

# SEND Information Report



DfE no: 850/7900



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<b>Signed by:</b>		<b>Position:</b>	Chair
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## Monitoring arrangements

This report will be reviewed by the Governors and senior leadership team annually but may be reviewed earlier if deemed appropriate. At each review, the report will be approved by the Chair of the Governing board

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Inclusion Education is the working name of Inclusion Education CIO registered number 1162711			

# Contents

1. Contacts:	3
2. Introduction	3
2.1 What is the SEN Information Report?	3
2.2 About Inclusion College	3
3. Objectives	4
4. Access to the curriculum	4
5. Lead for SEND	5
6. Access Arrangements	5
7. Identifying Need	5
8. Further Intervention	7
9. The Graduated Response	8
10. SEND Support	8
11. Monitoring	11
12. The Statement of SEN	12
13. Involvement of External Agencies	12
14. Listening to Students	13
15. College Policies	13
16. Staffing	13
17. Involving Parents	14
18. Transition Planning and Moving On	15
18.1 Overarching Principles	15
18.2 Transition Planning	16
18.2.1 Involving Young People	17
18.3 Support Before the Transition Takes Place	17

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Special Educational Needs and Disabilities (SEND) – Local Offer

## 2. Introduction

### 2.1 What is the SEN Information Report?

The Children and Families Act (2014) requires the Local Authority to publish information on services and provisions across education, health and social care for children and young people aged 0-25 with special education needs and/or disabilities (SEND). The purpose of the Local Offer and the School SEN Information Reports is to enable parents and carers to see what services are available to children with SEND in their area and how to access these. The information here forms our SEN Information Report.

### 2.2 About Inclusion College

Inclusion College is a Specialist Post 16 college for students aged 16—25 who have an Education, Health and Care Plan (EHCP) and require a tailored further education programme in a small learning environment.

The objective of the programme is to prepare students to step into a larger environment, such as college or the workplace.

Our team of Teachers, Tutors, Support workers, Counsellors, Therapists and Pastoral Staff build trust with students, considering their needs, to achieve nationally recognised qualifications and ensure change is long term and sustainable.

Depending on the individual students' needs, the package can include social skills and communication, Vocational and Employability Skills, Functional Skills Maths and English, counselling, enrichment activities, independent adult life skills and personal wellbeing and a range of ongoing mentoring support.

Supporting the mental health and wellbeing of our students is integral to each of our sessions.

We aim to offer support and assistance to our students, increasing their confidence, identifying their interests, skills and personal qualities – enabling them to discover their own individual pathway. We can then assist them to develop and build on these skills – progressing to whatever next steps they wish to make moving forward.

Inclusion College currently has 80 students, all with EHCPs.

### **3. Objectives**

To meet the needs of students with SEND, Inclusion College will:

- Provide intervention at a suitable level when a student is identified as having SEND.
- Use a variety of teaching styles and cater for different learning styles to allow students with SEND to access our curriculum, including remote learning provision.
- Use resources effectively to support students with SEND.
- Assess and keep records of the progress of students with SEND.
- Work with outside agencies who provide specialist support and teaching for students with SEND.
- Inform and involve the parents/carers of students with SEND so that we can work together to support them.
- Encourage active involvement by the student themselves in meeting their needs.
- Provide ongoing training for all staff working with students with SEND.

### **4. Access to the curriculum**

Inclusion College Curriculum includes:

- Functional Skills Maths Level 1 & Level 2.
- Functional Skills English Level 1 & Level 2.
- Vocational and personal development short courses with AQA Unit Awards.
- Range of additional Level 2 qualifications via distance learning.
- Enrichment— one to one and small group music sessions, art, life skills.
- Counselling style conversations : 1 hour appointment each week, completely confidential, BACP qualified Counsellor, Young person centred.
- Music Technology: 1:1 session exploring interests, developing skills and Music production.

The SEN provision is based upon the Inclusion statement in the National Curriculum 2000 document of:

- Setting suitable learning targets.
- Responding to young people's diverse learning needs.
- Overcoming potential barriers to learning.

