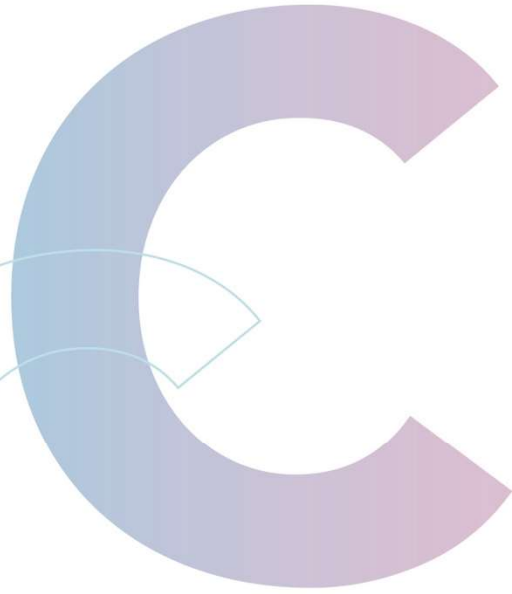


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LS02 Inclusion and SEND Policy

Change Control

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V2.2	09/03/18	Update	Reviewed
V3.3	15/05/19	Update	Reviewed
V3.4	15/05/2020	Update	Updated to reflect Covid 19 support and remote support
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V3.5	07/03/2024	Amendment	Front sheet/change control amended

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1. Background

Inclusion at the Tec Partnership, including The Academy Grimsby (TAG) strives to support learners with additional needs that have an unfair impact on their learning potential. These learners may have additional learning difficulties and or difficulties as well as other medical, mental or physical impairments that may put learners at an unfair disadvantage in an academic environment. The GIG strives to support such learners and support them in learning and reaching their full potential.

The strategy will outline the services and processes in place at Tec Partnership that will provide learners with outstanding support, advice and guidance to enable learners with Special Educational Needs or Disabilities (SEND) that may otherwise impede in their academic achievement.

For the purposes of this policy the Tec Partnership incorporates the Grimsby Institute of Further and Higher Education, Scarborough Technology College, East Riding College, Skegness Tech, The Academy Grimsby and Career 6.

2. Vision

Our vision is to ensure all learners have an appropriate amount of support to ensure they are not at an unfair disadvantage or advantage and that they are enabled to reach their full potential. It will ensure feedback, resources, intervention and advice and guidance will develop individual learners' ability to work independently. Our highly qualified team of specialists enable the Inclusion team to assess for disabilities in a timely and effective way. Support needs are recorded on a range of documents and communicated regularly at faculty and team meetings across the group. All learners are fully involved in the development of any support planning.

3. Objectives

- To identify Inclusion needs prior to the learners starting the programme
- To focus on the development of independent study
- To ensure that learners with SEND are able to join in with all the activities
- To ensure that all learners make the best possible progress
- To ensure that parents/carers are informed of their child's learning differences and are effectively communicated to
- To ensure that learners express their views and are fully involved in decisions which effect their support
- Deliver training to curriculum to successfully support learners within lessons and

- throughout their learning programme
- To provide equal access to broad and balanced curriculum, regardless of gender, religion, race, sexual orientation, personal circumstances or special educational needs
 - To promote effective partnerships and involve outside agencies when appropriate
 - To monitor the delivery of Inclusion
 - To monitor the assessment of Inclusion
 - To meet the training needs of all staff involved with learners with SEND

4. Definitions

The framework for the SEND policy is provided by the UN convention on the Rights of the Child, The Children's Act, The Education Act 1996, the Disability Discrimination Act (1995 and 2005), the Equality Act 2010 and the 2015 Code of Practice and key regulations and circulars on the organisation of special educational provision.

4.1.1 For the purpose of this policy, and with regard to the SEN Code of Practice, we use the following:

4.2.1 Definition of SEND:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

4.2.2 A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others the same age, or
- has 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.

4.2.3 Learning difficulties can fall into one or more of the following categories:-

- Speech, Language and Communicational Needs

- Behavioural, Emotional and Social Development
- Moderate Learning Difficulty
- Specific Learning Difficulty
- Severe Learning Difficulty
- Autistic Spectrum Disorder
- Sensory Impairments
- Medical Conditions
- Mental Health Difficulty

5. Disclosure and Confidentiality

In accordance with the Disability Discrimination Act (DDA) and the Equality and Diversity Policy, the Tec Partnership has a duty to anticipate needs wherever possible, to make reasonable adjustments accordingly and to treat all learners equally. Information on a disability cannot be passed on to third parties without explicit consent from the learner. If a learner requests complete confidentiality then information cannot be passed in the Tec Partnership or to external agencies from that point. It is acknowledged that where a learner has disclosed a disability, the GIG is deemed to be aware of their individual needs.

