

FE Learner Inclusion and Support Policy

Our Mission

Raising Aspirations, Unlocking Potential, Advancing Futures

Our Values

Excellence, Passion, Team Work, Integrity, Innovation,
Sustainability, Valuing Others and Supportiveness

Sparsholt College Group

The Sparsholt College Group (the College Group) includes Sparsholt College, Andover College, University Centre Sparsholt, Sparsholt College Services, Westley Enterprises and Andover Town Football Club. College Group policies apply to each part of the group unless specified otherwise.

The FE Learner Inclusion and Support Policy was approved by the Board of Governors in July 2026.

Originator:	Director of Inclusion and Student Experience
Located:	College Group Intranet College Website
Due for review:	July 2029

FE LEARNER INCLUSION AND SUPPORT POLICY

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FE LEARNER INCLUSION AND SUPPORT POLICY

1. Learner Inclusion and Support Policy Fundamentals

- 1.1 Sparsholt College Group (the College) is committed to creating an inclusive environment where every learner is known, valued and supported. This policy applies to FE learners.
- 1.2 The College recognises that some learners may experience barriers which impact their participation, achievement, wellbeing, progression or sense of belonging. These barriers may arise from personal circumstances, protected characteristics, disadvantage, caring responsibilities, safeguarding vulnerabilities or other life experiences.
- 1.3 This policy reflects the College's commitment to equality, diversity, inclusion and belonging and should be read alongside the Inclusion Strategy, EDI Policy, Safeguarding Learners Policy, SEND Policy, Health and Wellbeing Strategy and other related policies.
- 1.4 The College believes that:
 - Every learner has the right to access high-quality education and support that enables them to achieve their potential.
 - Inclusion is the responsibility of all staff.
 - Learners should be supported through early identification of need and timely intervention.
 - Barriers to participation, achievement and progression should be identified and reduced wherever possible.
 - Equity may require different levels or types of support in order to achieve fair outcomes.
 - Learners should be involved in decisions about support that affects them.
 - Learner voice should inform the development and evaluation of inclusive practice.
 - Governors should receive regular information that enables them to monitor the effectiveness of inclusion arrangements.

2 Purpose

- 2.1 The purpose of this policy is to establish the College's commitment to identifying, understanding and supporting FE learners with inclusion needs and to ensure they have equitable access to educational opportunities, support services and positive outcomes.
- 2.2 The policy provides the overarching framework through which the College fulfils its commitment that every learner is:
 - Known – Learners are identified early, understood as individuals and supported through effective planning and information sharing.
 - Valued – Learners experience a culture where diversity is respected, representation is visible and learner voice influences

decision-making.

- Supported – Learners receive relevant academic, pastoral, wellbeing and transition support enabling them to succeed and progress

3 Scope

3.1 This policy applies to all FE learners studying at Sparsholt College Group (including Sparsholt College and Andover College).

3.2 This policy applies to learners with identified inclusion needs including, but not limited to:

- Young Adult Carers
- Care Experienced Learners
- Care Leavers
- Home Educated Learners
- Estranged Learners
- Young Parents
- Learners experiencing disadvantage
- Learners with mental health or wellbeing needs
- Learners from Armed Forces families
- Other learners requiring targeted support to access, participate and achieve in education

3.3 FE learners with Special Educational Needs and Disabilities (SEND) and Learners with Education, Health and Care Plans (EHCPs) are covered under the Scope of this policy but are detailed with the SEND policy that sits within the College Groups Inclusion Framework.

4 Definition of Inclusion Need

4.1 For the purposes of this policy, an inclusion need is any circumstance, characteristic, vulnerability, disability, learning need or life experience which may create barriers to a learner's participation, achievement, wellbeing, progression or sense of belonging.

4.2 An inclusion need may be temporary, emerging or long term and may require reasonable adjustments, targeted interventions or coordinated support.

5 College Commitment

5.1 The College will ensure that learners with inclusion needs are:

KNOWN

The College will:

- Promote early identification of need.
- Use transition information effectively.

- Maintain appropriate group profiles, and where relevant inclusive teaching plans or support plans.
- Use attendance, achievement data to identify learners who may require additional support.
- Ensure learners are listened to and involved in decisions about support.

VALUED

The College will:

- Promote a culture of belonging and inclusion.
- Respect and celebrate diversity.
- Actively seek learner voice and feedback.
- Challenge discrimination, harassment, bullying and victimisation.
- Ensure learners feel represented, respected and included within college life.