In conjunction with Further education: guide to the 0 to 25 SEND code of practice Advice for further education colleges, sixth form colleges, 16 to 19 academies, and independent specialist colleges approved under section 41 of the Children and Families Act 2014.

## **5. Lead for SEND**

Inclusion Education employs Lead for SEND.

The Lead for SEND supports all teaching and support staff to carry out an ongoing process of assessment, planning and review that recognises each young person's strengths as well as areas for improvement.

The Lead for SEND is responsible for consulting with referring schools/ colleges, SENCO's and other professionals (as identified on EHCP) young people and their parents/carers to make decisions and assessments about progress and areas of need.

## **6. Access Arrangements**

Strategies which are used to enable access to our curriculum and programmes of learning are:

- Differentiation of the curriculum to match tasks to ability.
- Use of a range of teaching styles which recognise the individual learning styles of the students in the session.
- Use of support staff to provide additional support within sessions.
- Small group and 1:1 teaching.
- Alternative means of accessing the curriculum through ICT, and support staff such as reader/scribe.
- Use of positive behaviour modification strategies within the classroom and as part of the Code of Conduct.
- Social skills and social communication small group sessions.
- Access to Enrichment activities.
- Access to the mentors.
- In-house training for all staff on the needs of young people with SEND.
- Supporting the arrangement of assessment for exam access.

## **7. Identifying Need**

Inclusion College operates a detailed referral process that includes input from schools, colleges, professionals, parents and families and the students. This ensures we have as much information as possible. Initial assessments by Inclusion College and meetings with students further contribute to the background and information gathering process for support needs and strategies and an individual learning plan to be set for all students individually. On-going evaluation and reporting by all staff monitor progress. All student's progress is monitored and evaluated, both academic and behavioural and emotional through session evaluations, case reviews and behaviour data scales.

Early intervention includes:

- Sharing student progress with Hampshire SEN and other professionals involved and collaborating on

progression and any interventions.

- Attending multi-disciplinary meetings for students.
- Consulting in boards such as Early Help Hubs.

We evaluate this through individual session evaluations recording learning objectives and outcomes, progress against this, strengths, and areas for development. This feeds into the individual support needs and strategies plans and qualification plans. These are reviewed termly academic progress tracking, SEMH data and termly at case review. Annual reviews are held for all students with EHCPs.

Inclusion College staff work together with students and parents to recognise additional support that a student may require to enable him/her to access the curriculum. High quality teaching, differentiated for individuals is the first step in responding to students who have or may have SEN. The differentiation tasks may be through alternative tasks, differentiated texts or by outcome. Together staff plan and assess the impact of support and intervention strategies that promote and develop mental health and wellbeing are embedded in the curriculum and designed to meet the needs of the pupils specific to their social and emotional needs and developmental age.

Student Support Service: Any member of staff, parent or student can request additional student support and ask to talk to a member of SLT. We can then implement varied interventions such as specialised programmes of activities, support for parents/carers, reward schemes and an amended curriculum.

Inclusion College has clear strategies on how to support the mental health and wellbeing of students with special educational needs, disabilities, disadvantaged and vulnerable children.

Please see 'Inclusion Education Mental Health Strategy and Student Support' for more details on this.

Inclusion College responses and strategies:

- A committed team that sets a culture within the organisation that values all students; allows them to feel a sense of belonging; and makes it possible to talk about problems in a non- stigmatising way.
- An ethos of setting high expectations of attainment for all students with consistently applied support. This includes clear policies on behaviour and bullying that set out the responsibilities of everyone in the organisation and the range of acceptable and unacceptable behaviour for students. These are available and understood clearly by all, and consistently applied by staff.
- Working with parents and carers as well as with the students themselves, ensuring their opinions and wishes are taken into account and that they are kept fully informed so they can participate in decisions taken about them.

Strategies and follow up:

Each student has an individualised support needs and strategies plan.

