CITY OF WOLVERHAMPTON COLLEGE

SEND and Inclusion

Policy and Procedure 2026 - 2028

Head of SEND

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Version 1

1. Purpose

1.1. City of Wolverhampton College is committed to ensuring every learner and apprentice belongs, thrives and achieves, regardless of their starting point, background or individual need. In alignment with the primary legislation, Children and Families Act 2014 and the current government policy and proposed reforms, Every Child Achieving and Thriving 2026 white paper, the SEND Code of Practice 2015 and the Equality Act 2010 and the Ofsted FE & Skills Inspection Toolkit (2025), this policy sets out how the College:

1.2. Identifies and assesses the needs of students and apprentices with SEND or other barriers.

1.3. Reduces barriers to learning and well-being through reasonable adjustments and tailored support.

1.4. Promotes an inclusive culture where diversity is celebrated, expectations are high, and learners feel valued.

1.5. The purpose of this policy and procedure is to ensure fair and equitable treatment of all students and apprentices by promoting access to high-quality education, specialist support and an inclusive learning environment.

2. Policy Statement

2.1. The College is fully inclusive and committed to ensuring students and apprentices with SEND, disabilities or additional needs can access and succeed in education. It is unlawful to treat disabled students or apprentices less favourably for a reason related to their disability unless justified by law.

2.2. To meet our duty, the College will:

- Make timely and proportionate reasonable adjustment.
- Ensure early, accurate identification of needs.
- Take a graduated approach (Assess – Plan – Do – Review).
- Maintain high expectations for all groups, including disadvantaged students or apprentices and those known to social care.
- Deliver specialist-informed support that promotes progression, independence and achievement.

3. Definition of 'disability'

3.1. The Equality Act 2010, a disability is a physical or mental impairment with a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities.

3.2. For the purpose of the Act, ‘substantial’ and ‘long-term’ mean:

- ‘Substantial’ *is more than minor or trivial* e.g. it takes much longer than it usually would to complete a daily task like getting dressed

- ‘Long-term’ *means 12 months or more* e.g. a breathing condition that develops as a result of a lung infection

3.3. For more details please, refer to the Equality Act Guidance

3.4. The College recognises a wide spectrum of needs, including fluctuating, emerging, social/emotional, medical, neurodiverse and sensory needs. All students and apprentices are entitled to appropriate support based on their individual profile.

4. Responsibilities

4.1. **Principal:** Strategic oversight and compliance.
4.2. **Head of SEND**: Leadership and operational implementation.
4.3. **SEND and Inclusion Managers, Futures Curriculum Manager/SEND Supervisors/Heads of Curriculum, EHCP & Transition Co-ordinators**: Coordination of assessment, support, reviews and staff development.
4.4. **Curriculum Managers, Sector Leads, SEND & Inclusion caseworkers, Tutors, SEND & Inclusion Assessors, Higher Level Teaching Assistants, Support Workers and Specialist Support Workers:** Identifying needs, implementing support, adapting teaching, contributing to review and monitoring of progress.

5. Inclusive Practice and Procedure

5.1. The College will:

- Support national priorities on widening participation.
- Engage with the local authority steering groups in driving and promoting recent government policy and proposed reforms.
- Provide opportunities to declare SEND or additional needs at multiple stages (application, enrolment, tutorial, in year).
- Ensure timely needs assessment, triage and referral. Enable full participation in college life by making reasonable adjustments.
- Ensure all staff understand their role in inclusion and receive regular training.
- Monitor progress and experiences of SEND and priority learner groups.
- Ensure inclusion is embedded across curriculum, teaching, support and enrichment.

6. Identification, Referral and Assessment

6.1. **Identification rotes**

- Local authority statutory consultation process (EHCP)
- Students may disclose or be identified as requiring SEND support:
- Prior to starting College (on-line enquiry or transition information).
- During the admissions/interview.

- During the enrolment.
- At any point during the academic year.

