

# Inclusive Learning Policy and Procedure

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UK Graduate 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 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:**

Academic Dean - oversees all Inclusive Learning Provision  
Learning Advisors  
Tutors

**The Local Offer for UK Graduate 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 Administration 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 Skills Students

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

The Administration 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 Administration Team will work closely with the student welfare team and course tutors.

The Administration 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 Administration Team.

Transition visits from prospective students, parents, 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 Administration Team will attend open days, taster days and career events at College and in the local community.

Liaison with Administration Team and the Skills team will take place in respect of any prospective students with high additional support needs.

- **Following Application:**

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

The Administration 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 Administration 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.

If any student wishes to declare a SEND requirement or mental health concern/medical condition during enrolment, then a member of the Administration 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 Administration Team.

- **At Induction:**

Staff from the Administration 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 Administration 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 Administration Team will be deployed to support students across college centres and apprenticeships and trainee programmes. The Administration 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 UUAG Global/One Drive) will be completed for each supported student, which will be accessible via UUAG Global detailing the support arrangements for the student.

A Learning Support Record will be kept for each supported student and this is accessible via the student ILP.

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

A member of the Administration Team will liaise with the Student welfare 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 Administration 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 and HE on UUAG Global
- SEND Records for Skills on OneDrive

#### **Associated Policies and Procedures**

- Special Educational Needs and Disability (SEND) Policy and Procedure
- Child Protection and Safeguarding Policy and Procedure
- Access to Fair Assessment Policy
- Admissions and Support Advisory Panel Terms of Reference