Information on needs is taken from EHCP, referral paperwork, professionals, CAMHS, parents and the student themselves. We always make sure to ask the student themselves what works for them and what doesn't. All staff are encouraged to add to the strategies plan periodically, especially if they have something that has worked or have identified something that upsets or triggers the young person.

These are overseen by SLT and reviewed weekly with planning for interventions and further support, including measuring impact.

## **8. Further Intervention**

Inclusion College recognises that there is a wide range of SEND amongst our students and aims to match the level of intervention to each student's needs. We have adopted the "graduated" approach set out in the 2014 SEN Code of Practice, where the level of intervention increases whenever adequate progress is not being made.

The "triggers" for further intervention are one or more of the following.

Ongoing teacher and support staff observation by Lead for SEND/Head and assessment within the sessions, and/or attainment and baseline data from referring schools showing one or more of the following:

- Students new to the programmes, records from the previous school indicating that additional intervention has been in place.
- The student is working at a level below the national expectation for that year group
- The attainment gap between the student and his/her peers is getting wider.
- A previous rate of progress is not being maintained.
- Little progress is being made even when teaching approaches and resources have targeted a young person's identified area of weakness.
- Low scores in diagnostic testing
- Emotional or behavioural difficulties persisting in spite of the use of the programmes' behaviour management practice.
- Self-help skills, social and personal skills inappropriate to students' chronological age.
- Diagnosis of a previously unidentified medical condition, communication problem or sensory impairment.
- Looked After Children, in liaison with Children's Services
- Parental concerns regarding academic progress, behaviour, social adjustment, and/or communication skills.
- Other adults' concerns.

## 9. The Graduated Response

If a member of the teaching staff is concerned about some aspect of a student's progress, behaviour, or wellbeing he/she will decide what action to take within the normal session routine.

**“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less. (Code of Practice, p.25;1.24)**

If the student is having learning difficulties in one or more areas, the teaching staff will adapt resources or change the teaching method being used, to suit that student. If a student is having behavioural problems, staff will record the frequency and severity of the incidents on the session evaluations and, if possible, adapt the learning environment to help the individual overcome the problems. When a member of staff is concerned about a young person's physical or mental well-being, he/she will share the concerns with the Lead for SEND and the Manager who has responsibilities for pastoral, medical and child-care issues. Whatever the nature of the concern, staff will communicate with the parents or carers of the young person to discuss the concerns and to ask for their support in resolving the problem. The student may be put on SEND support.

## 10. SEND Support

Area of Need	Wave 1 – whole centre approach	Wave 2 – additional interventions	Wave 3 – SEND
<b>Cognition and Learning</b>	A nurturing environment with opportunities for small group experiences in a safe and secure space for students. Use of BKSB platform for initial and diagnostic assessments, an individualised learning programme and regular skills test and progress tracking. Assessment of students' strengths and weaknesses, access to assessment for learning records, a range of diagnostic tests and observational checklists, Differentiated curriculum planning, activities & delivery Flexibility in timetabling and session planning to allow extra take-up time for responses to questions or contributions to group	Lead for SEND distributes information about the student to relevant staff. Regular planning of specifically differentiated work to ensure effective inclusion in all areas of the curriculum. Catch up programmes – Literacy and numeracy Individualised timetable In-class support in targeted subject areas. Alternative forms of recording which enable students to demonstrate knowledge without the requirement for extended written work. Activities and support to help with developing sequencing and organisational skills. Tutor/mentor support for organisational skills. Strategies and support	Lead for SEND distributes information about the student to relevant staff. Further analysis of students' strengths and weaknesses in literacy and numeracy, receptive language, with advice/support from specialist support services. Updated individual education plan prepared to include guidance/advice/intervention from support services. Intense literacy/ numeracy support. Exam concessions. Alternative accreditation/ vocational courses e.g Certificate of Achievement.