6.2 SEND Assessment process

- Contact with SEND and Inclusion Supervisor to arrange assessment and check for (EHCP) Education and Health Care Plan.
- Learning support assessment completed to identify access needs, curriculum adaptations and strategies that promote independence.
- Support plans reviewed regularly and adjusted to reflect changing or emerging needs.
- Assessments follow the graduated Assess-Plan-Do-Review cycle.

6.3 Exam Access Arrangements

The College will:

- Act on student disclosure or tutor referral.
- Arrange specialist assessments.
- Submit Form 8 to awarding bodies.
- Ensure staff supporting access arrangements are appropriately trained.

6.4 Education Health Care Plan (EHCP)

- Consultations are reviewed within 15 days.
- Meetings arranged with learners and curriculum areas.
- Decisions made collaboratively regarding the College's ability to meet need.
- Responses sent to the Local Authority.

7. Funding

7.1 EHCP students receive funding via Department for Education and Local Authorities and is reviewed by the College based on individual need.

7.2 Additional Learning Support (ALS) is available based on meeting eligibility criteria assessed by the Colleges SEND team.

7.3 Guidance will be provided to students on Further Education and Higher Education support funding including Disabled Allowance via the Colleges SEND team.

7.4 Students and apprentices have access to advice and guidance related to their eligibility for funding and services via the College SEND team.

8. Reasonable Adjustments

8.1 Adjustments will be considered in line with legal duties and may include:

- Adaptation to teaching, assessment or environment.

- Provision of assisted technology.
- Support in exams.
- Extra time in exams.
- Adjustments that do not compromise academic standards or health and safety.

8.2 Factors influencing what is reasonable include practicality, cost, resources and impact on other students.

9. Data Protection and Confidentiality

9.1 The College recognises the importance of confidentiality and the requirements of the General Data Protection Regulation (GDPR) 2018.

9.2 The College undertakes to maintain student and apprentice's data in secure conditions and to process and disclose data only within the terms of the General Data Protection Regulation.

9.3 Should the individual request confidentiality under the Disability Discrimination Act, information may not from that point, be passed on for the purposes of making reasonable adjustments.

9.4 Students and apprentices will be asked to identify any previous history of support and to confirm whether or not they require continued support at College.

9.5 Where possible, students and apprentices will be directly involved in discussion related to both internal and external services.

9.6 Students or apprentices are required to give permission for information to be shared with key professionals who are working on their behalf both internally and externally, to ensure that suitable services can be put in place.

9.7 Where individuals expressly choose not to allow information to be shared, their request will be respected, but it will be explained that this may have an impact on access to resources, services and learning outcomes.

9.8 Where individuals choose not to declare their disability at application and enrolment, there may be a delay in the provision of support needs.

10. Creating an Inclusive Culture

10.1 The College will:

- Promote a welcoming, respectful and safe environment.
- Ensure learners understand diversity, British values and protected characteristics.
- Challenge bullying, harassment, discrimination and derogatory language.
- Embed inclusive teaching strategies across all curriculum areas.
- Track participation, engagement and well-being for priority groups.

10.2 The College will provide targeted support for key inclusion groups including but not limited to: students with SEND, high needs, disadvantaged, youth offender, know to

social care or facing other barriers such as those without a level 2 in Math and/or English, from a low income household, health requirements.

11. Staff Training and Professional Development

11.1 Staff will receive annual training in SEND, inclusion, safeguarding and equality and diversity.

11.2 Staff will engage in development in adaptive teaching, removing barriers and using the graduated Assess-Plan-Review-Do cycle.

11.3 Staff development will be delivered through a range of formats, including whole-college CPD days, department or team-based training, and planned activities for independent completion.

12. Monitoring, Review and Quality Assurance

12.1 The College will:

- Review support plans termly.
- Monitor outcomes and destinations for SEND and priority groups.
- Regularly evaluate the impact of its Inclusion Strategy 2025-2027.
- Report regularly to senior leaders and governors.

