additional support needs.
- The correct use of funding will be monitored through internal and external audit processes.
- An annual quality cycle is in place which includes 1;1 and group developmental observations to ensure that the inclusive learning support provided is of a consistently high quality.

Appendix 1 -SEND Provision

Joseph Chamberlain College provides support for students in line with the SEND Code of Practice's (0 to 25 years) four main areas of special educational needs and disabilities, which are:

Communication and interaction needs, which accounts for young people who struggle to talk or say what they want to, find it hard to understand what other people are saying, find conversations and play confusing or challenging.

Cognition and learning difficulties, which accounts for young people who learn at a slower pace than others, find college difficult, struggle with organisation and memory and/or have a specific difficulty, for example in literacy or numeracy.

Social, emotional and mental health (SEMH) difficulties, which accounts for young people who might find relationships difficult, appear withdrawn or isolated, behave in ways that affects their learning (for example being disruptive) and/or do things that impact on their health and wellbeing.

SENDsory needs and physical needs, for example young people with visual impairment (VI), hearing impairment (H) and/or a physical disability.

Identifying Students & Assessing Need

The college will assess each student's current skills and levels of attainment on entry, which will build on previous settings and achievement, where appropriate. Teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the students' previous rate of progress
- Fails to close the attainment gap between the student and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, the college will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the young person and their parents. This will be used to determine the support that is needed and whether it can reasonably be provided by adapting the core offer, or whether something different or additional is needed.

Consulting and Involving Young People and Parents/Carers

The Inclusive Learning team will have an early discussion with the young person and, where appropriate, their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- Parental and student concerns are considered
- There is a shared understanding of the agreed outcomes sought for the young person
- All parties are clear on what the next steps are
- Notes of these early discussions will be added to the young person's record

Assessing and Reviewing Students' Progress

All students with an additional support need who disclose their needs to the college are entitled to;

- A consultation with a member of Inclusive Learning staff to agree recommendations of how they will be supported during the transition period and whilst at college
- Their adjustments being implemented by teaching and support staff
- Refuse the support offered to them, unless there is a risk to their safety or that of other students and staff; or as part of their learning agreement such support is deemed necessary to ensure they achieve the qualification/s for which they are being funded
- A risk assessment being undertaken, where attendance on their choSEND course may pose a risk to themselves or to others
- Examination access arrangements if appropriate evidence is produced in advance of the exam and is in accordance with the JCQ Access Arrangements

The Inclusive Learning team will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

All teachers will work with the Inclusive Learning Manager/SENDSCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant
- Outcomes of assessments such as those used to ascertain the requirement for exam access arrangements such as 25% extra time

The **analysis** will be reviewed regularly. All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The team will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting Students Transition and Preparing for Adulthood

The college will share information with any other college, university, training provider, employer or other setting that the young person is moving to.

Students in their final year of study with an EHCP or classified as 'high need' will participate in a meeting with a Careers Advisor to establish their progression intentions/aspirations. Students will also have a transition meeting with their keyworker mid-way through their final year of study to prepare for their transition out of college, e.g., completion of UCAS application, applications for financial support such as DSA, preparation for attending open events and anything else the student requires to ensure a successful transition from college to their next destination.

Joseph Chamberlain College's Approach to Teaching Students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class. High-quality teaching is key when supporting students who have SEND. Working in partnership with the Inclusive Learning Support team the following will be in place to support students with SEND;

- Reasonable adjustments to teaching and resources for students with additional support needs
- Regular communication with Learning Support Assistants to ensure effective implementation of the recommendations
- Exam access arrangements to support the student's normal way of working
- Advice or training for teaching staff to develop their skills and knowledge in making adjustments and supporting students with SEND
- Strategies in making adjustments that encourage students' independence

Adaptations to the Curriculum and Learning Environment

Teachers at the college make the following adaptations to ensure all students' needs are met:

- Differentiating the curriculum to ensure all students can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting resources and staffing levels
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Examination Support

- The main exam rooms will be located on the ground floor (Sports Hall and Main Hall and S1). Lifts are located on either side of the building to facilitate access to any exam rooms in the case of separate accommodation requirements.
- Exam rooms and those used for separate accommodation will be situated near to an accessible toilet.
- Risk assessments will be carried out where appropriate. There will be accessibility to and from exam rooms for all students inclusive of wheelchair users.
- A Personal Emergency Evacuation Plan (PEEPS) will be incorporated in exam rooms (Sports Hall, Main Hall and S1).
- Invigilators will facilitate rest breaks for candidates who need to take regular medication
- Invigilators will be briefed of any exceptional issues concerning communication or other factors which may affect the candidate.
- Specialised equipment for an exam will be provided where an access arrangement has been made
- Appropriate seating will be provided for those who have a disability that affects seating and posture
- Any issues concerning individuals in the exam room, will be communicated to the Exams Officer

Additional Support for Learning

The college has a team of Learning Support Assistants (LSAs) who are trained to deliver interventions such as 1:1 and small group literacy, numeracy and wellbeing interventions.

LSAs will support students on a 1:1 basis when highlighted as a requirement in relevant statements such as an EHCP or when it has been highlighted as a requirement by the student, parent, teacher or other relevant professional and this need has been assessed for by the Inclusive Learning Support Manager/SENDSCO.

LSAs will support students in small groups when highlighted as a requirement in relevant statements such as an EHCP or has been highlighted as a requirement by the student, parent, teacher or other relevant professional and this need has been assessed for by the Inclusive Learning Support Manager/SENDSCO.

Support for improving emotional and social development

The college provides support for students to improve their emotional and social development in the following ways:

- All enrichment activities and college visits are available to all students at the college including those with SEND.
- Students with SEND are encouraged to be part of the college student council

- Students with SEND are also encouraged to engage in the 'JCC We Care' programme to promote positive wellbeing, mental health and social interaction, for example by taking part in events, promotions and otherwise sharing their experiences as young people with SEND.

Partnership Working

The college works closely with other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting students' SEND and supporting their families in the following ways:

- Works in partnership with the local authority on arrangements for young people with SEND.
- Consults with the local authority within a 15 day (statutory deadline) in regards to meeting the needs of an applicant in receipt of an Educational Health and Care Plan
- Keep accurate records of the provision for SEND to inform external audits or requests from the LA regarding SEND top - up funding
- Commissions specialist staff to support students where the expertise can not be sources form within the college.

Complaints

Complaints about SEND provision should be made to the Inclusive Learning Support Manger in the first instance. They will then be referred via the college's complaints policy and procedure should they not be resolved.

Contact details of support services for parents of students with SEND

The Local Authority offers impartial information, advice and support to children and young people with special educational needs or disabilities. Services available to parents of students with SEND can be found [here](#).