Area of Need	Wave 1 – whole centre approach	Wave 2 – additional interventions	Wave 3 – SEND
	<p>discussion &amp; extra time for activities. Increased visual aids and modelling. Visual timetables. Use of writing frames. Access to ICT. Using practical activities and experiential learning, including work with concrete/visual materials and objects of reference to establish concepts and skills. Opportunities for students to transfer/generalise their learning in different contexts. Tracking individual progress. Opportunities for revision and over learning. Flipped learning approach Using RARPA</p>	<p>materials to help compensate for weak memory skills.</p>	
<b>Communication and Interaction</b>	<p>Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, Key words. Strategies to develop and extend listening and attention. Increased visual aids / modelling etc. Visual timetables. Structured session routines and behaviour expectations. Access to grouping that enables students to work with peers who will provide good role models for language and communication skills. Reducing background noise when talking to the group.</p>	<p>Positioning of the student and staff in class considered. In class support with focus on supporting speech and language. Simplified language reinforced by visual resources to compensate for mild to moderate language delay, where this is part of a general pattern of difficulties. Giving extra take-up time for speaking and listening activities. Avoiding pressuring students to respond quickly. Creating a quiet, distraction free space for small group activities. Signs around the setting/school should include symbols/visuals in addition to text. Using practical activities and experiential learning, including adults modelling learning and the provision of real objects.</p>	<p>Speech and Language support / advice Advice from EP and other professionals. Focussed work to ensure vocabulary development in specific subject areas. In Key Stage 5 – small group teaching for Award Courses/Alternative Curriculum through Entry Level Course, alternative accreditation, work related learning and college opportunities, programmes to develop life skills. Support for the provision and use of specialist ICT for access and communication. Recognition of the potential stress, anxiety, confusion, and unhappiness (SLCN) can cause, and positive action to support the student. Recognition that stress and anxiety may be expressed through unusual behaviour</p>

Area of Need	Wave 1 – whole centre approach	Wave 2 – additional interventions	Wave 3 – SEND
		<p>Careful consideration of the complexity of pictures used to support learning.</p> <p>Provision of Communication Skills sessions.</p>	<p>and understanding of the reasons for such behaviour. Specific teaching of appropriate strategies to address personal stress and anxiety. Positive pastoral support to address low self-esteem.</p> <p>(mentoring/counselling)</p> <p>The use of rewards and positive recognition. The provision of a dedicated space or activity for the young person for difficult times.</p> <p>Providing opportunities for small group work within the classroom or on a withdrawal basis to address speech, language, and communication needs.</p>
<p><b>Emotional, Behavioural and Social</b></p>	<p>Inclusion College has clear policies for promoting positive behaviour which are based upon positive reinforcement and are applied consistently by all staff.</p> <p>There is a strong lead by members of the leadership team and senior managers who are involved in the promotion of positive behaviour and attendance and provide close support to all staff.</p> <p>College has a well-developed programme for PSHE which addresses social and living skills and emotional literacy.</p> <p>Clear classroom routines supported by visual cues.</p> <p>Healthy living education.</p> <p>Access to mentor.</p> <p>Life Skills and Wellbeing curriculum.</p> <p>Access to SRE and Get it on support.</p>	<p>In class support for supporting behaviour targets.</p> <p>Staff recognition of the stress and unhappiness that learning needs can cause.</p> <p>Access to counselling support.</p> <p>Flexible grouping arrangements or additional support in the classroom to promote progress in SEMH</p> <p>Teaching of appropriate behaviour and expectations in group sizes to allow the development of social interaction skills.</p> <p>Additional support for unstructured periods. Time limited targeted intervention groups to address individual priority needs (e.g. anger management, conflict resolution, friendship skills, getting on with certain people).</p> <p>Specific teaching of social skills.</p> <p>Specific teaching of how to keep safe.</p>	<p>Inclusion College engages in significant training relating to the needs of students with SEMH.</p> <p>Further analysis of students' strengths and weaknesses in social, emotional and behavioural development, with advice/support from specialist support services.</p> <p>Staff know how to modify and differentiate the College policy for promoting positive behaviour and attendance to take account of the individual needs of young people with SENs in the area of SEBD.</p> <p>Specialised Individual Listening Post appointments.</p> <p>Individual support in sessions</p> <p>Individual reward systems and sanctions.</p> <p>Advice from EP and other professionals.</p>