6. Inclusion

Learning Support offers additional support for; 14-16 direct funded students through pupil premium; for Further Education (FE) learners through Disadvantage Funding and High Cost Funding and support for Higher Education (HE) Learners through the Disabled Students Allowance (DSA). These Learners cross all areas and programmes and range from Entry 2 to post graduate. Inclusion (under Learner Services) offers support to those identified with learning difficulties and disabilities which are evidenced through the Support plans, produced by the Inclusion Team.

7. Context of the Inclusion Team at the Tec Partnership

7.1 Any learner with Inclusion needs will be supported in a high quality, specialised environment.

7.1 The Inclusion team comprises specialists within the field of dyslexia, deaf and hearing impaired, blind and visual impaired, mental health, physical difficulties and disabilities, disadvantaged young learners, vulnerable adults and those with poor literacy and numeracy skills.

7.2 Support needs are assessed on an individual basis and assessed accordingly. Individual Support Plans are created and agreed with vocational teams and Inclusion specialists to ensure an individualised plan, supports a learner to reach their full potential without their disabilities creating barriers to learning.

7.3 Diagnostic assessments are screened at appropriate levels, to ensure the relevant teams are aware of each individual's learning needs, to be met in and out of the classroom.

7.4 Support needs are shared across support, curriculum and outside services to ensure a holistic

approach is shared and agreed by all those involved with one particular learner.

- 7.5** It is the responsibility of the Inclusion team to advise those with disabilities on to an appropriate career path.
- 7.6** Continued professional development ensures the Inclusion team is fully aware of legislation, roles and responsibilities and they are up to date and meet the needs of the law and the learners' rights.
- 7.7** The Inclusion Team work in collaboration with Safeguarding to ensure all learners are supported appropriately and all key stakeholders contribute to the health and safety of all learners regardless of SEND.
- 7.8** At any point during the learner journey, should any of the sites be locked down (i.e response to COVID) all learners with SEND will be offered to opportunity to access full support either remotely or on site where possible.

8. Roles and Responsibilities

8.1 SpLD Practitioner/Special Educational Needs Coordinator SENCO

8.1.1 Role

The SpLD Practitioner/SENCO will ensure consistent and continued assessment of learners from Year 9 to Year 10, years 10 and 11 to FE and from FE to HE. They will produce informative Support Plans advising tutors how to differentiate teaching styles and resources to meet the learners' needs. Also identified on the plans will be special exam arrangements and responsibilities of the Inclusion team. Regular reviews will need to be arranged to ensure appropriate advice and guidance is offered to both learners and tutors when considering progression.

8.2.1 Responsibilities

To prioritise assessment of learners and identify those with specific needs through application, enrolments and whilst learners are on programme. Allocation of support will be offered at the appropriate sites and with vocationally experienced team members. Allocation of support will be dependent on the results of assessments. Level of study will be the basis for the level of support depending on the specific learning difficulties and assessment results.

All the above is also offered through the Sensory Impairment Team (SIT) who advise and guide tutors on best practice and ensure appropriate Inclusion strategies are in place for learners with sensory impairments.

8.2 Disability Advisor (DA) and Disability Assessor

8.2.1 Role

The DA works with HE learners only. They advise learners on application for the Disability Student's Allowance and works closely with the SpLD team and Student Support Officers (SSOs)

to ensure appropriate support is in place. Disability Assessor ensures all assessments meet DSA requirements for diagnosis.

8.2.2 Responsibilities

Ensure all relevant information provided by the Needs Assessment report is shared with the appropriate people.

- Ensure confidentiality is maintained.
- Communication with all relevant staff is informed of DSA allocation.
- Ensure all resources are in place in accordance to the Needs Assessment report.

8.4 Inclusion Coordinator

8.4.1 Role

Inclusion Coordinators will ensure learners who have been identified as needing support in class are allocated the appropriate level of support in conjunction with the Support Plan. The Inclusion Coordinators will take instruction from the specialist assessors in accordance with their findings. Their findings will be based on assessment and previous records.

8.4.2 Responsibilities

- Ensure robust communication links are in place with relevant team.
- Ensure all relevant staff are informed of changes to Support Plans.
- Ensure concerns about learners' progress is closely monitored and communicated to all those involved with the learners.

