



Inclusive Learning Policy and Procedure

Myerscough College is committed to making its learning environments and course provision accessible and inclusive to all learners and provides an Inclusive Learning Service to ensure inclusion for all students with special educational needs and disabilities (SEND), learning difficulties and disabilities.

The aim of this policy is to outline the processes through which the Inclusive Learning Service promotes inclusion and enables SEND learners to achieve within their learning programme and reach their full potential.

The Inclusive Learning Policy and Procedure adheres to the Special Educational Needs and Disability Code of Practice: 0–25 years January 2015 and in particular the responsibilities required of Colleges as detailed in chapter 7 of the Code of Practice. The Code of Practice provides statutory guidance on duties relating to Part 3 of the Children and Families Act 2014.

The Special Educational Needs and Disabilities Policy and Procedure details the College wide approach to meeting the needs of young people with SEND requirements and sets out the college procedures regarding the process for supporting young people with Education, Health and Care Plans and those in receipt of High Needs Funding from Local Authorities.

This policy and procedure applies to all FE and Apprenticeships and Skills students with SEND requirements at all centres and on all curriculum programmes. Specific guidance applies to Higher Education students in receipt of the Disabled Student Allowance (DSA).

1. Introduction

The Inclusive Learning Team consists of:

Head of Inclusive Learning
Assistant Head of Inclusive Learning - Liverpool Centre
Inclusive Learning Coordinator -East Lancashire Centre
Inclusive Learning Transitions Coordinator
Inclusive Learning Transitions Advisors
Inclusive Learning Administrator
Inclusive Learning Tutors/Assessors
Inclusive Learning Mentors
Inclusive Learning Advisors
BSL Communicators

The Local Offer for Myerscough College is clearly accessible via the College website and on Local Authority websites and details the support that is available at the College for young people with Special Educational Needs and Disability (SEND) requirements.

Funding for Inclusive Learning provision for Further Education students (FE) and Apprenticeships and Skills (A&S) students comes from the Education Funding Agency (EFA), the Skills Funding Agency (SFA) and Local Authorities.

Funding for Higher Education students in receipt of a Disabled Student's Allowance (DSA) comes from Student Finance England or equivalent.

The College operates a graduated response to the needs of students with additional learning requirements.

Some students' needs can be met through high quality differentiated teaching and learning and may not require any support through the Inclusive Learning service.

Some students only require monitoring by the Inclusive Learning team with minimum levels of support and possible exam access arrangements.

Some students require more regular support throughout the year, either in-class or out of class support.

Some students have been identified as High Needs Funded students or have been given Education, Health and Care plans whereby agreements with the Local Authority need to be made in order to meet their educational and support needs.

Support provision for each SEND student needs to be carefully managed following the 'Assess, Plan, Do, Review' process, as identified in the SEND Code of Practice.

2. Definitions

The SEND Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014.

A young person is defined as having an SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them. In this context this is a young person over compulsory school age and under 25 years.

A young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A young person who has a disability or health condition, which requires special educational provision to be made, will be covered by the SEN definition.

Special educational provision is support which is additional or different to support usually available to young people of the same age in mainstream schools or colleges.

3. Procedure

3.1 Support for Further Education and Apprenticeships and Skills Students

- **Prior to application for a College Course:**

The Inclusive Learning Team will liaise with Local Authorities and providers of Education, Health and Care, to identify the learning support requirements of prospective learners. Transition planning with local schools, specialist schools and colleges will take place and the Inclusive Learning Team will work closely with the Admissions team and course tutors. The Transitions team will attend school reviews and Education Health and Care reviews, as requested by schools and local authorities.

The Transitions Planning Record will be completed by a member of the Inclusive Learning Team.

Transition visits from prospective students, parents, Special Educational Needs Coordinators (SENCO's), key workers and Young Peoples Service (YPS) advisors will be organised, as required.

Young people will be invited in to College to experience the learning environment, as required.

The Transition Visit Record will be completed by a member of the Inclusive Learning team. A member of the Inclusive Learning Team will attend open days, taster days and career events at College and in the local community.

Liaison with curriculum areas (and employers for Apprentice students) will take place in respect of any prospective students with high additional support needs.

- **Following Application:**

A member of the Inclusive Learning Team will attend an interview where a student has disclosed a learning difficulty or disability (LDD) on the application form and /or completed the Additional Learning Requirements Questionnaire - this includes all Foundation Learning applicants.

The Inclusive Learning Team will contact parents, schools, colleges, external agencies or Local authorities to request evidence of SEND prior to the interview, as requested by Admissions.

A member of the Inclusive Learning Team will complete an FE Interview Record at the interview, noting any follow up actions that may be required.

If appropriate, a Complex Disabilities Assessment may be carried out.

If a prospective student has significant or complex needs that may require additional staffing or resources then the application will be forwarded to the *Admissions and Support Advisory Panel* for consideration. All potential High Needs Funded students will be considered by the Panel.

- **Following Acceptance of an Offer of a Place:**

The Inclusive Learning Team will keep details of all applicants disclosing a SEND and a brief record of each prospective student's additional learning needs will be inputted into the College Management Information system (MIS).