Area of Need	Wave 1 – whole centre approach	Wave 2 – additional interventions	Wave 3 – SEND
<b>Sensory and Physical</b>	Physical activities planned into continuous provision & adult led. Develop wide range of vocabulary to describe senses and explain things. Encourage to explore a wide range of sensory activities including sports, music, art and textiles, cooking. Flexible teaching arrangements. Medical support /advice.	Staff aware of the implications of needs Keyboard skills training. Additional activities designed to develop fine and gross motor skills where these are part of a general pattern of difficulties. In class support for supporting access, safety Differentiated resources eg whiteboard, laptop, enlarged prints on handouts and worksheets. Resources to support concentration e.g. timers, notebooks for doodling, fidget toys	Advice and support from: Occupational Therapy Service, Physiotherapy Service Individual support in class. Disabled toilet. Lift access

## 11. Monitoring

Wave 1 provision monitored through:

- Observations.
- Work marked and feedback provided each session.
- Each session recorded against targets.
- BKSB progress tracking.
- Termly English and Maths assessments.
- Termly student tracking and case reviews with management and support staff.
- Termly reports home.
- Annual reviews with student, parents/ carers and Hampshire SEN.
- Targets updated as needed.
- RARPA.

Wave 2 provision monitored through:

- Observations.
- Work marked and feedback provided each session.
- Each session recorded against targets.
- BKSB.
- Termly English and Maths assessments.
- Termly reports home.
- Annual reviews with student, parents/ carers and Hampshire SEN.
- RARPA.
- Termly tracking and Case reviews with management and support staff.
- Targets and Behaviour plans updated as needed.

Wave 3 provision monitored through:

- Evaluation of student progress within specified interventions reflected on the termly monitoring forms & individual support documents.
- Work marked and feedback provided each session.
- Each session recorded against targets.
- Termly English and Maths assessments.
- BKSB
- Termly pupil tracking and Case reviews with management and support staff.
- Termly reports home
- Annual reviews with student, parents/ carers and Hampshire SEN
- Targets updated as needed.
- RARPA
- Targets, support plans and Behaviour plans updated as needed.
- External agency evaluations of pupils' progress.

## **12. The Statement of SEN**

An EHCP is a legally binding document which sets out the provision the student must receive to meet his/her SEN. The LEA provides the referring school with additional funds to cover the costs of this provision. This is used for LSA support and/or specialist teaching and equipment. Each year the College must hold an Annual Review with the parents and all the outside agencies involved with the student to assess the student's progress. A representative from the LEA may attend these reviews.

## **13. Involvement of External Agencies**

For those young people with EHCP funding the involvement of outside agencies is specified on the EHCP. These may include:

- Specialist teacher in the identified area of need.
- Medical service such as a Speech Therapist, Physiotherapist or Occupational Therapist.
- Educational Psychologist.

Young people without additional funding may also receive input from:

- Educational Psychology Service.
- Specialist teacher for sensory impairment, for communication disorders or for physical disabilities.
- Medical services, including CAMHS/ Adult Mental health provision.
- Social Services, especially for Looked After children & Adult Social Care.
- Traveller Service Liaison within the school or EMTAS.

Inclusion College Lead for SEND shares information about students with SEN with:

- Teaching and support staff.
- Inclusion College SLT.

- The member of staff responsible for safeguarding (DSL & DDSL).
- For transition purposes - ie FE/ college.
- Hampshire SEN.

## **14. Listening to Students**

Inclusion College ensures that students are listened to. All staff are trained in Listening Skills and there is an emphasis in our work of ensuring they feel heard. Daily session evaluations allow information and updates to be shared with all team. All individual progress is reviewed each half term by SLT and full team case reviews held termly. We invite parents in for regular reviews, as well as other professionals involved with the young person. Before each meeting staff work with the students to express and record their views, with the offer to advocate in meetings. We are passionate about a student- led environment in which the young person feels empowered to make decisions about their education and well-being. This fosters a sense of responsibility and maturity and leads to further progress.

