Inclusion Policy and Local Offer

Responsible Senior Manager:	Deputy Principal Curriculum & Quality.
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1. Aim

HSDC aims to ensure students' additional 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 SEND (special educational needs and/or disabilities) have, as indicated by Education, Health and Care Plans (EHCPs) and/or by other 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 SEND Code of Practice for 0-25 years (2015) and the SEND and Alternative Provision Improvement Plan (2023) 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 (a consult)
    - Their school SENCo informs us before they arrive
    - They tell us on their application form/at interview/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 Additional Learning Support team as appropriate. Who this is depends on the type of support required, for example an LSA may support in-class, a Student Progress Mentor will provide wellbeing guidance, or an ALS Teacher will provide out of class interventions. If required, 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 simply by monitoring at intervals by relevant staff. 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 to discuss needs with relevant staff.

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

1) Where applicable, individual study programmes can be designed 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

Furthermore, HSDC uses quality first teaching strategies, where students benefit from:

- Explicit Instruction and Scaffolding: Breaking complex assignments into smaller, manageable chunks. Teachers might provide writing frames, sentence starters, or step-by-step visual guides for workshop tasks (e.g., a visual checklist for safely operating machinery).

- Accessible Resources: Ensuring all handouts and presentations use dyslexia-friendly fonts (like Arial or Comic Sans), standardising a minimum font size (usually 12pt or 14pt), and using off-white or pastel backgrounds on slides to reduce visual glare.

- Pre-teaching Vocabulary: Providing glossaries of key technical terms before a new module begins. This is especially helpful in courses with heavy jargon.

- Active Checking for Understanding: Moving away from asking, "Does everyone understand?" (which many students won't answer honestly). Instead, teachers use mini-whiteboards, quick digital polls, or targeted questioning to gauge comprehension in real-time.

- Multisensory Modelling: Demonstrating a task physically while explaining it verbally, and leaving a finished 'model' example at the front of the room so students know exactly what the end goal looks like.

3) HSDC utilises a single, organisation-wide inclusion workflow that follows the statutory APDR cycle (Assess, Plan, Do, Review). This ensures support remains proportionate and effective.

   - **Assess:** Specialist screening and liaison with schools / professionals to identify barriers (Dyslexia, ASC, ADHD, SEMH, etc.).

   - **Plan:** Creation of Student Support Profiles in ProMonitor. These profiles turn assessment data into concise instructions for teaching and support staff to use with their students.

   - **Do:** Delivery of high-quality teaching, supplemented by Academic & Learning Support Assistants (LSAs) and assistive technology.

- **Review:** Structured milestones to evaluate progress. This includes a ***'step-down'*** process to foster independence as students gain confidence.

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 support sessions. Progress is recorded and new targets are agreed with students as necessary.

2) Parents/carers will be invited to any Student Progress 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 who require additional aid to maintain their positive physical and mental health can access a wide range of support including referrals to external agencies like CAMHS and Motiv8.

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

3) Social, emotional and mental health difficulties are supported in many ways, to enable students to develop strategies to manage their behaviour and develop appropriate social skills.

2.6 What specialist services and expertise are available?

1) Counselling provision is available at all campuses. Students can request support from their Student Progress Mentor, support staff or Teacher.

2) Emotional Literacy Support Assistant (ELSA) provision is also available for those students requiring the service. ELSAs plan and deliver programmes to support students who are experiencing temporary or longer-term social and emotional difficulties.

3) Staff specialising in a wide range of Specific Learning Difficulties, speech, language and communication needs and social, emotional and behavioural needs are trained and experienced in, and offer out-of-class interventions to support students in developing their independence and resilience.

4) Care Experienced Coordinators support looked after and care-leaver students, liaising with the Local Authority and sharing appropriate information to facilitate progression.

5) 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 or quieter spaces. 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 Graduate and 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, Emotional Literacy Support Assistant qualification, Level 3 British Sign Language, foundation and advanced levels 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 students in most public areas and adjustments are made wherever necessary to ensure visually impaired students and visitors can access all promotional and instructional materials. BSL communicators are also available for BSL users.

