



Inclusive Learning Policy and Procedure

Myerscough College is committed to making its learning environments and course provision as accessible as possible 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 and Keeping Children Safe in Education 2020.

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 - oversees all Inclusive Learning Provision
Assistant Head of Inclusive Learning – Preston Centre - Apprenticeships and Skills, 14-16 and HE
Assistant Head of Inclusive Learning – Liverpool Centre - FE and 14-16
SEND Funding and EHCP Manager
Exam Access Arrangements Coordinator
Specialist SEND Tutor team
Coordinator – Witton and Warrington Centres
Coordinator – Apprenticeships, Traineeships and Moving-on Programmes
Coordinator – Preston Foundation Learning and Supported Internships
Coordinator – Preston Animal and Equine Studies, Vet Nursing and Farriery
Coordinator – Preston Agriculture and Countryside, Greenspace and Creative Studies
Coordinator – Preston Sports Studies (plus Old Trafford) Motorsports/Agricultural Engineering
Learning Mentors – Liverpool Centre
Transitions Advisors
Inclusive Learning Advisors
BSL Communicators
Administrator

The Local Offer for Myerscough College is 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 Skills Funding Agency (ESFA), the Adult Education Budget (AEB) and Local Authorities for High Needs Funded learners (HNF). 14-16 additional support provision is invoiced directly to schools.

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 may require monitoring by the Inclusive Learning team with minimum levels of support and possible exam access arrangements whilst 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 is 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 a 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, colleges and employers 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 Support Planning Record will be completed by a member of the Inclusive Learning Team.

Transition visits from prospective students, parents, Special Educational Needs Co-ordinators (SENCO's), key workers will be organised, as required.

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

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 Area teams and the Apprenticeships and Skills team 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.

A member of the Inclusive Learning Team will collect information and gain data sharing permissions on the Support Planning Record at the interview, noting any follow up actions that may be required.

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 the Admissions team.

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 Apprenticeship students, OneFile.

The Assistant Heads and the SEND Funding and EHCP Manager will liaise with Local Authorities to ensure that appropriate funding is in place to meet the needs of those with more complex SEND requirements.

If any student wishes to declare a 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 during the first 6 weeks of their programme. 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.

Individual Risk Assessments, Wellbeing Plans and Personal Emergency Evacuation Plans will be completed by the Course Tutor/Assessor, as required, with relevant input from the Inclusive Learning team.

Information on the college MIS system will identify High Needs Funded students, Education Skills Funding Agency and Adult Education Budget (AEB) students.

All supported students 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 apprenticeships and trainee programmes. The Inclusive Learning Team will keep records of the support that is provided to those identified students.

Inclusive Learning Coordinators will complete a SEND Group Overview Record for each cohort of learners and keep a timetable record detailing support and staffing for each cohort.

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 exam access arrangements are put in place as required - see Exam Access Arrangements policy and procedure.

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

- **On Programme:**

An Integrated Support Plan (on ProMonitor system/One File) 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 Learning Support Record will be kept for each supported student and this is accessible via the student eILP.

Each member of Inclusive Learning will keep an online calendar which details 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. Coordinators/Mentors will attend cross college meetings and area support meetings, as required

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.

The Transitions team will lead EHCP Review meetings with other Inclusive Learning staff and teaching staff in attendance.

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

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

A High Needs Provision Self-Assessment Report will be written each year to identify strengths and areas for development in Inclusive Learning provision.

3.2 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.

A member of the Inclusive Learning Team will liaise with the Admissions team for those declaring a learning difficulty or disability. Students are required to provide evidence to Student Finance England (or equivalent) regarding a learning difficulty, disability or mental health condition.

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/mentor or specialist note-taker/ BSL can be provided if the student has an Assessment of Need detailing their requirements as part of a Disabled Student Allowance.

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

Documents Associated with this Policy

- Support Planning Record
- Additional Learning Requirements Questionnaire
- Exam Access Arrangement Information Gathering Sheet
- Inclusive Learning Agreement
- SEND Student Records for FE, HE and 14-16 on ProMonitor
- SEND Records for Apprenticeships and Skills on OneFile

Associated Policies and Procedures

- Special Educational Needs and Disability (SEND) Policy and Procedure
- Child Protection and Safeguarding Policy and Procedure
- Examination Access Arrangements Policy and Procedure
- Personal Care Policy and Procedure
- Admissions and Support Advisory Panel Terms of Reference



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)	
Education Inspection Framework			
MATRIX			
QAA			
QIA			
ESFA			
Key Changes to Document			
Minor amendments only			

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.