Inclusion College makes use of small, quiet, and calm rooms where staff can take individual students and small groups to get ready for the day, talk about concerns and worries or to calm down if something has upset or angered them. Staff are trained to give this priority alongside formal learning. High staff and management ratios mean this time and space is always available.

Staff respond to challenging behaviour, both responding actively with clear consequences and understanding its deeper roots, taking opportunities to model and teach positive alternatives. Staff have a strong understanding of our behaviour management and techniques, underpinned by our ethos of looking beyond the behaviour and working with the student to identify the cause and issues. We are passionate about a fresh start each day despite whatever might have occurred students are greeted with a warm greeting and made to feel valued and welcome. This does not mean we ignore negative behaviour but means we can work with the students when calm to unpick what has happened and work on alternative strategies.

We also put a focus on sharing knowledge of challenging behaviour and experiences to help staff feel supported.

## **15. College Policies**

Inclusion Education has a detailed and robust SEN Policy which is reviewed annually. We also follow the guidance from Hampshire County Council in accordance with the Children and Families Act.

Please see our website for our policies.

## **16. Staffing**

All teaching and associate staff have been trained and understand SEND and mental health issues, and in promoting wellbeing in pupils appropriate to the age of the young people in the College.

All staff CPD is underpinned by evidence and expertise, aligned to DfE CPD standards. Inclusion College ensures:

- Professional development has a focus on improving and evaluating pupil outcomes.
- Professional development is underpinned by robust evidence and expertise.
- Professional development includes collaboration and expert challenge.
- Professional development programmes are sustained over time.
- Professional development is prioritised by school leadership.

All staff are encouraged to continue their CPD through training, courses, online courses and through research. Safeguarding training is part of the Induction process and is updated annually for all staff as a minimum.

NQTs and all new staff complete an induction programme which ensures they have the understanding and skills expected of all staff in the school with regards to SEND and mental health.

Training is given to all new teaching and support staff at the start of the autumn term regarding the needs of students with an EHCP or SEND needs.

The Lead for SEND passes on relevant information regularly and provides relevant training to staff when required.

## 17. Involving Parents

The school ensures a non-judgemental, warm and welcoming environment exists for parents/carers.

The work we do to raise student aspirations and demonstrate that qualifications can be achieved to improve life chances needs to be supported at home.

We work to:

- Improve parent/carers perception, experience and belief in education and the specialist expertise of Inclusion College.
- Encourage and nurture a relationship of honesty and transparency between parents/carers and professionals where issues can be discussed and addressed without blame or escalation. Reduce defensive behaviour and become solution focused.
- Reframe negative past experiences with professionals.
- Re-build trust with professionals.
- Offer support and interventions to address parent/carer mental health issues and child parent/carer relationships that may be breaking down.
- Improve understanding of post 16 transition opportunities and process.
- Improve the emotional wellbeing of parents/carers and students.
- Reduce stress and the escalation of primary mental health issues.
- Increase motivation, aspirations of students and parents, leading to achievement of Maths and English qualifications and successful student progression.
- Empower parents/ carers with a fresh outlook and ability to make positive choices that are sustainable

for them and their children - through inclusive accessible learning opportunities, mental health support, and development of skills and resilience.

- Formation of trust-based relationships between parents/carers and professionals resulting in better outcomes for their children.

Inclusion College is committed to continuously improving parental communication. We believe in open communication. As well as telling the students from the start that they can speak to us and let us know how they are feeling, we say the same to parents. We find the best way to communicate with each parent. This is done in a variety of ways - letters, phone calls, emails, inviting in for reviews, support groups and courses. Preferred methods are recorded on Individual session evaluations. Parents are kept up to date on interventions by phone or email and this is all recorded on communication log. We ensure we ask for feedback from parents on the impact of interventions and curriculum.

Parents of students with an EHCP are invited to Annual review meetings. Prior to this they are contacted by the Head where they can discuss the impact and quality of the support and interventions before planning next steps at the Annual Review.