This information is available to all teaching and support staff via the Course Profiles and electronic Individual Learning Plans and in the case of Apprentice students, OneFile.

The Head/Assistant Head of Inclusive Learning and the Transitions Coordinator liaise with Local Authorities to ensure that appropriate funding is in place to meet the needs of those with more complex SEND requirements.

- **At Enrolment:**

A member of the Inclusive Learning Team will be available at enrolment sessions. If any student wishes to declare an SEND requirement or mental health concern/medical condition during enrolment then a member of the Inclusive Learning Team will be available to discuss this with the student.

Following enrolment, reports will be available for each curriculum area and college centre listing all students' who have declared a SEND with a brief overview of their additional learning needs.

Any additional disclosures made whilst on programme will be added to the College MIS system, which will update all relevant reports.

Students requiring exam access arrangements will be given the opportunity to complete assessments at enrolment. The Exam Access Information Gathering Sheet will be completed with each Further Education student by a member of the Inclusive Learning team.

- **At Induction:**

Staff from the Inclusive Learning Team will be deployed across curriculum areas and centres and identified SEND students will be supported throughout the Induction process. Inclusive Learning Mentors will introduce themselves to the student groups and indicate to them what support, advice and guidance is available.

Individual Risk Assessments, College Care Plans, Behaviour Plans and Personal Emergency Evacuation Plans will be completed by the Course Tutor, as required, with relevant input from the Inclusive Learning Team for FE learners.

Information on the college MIS system will identify High Needs Funded students, Education Funding Agency and Skills Funding Agency funded students, and those on personal budgets or 25+ Loans.

Each supported Further Education student will sign the Inclusive Learning Agreement.

- **During First Six Weeks on Course:**

Staff from the Inclusive Learning Team will be deployed to support students across college centres and curriculum areas and the Inclusive Learning Team will keep records of the support that is provided to those identified students.

Each Inclusive Learning Mentor will complete a SEND Course Overview Record for each course and keep an A3 Curriculum Area Timetable detailing support and staffing for each course in the curriculum area.

Further opportunities will be provided for the completion of exam access arrangement assessments.

The Inclusive Learning Specialist Tutors will liaise with the Exams Team to ensure that all requests for exam access arrangements are put in place as required - see Exam Access Arrangements policy and procedure.

The Inclusive Learning Mentors will liaise regularly with Assistant Heads, Tutors and Student Support and Welfare regarding students with SEND.

- **On Programme:**

Each supported student will be asked to produce a One-Page Profile which will be placed on the student MyPage and accessible from the eILP.

A SEND Support Plan will be completed for each supported student, which will be accessible via the student eILP and will detail the support arrangements for the student.

A SEND Student Record will be kept for each supported student and will include – what is working for the student, what is not working and what is needed. This is accessible via the 'Inclusive Learning' section of the eILP.

Each member of Inclusive Learning will keep a Staff Monthly Log of their hours detailing the groups/individuals for whom they have provided support and the meetings/CPD attended.

Individual student files containing assessment/support information will be kept in the Inclusive Learning Offices.

Assistive Technology or specialist software will be provided to students, as required.

Weekly meetings for the Inclusive Learning Team will be held and discussions will take place as to supported students and their support requirements.

The Inclusive Learning Team will talk regularly with learners, and their parents/carers as required, throughout the year to ensure that learners feel the support provision meets their needs.

Inclusive Learning Mentors will attend course review meetings, curriculum team meetings and progression events throughout the year.

The Inclusive Learning Team will provide information, advice and guidance for teaching staff on all aspects of SEND and inclusive practice.

The Transitions Coordinator with the support of the Inclusive Learning Mentor for the area will host and attend any Education, Health and Care Plan reviews that are required by the Local Authority.

Inclusive Learning Mentors will attend Performance Boards at the end of each term to report on SEND support.

All students will be asked to complete a Student Survey, which has questions relating to the quality and effectiveness of the learning support they have received. This is sent out by the College Quality Team.

All teaching staff will be asked to complete a Staff Survey at the end of the college year which has questions relating to the quality and effectiveness of learning support. This is sent out by the College Quality Team.

An Inclusive Learning Self-Assessment Report will be written each year to identify strengths and areas for development in the provision.

3.2 Support for Students on Apprenticeships and Traineeships

The support for work-based students follows the same procedure as for FE students and uses similar recording processes.

Support for work-based students is overseen and monitored by the Inclusive Learning Tutor team.

3.3 Support for Higher Education Students

The Inclusive Learning Team will advise and guide prospective students and current students on the process of applying for a DSA.

Students are required to provide evidence to Student Finance England (or equivalent) regarding a learning difficulty, disability or mental health condition.

A member of the Inclusive Learning Team will attend HE interviews for those declaring a disability, following notification by the Admissions Team.

If a student does not have up to date evidence of a Specific Learning Difficulty, the Inclusive Learning Team can arrange an assessment with a specialist, for which a contribution from the student is expected.

Support in the form of 1-1 specialist tutor support or a note-taker/assistant can be provided if the student has an Assessment of Need detailing their requirements as part of a Disabled Student Allowance.