Appendix A

Staff should avoid unnecessary physical contact with students. Any physical contact must be appropriate, proportionate, and in the student's best interests. Physical contact should always be the minimum necessary, be justifiable, and be appropriate to the student's needs and circumstances. There are instances where contact will be deemed appropriate and this should form part of an individual behaviour support plan with prior agreement by the student, family member or carer and is driven by necessity to ensure the safety of the young person or others. Where possible, staff should explain what they are doing and why and seek the student's agreement before making physical contact.

1. A specific strategy/strategies (however minor) which involve physical contact of a student has been provided by the student themselves, family member/carer or a previous provider, and therefore appears within the students support profile and shared with relevant support staff in place.

2. Where the above is not in place, a strategy is provided (for a current student) by a professional (such as an Education Psychologist) to indicate that such measures are right and proper in supporting a student and to maintain the safety of all students and staff.

3. Whereby conditions 1 and 2 can't be satisfied for a particular student, a strategy is agreed with the SENCO prior to being used by a member of staff.

Examples where physical contact would be appropriate would be:

- a medical emergency or providing first aid to a predicted or unforeseen circumstance
- assisting a student with personal care or mobility where this forms part of an agreed care or support plan
- supporting practical learning activities where physical guidance is necessary and has been explained to the student
- preventing immediate harm to the student or others, using the minimum force necessary and in line with the college's behaviour and positive handling procedures
- offering reassurance in exceptional circumstances where it is appropriate, welcomed by the student and professionally justified

Where physical contact is justifiable, staff must:

- respect student's personal space and individual preference
- consider cultural, religious and disability-related needs
- avoid any contact that could be misinterpreted or make a student feel uncomfortable
- record and report any significant physical intervention in accordance with college procedures
- follow the college's safeguarding, behaviour management and health and safety policies at all times

Such strategies are to be identified in a risk assessment directly assigned with the particular student and that this RA is signed by all trained SSWs and Tutors working with the YP along with a manager's signature to agree.

In all instances of 1/2/3 a health and safety incident report is ONLY required whereby a trained member of staff is using a physical intervention strategy to de-escalate behaviours in a young person whereby the student, another student or a member of staff is considered directly at risk of harm or has been harmed. Otherwise a report is not required when touching a student assuming 1,2 or 3 is in place.

The College is committed to ensuring that learners with behavioural, emotional or physical needs receive appropriate and safe support from suitably trained staff. We utilise the Team Teach approach to behaviour support and de-escalation. Staff training is provided according to role, responsibility and learner need, with some staff completing Level 1 Team Teach training and others undertaking additional accredited physical intervention and restraint training where this is required to support the specific cohorts for which they are responsible. The allocation of trained staff is determined through individual risk assessment, learner needs analysis and curriculum requirements to ensure that appropriately trained personnel are available to support identified learners. All Team Teach training is refreshed and updated in line with the provider's recommended recertification requirements and the College's training schedule, ensuring staff knowledge and competencies remain current. Where a learner requires a Behaviour Support Plan (BSP), this will be developed collaboratively with the learner, parents/carers and relevant professionals. BSPs are reviewed regularly, and at least annually or sooner where needs change, incidents occur, or concerns are raised, to ensure that agreed strategies remain effective, appropriate and proportionate to the learner's current needs

4. A Specialist Support staff member or suitably trained member of staff is supporting a student with personal care needs (A H+S incident report is not required in this instance)

5. A trained Heath and Safety First Aider is supporting a student during a health and safety incident (such as a medical emergency)

6. A Evacuation chair trained member of staff is supporting a student to use fire safety escape equipment such as an evacuation chair and therefore requires physical handling to do so

7. Other instances of physical restraint:
According to the Education and Inspections Act 2006 (section 165) 'a member of the staff of an institution which is within the further education sector may use such force as is reasonable in the circumstances for the purpose of preventing a student at the institution from doing (or continuing to do) any of the following, namely;

- Committing any offence;
- Causing personal injury to, or damage to the property of, any person (including the student themselves);
- Prejudicing the maintenance of good order and discipline at the institution or among any of its students, whether during a teaching session or otherwise.'
- Not adhering to the college Student Positive Behaviour Policy, setting out behaviours of concern.

In this instance a health and safety incident report is required.