Inclusion Facilitators

8.4.1 Role

Inclusion Coordinators will ensure learners who have been identified as needing support in class are allocated the appropriate level of support in conjunction with the Support Plan. The Inclusion Coordinators will take instruction from the specialist assessors in accordance with their findings. Their findings will be based on assessment and previous records.

8.4.2 Responsibilities

- Ensure robust communication links are in place with curriculum and practitioners
- Ensure all relevant staff are informed of changes to Support Plans as and when edited.
- Ensure concerns about learners' progress is closely monitored and communicated to all those involved with the learners daily.

8.5 Inclusion Practitioner

8.5.1 Role

The Inclusion Practitioner will ensure learners who have been identified as needing support in class are allocated the appropriate type of support; ie. note-taking, reading, keeping on track and coping with change. The support will be identified on the Support Plan. Inclusion Practitioners will take instruction from specialists in terms of supporting learners, timetables and reviews.

8.5.2 Responsibilities

- Ensure robust communication links are in place with relevant team.
- Ensure the relevant team is informed of changes to Support Plans.
- Ensure concerns about learners' progress is closely monitored and communicated to all those involved with the learners.

9. Inclusion Procedures

A substantial amount of assessment is carried out pre-enrolment.

Learners with Inclusion needs, SENDs and those that are at risk are identified very early in the transitional process which includes advice and guidance. This is undertaken as soon as applications and transition work begins within the school, home, alternative providers or at interview stage

9.1 Opportunities to disclose additional needs are varied depending on the severity of the disability difficulty:

School leavers with SENDs are identified via the YPSS when advice and guidance within the school begins.

Learners without SENDs have an opportunity to disclose disabilities and or difficulties on the application form.

From this point, learners are invited to meet with the Inclusion team and relevant assessments are arranged and Support Plans are put in place.

9.4 All learners are screened and offered the opportunity to disclose and discuss Inclusion needs at enrolment. Again, relevant assessments are arranged and Support Plans are put in place. The aim is to ensure a learner with Inclusion needs is supported from day one. Inclusion needs are reviewed, at least every 6 weeks.

10. Screening and Assessment Process

10.1 At each stage of the learner journey at GIG, learners are encouraged to disclose any learning needs. It is made clear that this will not affect their chances of being offered a place on a

course. Every effort is made to make use of pre-entry information provided by schools or agencies in a timely manner to support effective enrolment and induction.

10.2 Initial disclosures are recorded on the central admissions system.

10.3 An initial assessment is carried out with the Inclusion team to establish assessment need

11. Staff Training

11.1- All learners' needs are collated and relevant training is implemented before the start of the academic year; First Aid, Epi-Pen, Diabetes, Intimate Care etc. During the academic year, where late enrollers require specific support, relevant training is arranged to ensure it is safe and learning can take place with integrity.

11.2- All new recruits undergo an Induction Process whereby mandatory training to be completed after 6 months from the first day of employment. In a case where this has not been achieved, employers will remain on probation. All staff, regardless of seniority and length of service update skills and knowledge as and when compliance is required.

11.3- All staff and departments are actively encouraged to participate in a range of events and staff development relevant to skills set and vocational areas.

12. Organisational Responsibility

This policy is the responsibility of the Executive Group Director of Learner Services. Tutors are responsible for communication with support in the classroom and are required to ensure that where support is provided reference is made in the Schemes of Work and in the Lesson Plans.

13. Policy Action and Implementation

13.1 Action

- SENCo to work closely with Young Peoples Support Service (YPSS) and Tec Partnership marketing team to improve relations and timely disclosures and referrals from schools
- Reviews reducing Inclusion Practitioner intervention
- Mandatory management days incorporate staff development around supporting SpLDs
- Monthly team meetings and appraisals offer opportunity to advise and guide
- Specialists offer mentor sessions - Specialists continue to develop professionalism to ensure continuity of practicing certificates

13.2 Policy Action and Implementation

- Improve communication across the local schools, mainstream and special schools.
- Standardise assessment feedback.
- Encourage all staff to use one method of referral.
- Further develop resources on new Moodle.
- Develop training programmes for Inclusion team and curriculum.
- Improve tracking documentation.
- Measure impact.
- Improve data analysis.

14 Quality and Monitoring

14.1 The policy will be monitored on a two yearly cycle.

14.2 Activity and related budgets are audited on an annual basis but reviewed on a regular basis throughout the year by the Inclusion Manager and feedback to the Director of Learner Services.

14.3 Effectiveness will be measured through analysis of the retention and achievement rates of learners who have accessed support and feedback from the learners and staff

14.4 Active analysis of destination data for learners with EHCPs

14.5 Timely reviews of the Quality Improvement Plan (QIP)

