



## **FURTHER EDUCATION INCLUSION POLICY AT ACCRINGTON AND ROSSENDALE COLLEGE**

### **Aim**

This policy is intended to clarify the purpose and practice of the Inclusion Link at Accrington and Rossendale College. This policy clarifies roles and responsibilities, including monitoring arrangements, staff training, line management of staff, classroom management, responsibility for pupil target setting and Assessment Recording and Reporting (ARR) arrangements.

### **Accrington and Rossendale Inclusion Link – Rationale**

The successful inclusion link was established by Tor View in partnership with Accrington and Rossendale College in 2009. The purpose of the link is to provide a more appropriate teaching environment for students whose needs are not readily met in the Further Education department in a special school, but who require support to succeed in a mainstream college environment. The curriculum and environment closely reflects those accessed by mainstream students at college, with staffing levels and specialist expertise more closely associated with the special school environment. It is essentially a bridging group for these students and offers a smoother transition for these students into Post 19 provision. The inclusion link promotes independence and social skills, as well as offering a more challenging curriculum.

### **Timetable**

The courses are held on specific days of the week identified by the college (maximum 3 days). When students are not attending Accrington and Rossendale College, they attend Tor View and follow their personalised pathway to independence.

The timetable and programme offered to students on the Inclusion link will change on an Annual basis. This is mainly due to the fact that Accrington and Rossendale College offer courses according to the number of applications received for a particular academic year.

### **Roles and Responsibilities**

Tor View students- Tor View students remain the responsibility of Tor View teachers on site. Any issues and concerns from TAs or mainstream teachers must be relayed to the class teacher. Class teachers are responsible for writing and updating the Life Skills Planners, ensuring that inclusion links remain appropriate and liaising with ACCROSS staff.

Accrington & Rossendale College students- ACCROSS students remain the responsibility of the form tutor and LDM (Learning Development Mentor) on site (in

the first instance). Any issues and concerns from Tor View TAs or teachers must relay back to the head of Foundations - Sarah Walton.

### **Monitoring**

The monitoring of Teaching & Learning (T&L) is the responsibility of the Head of Further Education at Tor View.

### **Line Management of staff**

The line management of Tor View staff remains the responsibility of Tor View's SMT this applies to all aspects of performance including absence.

### **Assessment Recording and Reporting (ARR)**

Year 12 students are diagnostically assessed in Adult Literacy and Adult Numeracy at the beginning of the academic year. The results of these assessments determine the pathway / course to be followed by the student.

Throughout the year, students will also undertake nationally recognised assessments alongside their mainstream peers. Students will be awarded credits for each unit of study successfully completed during the year. The credits are stored on a national database using each student's UNL (Unique Learner Number).

Successful completion of ALL the units of study throughout the year will accumulate in a Foundation Learning Diploma or Certificate. The student will then progress to the next level course. All students will also have a 'Small Steps to Success' file (Tor View's in-house assessment resource. This resource is copyright to Tor View as it contains a number of published materials for which Tor View has a site licence.) This will be updated by the Tor View teacher.

### **Classroom Management**

The management of the classroom and deployment of TA staff remains the responsibility of the Teacher or HLTA who is teaching the class. TAs are responsible for providing support to the teacher and pupils. Teachers must clarify their decision making to ensure that all staff have clear direction. Where a TA has a concern - for example in respect of work match, targets or personality issues - these should initially be raised with the teacher in a professional manner. If these issues are not resolved they should be raised with the immediate line manager from the relevant education establishment. SMT involvement should only be necessary if there is a breakdown in the line-management system.

	<b>Name/Initials:</b>	<b>Date:</b>
<b>Written By:</b>	AYH & LAP	Sept 2010
<b>Reviewed:</b>	HW	Sept 2011
	LM	Feb 2015
	EM	April 2016
	EM	Feb 2017
	EM	March 2018
	EM	Dec 18