

# Inclusion Policy and Local Offer

Responsible Senior Manager: Vice Principal Students,  
Learning & Quality

Effective Date: June 2020

Related Policies:

Approved By: Corporation

Next Review Date: June 2023



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# Foreword

The vision of HSDC, which comprises Havant, South Downs and Alton campuses, is to enable positive attendance, retention, achievement and progression through a commitment to the promotion of independence and resilience for all students.

# 1. Aim

The aim of HSDC, for students with additional needs, 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 HSDC who have SEND, as indicated by Education, Health and Care Plans (EHCPs) and/or by additional needs assessment, can expect:

Their needs to be assessed through liaison with relevant professionals

To be given opportunities to access appropriate guidance and support in and/or outside of taught classes from experienced staff.

All College staff to promote the integration of students with learning difficulties and/or disabilities across the College.

Good practice as set out in the SEN Code of Practice for 0-25 years (2013) to be adhered to.

## 2. Key Information

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

- 1) We find out if a student needs extra help in several ways:

Their Local Authority requests a response to their Education, Health and Care Plan from us before they arrive

Their school SENCo informs 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

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

### 2.2 How will staff support students?

- 1) A student's study programme will be overseen by their teacher and a member of the Academic/Additional Learning Support team as appropriate. Who this is depends on the type of support required, for example an LSA will support in-class, a student adviser will provide health and wellbeing guidance, or an ALS Teacher will provide out of class interventions. Specialist staff may also assess for Specific Learning Difficulties, exam access arrangements or support hearing or visually impaired students.
- 2) The frequency and type of support will depend on the individual 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/carers are welcome to contact the College at any time and/or meet staff.

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

- 1) Individual study programmes are created for students according to their needs and subject choices in addition to their overall chosen area of study. It may be the case that it is beneficial for a student to attend weekly Additional Learning Support sessions and this can be included in their timetable.
- 2) Differentiated strategies to achieve learning aims are expected in all lessons and may be achieved through a variety of approaches including ensuring that:
  - (1) support and adapted resources are available
  - (2) questioning establishes understanding
  - (3) explanations consider different literacy and communication needs
  - (4) structure and environment take into account sensory and behavioural needs

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

- 1) Teaching and support staff set targets for students on a regular basis and discuss progress against these with students during tutorials and support sessions. Progress is recorded and new targets are agreed with students as necessary.
- 2) Parents/carers will be invited to any Parents' Evenings 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 they will also be able to discuss how they can ensure consistency of support strategies at home.
- 3) 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.

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

- 1) Student wellbeing is a priority for all staff. Students can access a wide range of support as necessary including 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 and Motiv8 as required.
- 2) 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.
- 3) Social, emotional and behavioural difficulties are supported in many ways, to enable students to develop strategies to manage their behaviour and develop social skills.

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

- 1) Counselling provision is available at the Alton Campus and the 'Listening Ear' service is available at Havant and South Downs campuses. Students can refer themselves or request support to do this from their Student Adviser or Teacher.
- 2) Staff specialising in the wide range of Specific Learning Difficulties, speech, language and communication needs and social, emotional and behavioural difficulties are trained and experienced in and offering out-of-class interventions to support students in developing their independence and resilience.
- 3) 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.
- 4) Students who require support with social interactions or those who require quiet spaces will have their needs met in a variety of ways, including staff support, access to a sensory room (South Downs Campus) or lunch and break time clubs. 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.

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

- 1) 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, training in Speech and Language/Social Communication, ELKLAN, Registered Nursing, Degrees in Education and Teaching, Teacher Training, Level 3 British Sign Language, Levels 1-8 in Makaton, Level 2 and 3 Supporting Teaching and Learning and Level 2 & 3 Working Together to Safeguard Children and Young People.

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

- 1) 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 offsite activities.

**2.9 How accessible is the College?**

- 1) The three campuses are largely accessible with the necessary resources to support students such as wheelchair access and hoists. Student timetables are planned accordingly to ensure appropriate access to facilities.
- 2) Hearing loops are available for hearing impaired learners in most public areas and adjustments are made wherever necessary to ensure visually impaired students and visitors

can 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.

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

- 1) 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.
- 2) When a student is preparing to move on from the College they will be supported to apply for further study at another provider, Universities or to seek employment. With their permission, information on their support needs may be passed to other educational establishments to support their progression.

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

- 1) 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 assessment and resources available.

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

- 1) The decision is made based on student need and prior knowledge of "normal ways of working" from school. 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.

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

- 1) 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 any Parent's Evening event 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.

## 3. Commitment & Equality

### 3.1 How do we ensure all learners are treated fairly and equally?

All learners are treated fairly and equally in accordance with relevant legislation, including The Single Equality Act 2010. All learners will be protected from discrimination including all protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, gender and sexual orientation.

## 4. Further Information

- 4.1 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 9387 9999 to discuss your concerns for the Havant and South Downs campuses or Sam Hywood, SEND Co-ordinator, at the Alton Campus. If you are not satisfied with the outcome of this discussion, you should contact Debbie Collinson-Bolles, Director of SEND or Richard Barlow, Deputy Principal, 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.
- 4.2 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 are always welcomed with regards to the HSDC 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.



## 5. Glossary of terms

ALS – Additional or Academic Learning support. A service provided by the college to support learners with additional learning needs.

EHCP – Education, Health and Care Plan. An holistic plan issued to some young people aged 0-25 with more complex disabilities or additional learning needs. This contains the young person's personal, social and educational targets and is reviewed every year.

CAMHS – Child and Adolescent Mental Health Service. A national NHS mental health service for young people under 18.

SENCo – A specialist teacher who is qualified in special educational needs and co-ordinates SEND provision in a school setting.

SEND – Special Educational needs and Disabilities.

SLCN – Speech, Language and Communication needs.

SpLD – Specific Learning Difficulties (Dyslexia, Dyspraxia, Dyscalculia)

SEMH – Social, Emotional and Mental Health needs.