4. Documents Associated with this Policy:

Transition Planning Record
Transitions Visit Record
Additional Learning Requirements Questionnaire
Complex Disabilities Assessment
FE - Interview Record
Exam Access Arrangement Information Gathering Sheet
Inclusive Learning Agreement
SEND Course Overview Sheet
A3 Curriculum Area Timetable
One-Page Profile
SEND Support Plan
SEND Student Record
Staff Monthly Log

SEND Policy and Procedure
Safeguarding Policy
Health and Safety Policy
Exam Access Arrangement Policy
Admissions and Support Advisory Panel Terms of Reference

5. Appendices:

Appendix 1 - Guidelines for staff regarding the procedure for Inclusive Learning provision





Guidelines for Staff regarding the Procedure for Inclusive Learning Provision

Transition Planning Record

This form is completed by the Transitions Team when attending a review meeting in school or when a visit to college is arranged. This is kept in the student file.

Transitions Visit Record

This form is completed, if applicable, by the member of the Inclusive Learning team who has supervised the Transition visit/s. This is kept in the student file.

Complex Disabilities Assessment

This assessment is completed by the Transitions team for students with more complex needs. This is kept in the student file.

Additional Learning Requirements Questionnaire

This form is completed by the prospective student to provide details of their learning support requirements. This is kept in the student file.

FE - Interview Record

This is completed by the Inclusive Learning staff member who attends the student interview. This is kept in the student file.

SEND Notes (on MIS system)

This is the field on UnitE which holds information regarding student support details and this information is accessible from the student eILP, the ALS student list and the course profile.

This needs to be updated regularly whilst student is on programme

Exam Access Arrangement Information Gathering Sheet

This is completed by the student with guidance from the Inclusive Learning Tutor team. This information is analysed and further assessments undertaken as required.

This needs to be completed within the first 4 weeks of Term 1

Exam Access Arrangement Information (on MIS system)

This is a field on UnitE which holds information regarding the EAA's that are approved for each student. This can be viewed on the student eILP

Inclusive Learning Agreement

This is completed by the Inclusive Learning staff member and needs to be signed by the student to confirm their wish to accept support and their agreement to share information. This should be completed annually for returning students.

This needs to be signed within the first 4 weeks of Term 1

SEND Course Overview Record

This is completed by the Inclusive Learning Mentor and constantly updated as information becomes available.

This needs to be in place within the first 4 weeks of Term 1

A3 Curriculum Area Timetable

This is completed as soon as possible and staff names put against sessions as soon as staffing is agreed by Head/Assistant Head of Inclusive Learning. This is kept by the IL Mentor for each area.

This needs to be updated regularly throughout the term and updated each new term

One-Page Profile

This is completed by the student with guidance from Inclusive Learning staff. Many students will come to college with a One-Page Profile from school. Returning students will need to update their Profile each year. This is placed on the student MyPage.

This needs to be in place within the first 6 weeks of Term 1 and uploaded into the eILP

SEND Support Plan

This is completed by the Inclusive Learning Mentor with input from the Transitions Team and the Inclusive Learning staff who support the student.

This needs to be in place within the first 6 weeks of term 1 and uploaded into the eILP

This needs to be reviewed on a termly basis

SEND Student Record

This is a record of what is working, what is not working and what is needed. This is inputted directly into the Inclusive Learning section of the eILP.

This must be completed before the end of each month.

Staff Monthly Log

This is a detailed record of which groups/students have been supported on a daily basis. It is kept by each member of Inclusive Learning staff and handed in to the Administrator/Assistant Head of Inclusive Learning at the end of each month.

This must be completed before the end of each month.

Higher Education:

HE – Learning Requirements Questionnaire

HE – Inclusive Learning Interview Record

HE – Inclusive Learning Exam Arrangements Record

HE – Inclusive Learning Support Record

Document History			
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Publication:	Staff Intranet Student Intranet College Website		
Quality Assurance			
This Policy and Procedure maps to the following external quality assurance frameworks			
Framework		Framework Section Reference(s)	
Common Inspection Framework			
MATRIX			
QAA			
QIA			
SFA			

All Myerscough College Policies are subject to screening for Equality Impact Assessment

Equality Impact Assessments are carried out to see whether the policy has, or is likely to have, a negative impact on grounds of: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, marriage or civil partnership, sex or sexual orientation

Myerscough College not only fulfils its legal position in relation to current and future equality legislation, but additionally goes beyond compliance in providing and promoting “Opportunities for all to succeed”, free from any aspect of discrimination, harassment or victimisation.

All staff have a duty of care to look after the interests of and support their colleagues. *This policy takes account of* our commitment to eliminating discrimination, identifying and removing barriers and providing equal opportunities for our learners, staff and visitors to ensure that no one feels excluded or disadvantaged.

Safeguarding, Learner Protection and Prevent

All staff have a responsibility to support and promote the College’s commitment to providing a safe environment for students, staff and visitors. Additionally, all staff have a responsibility to report any safeguarding or Prevent issues to the Designated Senior Lead for Safeguarding and Prevent.