SUPPORTED

The College will:

- Provide relevant academic, pastoral and wellbeing support.
- Provide named leads for inclusion needs.
- Implement reasonable adjustments where appropriate.
- Facilitate access to specialist services and external agencies where appropriate.
- Support learners to participate fully in all aspects of college life.
- Ensure inclusive teaching is embedded across all curriculum areas.
- Work collaboratively with parents, carers and external agencies.
- Support successful transition into, through and beyond college.

6 Roles and Responsibilities

6.1 Principal

The Principal has overall responsibility for ensuring effective arrangements are in place to support learners with inclusion needs and will keep the Governing Board informed.

6.2 Director of Inclusion and Student Experience

The Director of Inclusion and Student Experience is responsible for:

- Strategic leadership of inclusion across the College Group.
Reporting to senior leaders and governors.
Leading implementation of the Inclusion Strategy.
- Promoting a culture where learners are known, valued and supported.

6.3 High Needs Manager

The High Needs Manager is responsible for:

- Monitoring the effectiveness of inclusion arrangements.
- Monitoring the impact of interventions
- Monitor consistency across all teaching teams

6.4 **Wellbeing Team**

The Wellbeing Team will:

- Provide direct support to learners.
- Coordinate interventions and referrals.
- Maintain oversight of identified vulnerable learners.
- Work collaboratively with curriculum teams, other college support teams and external agencies.

6.5 **Learning Support Team**

The Learning Support Team will:

- Coordinate support for learners with SEND and EHCPs.
- Support implementation of Inclusive Teaching Plans.
- Work closely with external agencies to create study programmes that are suitable for all learners needs.
- Work collaboratively with curriculum teams, other college support teams and external agencies.

6.6 **Progress Coaches and Curriculum Staff**

Progress Coaches and curriculum staff will:

- Support identification of learners with inclusion needs.
- Monitor attendance, progress and engagement.
- Implement agreed support arrangements and reasonable adjustments.
- Liaise with support teams where concerns arise.

6.7 **All Staff**

All staff have a responsibility to:

- Promote an inclusive environment.
- Recognise barriers that may affect learners.
- Refer concerns appropriately.
- Implement agreed support strategies.
- Treat learners with dignity, respect and fairness.

6.8 **Board of Governors**

The Board of Governors is responsible for approving this policy and receiving assurance that effective arrangements are in place to support learners with inclusion needs as part of the

College's commitment to inclusion, equality and student success.

7 Delivery Framework

The College will deliver support through:

- Inclusive Teaching Plans (ITPs)
- Team Around the Student arrangements
- Wellbeing support
- Counselling services
- Learning Support
- Safeguarding processes
- Progress reviews
- Careers education, information, advice and guidance
- Transition planning
- Reasonable adjustments
- Targeted interventions
- Bursary information and financial support advice
- Signposting to specialist external agencies

Further guidance for specific learner groups is provided through Inclusion Support Guides.

8 Identification

8.1 Students may identify themselves as having an inclusion need:

- During application
- At enrolment
- During transition activities
- Whilst attending College

8.2 Staff who become aware that a student may have an inclusion need should notify the Wellbeing Team or the Learning Support Team. Indicators may include:

- Poor attendance
- Punctuality concerns
- Missed deadlines
- Reduced attainment
- Anxiety or low mood
- Fatigue
- Difficulty concentrating
- Low confidence

Please be aware that not all inclusion learners will disclose their needs, potentially due to previous negative experiences at school, such as bullying and discrimination from others.

9 Confidentiality

- 9.1 Information relating to a learner's inclusion need will be handled sensitively and shared on a need-to-know basis in accordance with Data Protection, Safeguarding and Information Governance requirements.

10 Monitoring and Review

- 10.1 The College will monitor the effectiveness of this policy through analysis of:
- Attendance
 - Retention
 - Achievement
 - Progression
 - Positive destinations
 - Learner voice
 - STRATA reports
- 10.2 The Director of Inclusion and Student Experience will provide regular reports to senior leaders and governors regarding outcomes for identified learner groups.
- 10.3 This policy will be reviewed three yearly, or sooner if legislative, regulatory or organisational changes require.

Appendix 1 - Related College Group Strategies and Policies

- Inclusion Strategy
- SEND Policy
- Equality, Diversity and Inclusion Policy
- Safeguarding Learners Policy
- FE and Apprentices Admissions Policy

Appendix 2 - Inclusion Support Guides

The College has Inclusion Support Guides which provide operational guidance regarding identification, support arrangements and responsibilities for specific learner groups.

These may include:

- Young Adult Carers
- Care Experienced Learners
- Care Leavers
- Home Educated Learners
- Estranged Learners
- Young Parents
- Armed Forces Families
- Bereavement
- Other identified inclusion groups

The Inclusion Support Guides should be read in conjunction with this policy and the Inclusion Strategy.