## **18. Transition Planning and Moving On**

### **18.1 Overarching Principles**

Young people are involved in the strategies, delivery, evaluation, and transition from their provision at Inclusion College.

Students who move on from Inclusion College move on with a secure intended destination.

'Transition' can refer to:

- Transition on to further education.
- Transition on to employment: supported internships, traineeships, apprenticeship, or employment.
- Transition onto further specialist support.

Transition support is developmentally appropriate, considering the young person's:

- Maturity, as well as chronological age.
- Cognitive abilities.
- Psychological status.
- Needs in respect to long term conditions.
- Social and personal circumstances.
- Caring responsibilities.
- Communication needs.
- Independent life skills.
- Employability skills and readiness for work.
- Ability to engage with a wider community.

Transition planning is strength - based and focuses on what is positive and possible for the young person

rather than on a predetermined set of transition options.

The transition plan also identifies the support available to the young person.

Inclusion College uses a student-centred approach to ensure that transition support:

- Treats the young person as an equal partner in the process and takes full account of their views and needs.
- Involves the young person and their family or carers, education professionals, other professionals, and the intended destination as appropriate through regular reviews and feedback.
- Supports the young person to make decisions and builds their confidence.
- Fully involves the young person in terms of the way it is planned, implemented, and reviewed.

## **18.2 Transition Planning**

Timing and reviews: Inclusion College holds regular internal meetings to review provision and measure progress towards transition. Formal Annual review meetings take place to share outcomes with all those involved in supporting the young person and make plans for any transitions.

Review meetings:

- Involve all practitioners and professionals providing support to the young person.
- Involve the young person and parents/carers.
- Inform a transition plan that is linked to other plans the young person has in respect of their care and support.
- Help the young person identify a named member of staff to support their plan.

Named member of staff:

- Will oversee, coordinate, or deliver transition support, depending in nature of their role.
- Be the link between the young person and other professionals involved in their education Arrange appointments and meetings where needed as part of transition.
- Help young people navigate services.
- Ensure that young people who are also carers can access support.
- Act as a representative for the young person, if needed, at meetings and provide support or act as an advocate for them.
- Direct the young person to other sources of support and advice.
- Think about ways to help the young person to get to appointments if needed.
- Provide advice and information.



### **18.2.1 Involving Young People**

Inclusion College or EB8 offers young people support and help to become involved in their transition planning.

This may be through:

- Coaching and mentoring
- Advocacy
- Use of technology and alternative ways of presenting and recording views
- Helping young people to develop their confidence and give them a chance to raise any concerns and queries, separately from parents/carers if necessary.

### **18.3 Support Before the Transition Takes Place**

Inclusion College/EB8 will ensure that there is a contingency plan in place.

A contingency plan should also be in place to ensure consistent transition should named worker leave or be unavailable.

Support for young person to visit places they may move on to so they can see what they are like and make informed choices.

Ensure data from EHCPs, exam access arrangements and any other diagnostic and progress tracking data is used to inform transition planning.

### **18.4 Support Following Moving On**

Inclusion College/EB8 remains available for both the young person and the destination, in case any further support is needed.

### **18.5 Post 19 Students**

Students at Inclusion College, Post 19, need continued opportunities to build their confidence and gain work experience. (especially post COVID restrictions). For students who have experienced, or are currently experiencing mental health disorders, additional time in specialist education is required to ensure they are work ready - and will move on to sustainable employment.

Post 19 students will have an individual study programme that will focus on giving young people the skills, strategies, and support to move on to supported internships, apprenticeships, or work in the local area. The young person will remain at the heart of this.

## **19. Contact and Complaints**

In the event that a parent wishes to make a complaint about matters linked to the provision for students with SEND, then these should be addressed to our Head, Liz Cooper, Deputy Head, Anna Moores or Chair of Governors, Cathy Smith. More serious matters can, of course, be referred to our COO; Kristian Still or CEO, Cheryl Edwards.

Further information about complaints can be found in our Complaints Policy and Procedure found on our website.