3) 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, adult services, 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 or other providers. 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 on the support required. 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) Teachers and support staff will have access to individualised ALS Support Plans for any student who discloses SEND or additional learning needs. The plans will contain recommendations for appropriate additional resourcing and strategies that will feed into planning for learning and delivery, including profiles and schemes of work. Staff will also have access to a specialist ALS link teacher, who can assist with any SEND enquiries.

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 Progress Evening event and can seek further details at any point during the year if they have concerns. Parents / carers are contacted 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. Parents / carers can also access the HSDC App for monitoring attendance and progress, and Google Guardian, where appropriate, to see when work is set and submitted.

3. Priority Inclusion Groups

Under the Ofsted framework, leaders and staff must proactively identify and remove obstacles for specific cohorts to ensure they make progress relative to their starting points. These groups include:

- **Students with SEND:** Students with Special Educational Needs and/or Disabilities, including those with Education, Health and Care Plans (EHCPs) or those requiring additional learning support (ALS).
- **High Needs Students:** Students whose support costs exceed £6,000 per year, requiring specific resource allocation from the Local Authority.
- **Care Experienced Young People (CEYP):** This includes looked-after children and care leavers who are supported by designated Care Experienced Coordinators.
- **Disadvantaged Students:** Students from disadvantaged backgrounds who may face socio-economic barriers to learning or well-being.
- **Students with Protected Characteristics:** Ensuring protection from discrimination based on age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief, sex, and sexual orientation.
- **Students with Mental Health Needs:** Students requiring referrals to external agencies (like CAMHS) or internal counselling and ELSA support.
- **English as an Additional Language (EAL):** Families or students whose first language is not English and may require alternative communication formats or translation.
- **Vulnerable Students:** Any student facing specific barriers to learning, such as those with social, emotional, and mental health (SEMH) difficulties or speech, language, and communication needs (SLCN).

Monitoring Area	**Focus for review each term:**
The APDR Cycle	Evaluate the '*Assess, Plan, Do, Review'* workflow to ensure support remains proportionate and effective. Evaluate progress and implement 'step-down' processes to foster student independence.
Curriculum Adaptation	Verify that teachers are using 'Quality First Teaching' strategies, such as scaffolding, accessible resources, and multisensory modelling.
Progress & Targets	Review regular target setting and progress discussions held during support sessions to ensure students are meeting milestones.
Attendance & Success	Use attendance and course completion data as indicators of how well students are engaged with their learning.

Stakeholder Liaison	Ensure regular contact with parents/carers and Local Authorities to maintain consistency in support strategies.

4. Commitment & Equality

4.1 What is inclusion and how does HSDC promote inclusion?

HSDC is an inclusive college, and we are committed to realising the ambitions of our communities by raising aspirations, enabling achievement, and fulfilling dreams for all students. We promote inclusion in a range of different ways:

- Early Identification: Effective early systems for identifying students with SEND, those from disadvantaged backgrounds, and those facing specific barriers to learning or well-being.
- Dismantling Barriers: Leaders and staff proactively identify and remove obstacles to participation, moving beyond 'box-ticking' to demonstrate a positive impact on students' progress through decisive actions.
- Curriculum Adaptation: Ensuring the curriculum is not just 'delivered' but actively adapted and made accessible so that all groups make progress relative to their starting points.
- Inclusive Culture: A culture that tackles discrimination, celebrates diversity, and ensures that vulnerable students are prioritised.

We actively promote equity, diversity, and inclusion and celebrate differences. We actively challenge behaviour that does not align with our values of being an inclusive college. We promote positive relationships within college, and with the local, national, and international communities we serve.

We ensure that all students are treated fairly and equally in accordance with relevant legislation, including The Equality Act 2010 and the SEND Code of Practice (2015). Students 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.

5. Further Information

5.1 If you believe that the support offer is not being delivered or not meeting student needs, you should contact Lucy Stewart (SEND Coordinator) on 023 93 879999 x4624 to discuss your concerns for the Havant and South Downs Campuses or Sam Hywood (SEND Coordinator), at the Alton College campus (01420 592200 x489). If you are not satisfied with the outcome of this discussion, you should contact Suki Dhesi (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.

5.2 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/carer 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.

6. Glossary of terms

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

CEYP - Care Experience Young Person

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