

The Harington Scheme Inclusive Practice Policy

1. Purpose and Scope

Harington is committed to creating an inclusive learning environment where every student is valued, respected and supported to achieve their full potential. Inclusive practice is central to the organisation's vision, values and strategic objectives and underpins every aspect of teaching, learning, student support and preparation for adulthood.

As a specialist post-16 provider for young people with learning differences, Harington believes that every student has the right to high-quality education, equitable opportunities and ambitious outcomes. We recognise that students have diverse strengths, aspirations and support needs, and we are committed to identifying and removing barriers that may prevent them from participating fully in college life or achieving successful outcomes.

This policy explains Harington's strategic approach to inclusive practice. It sets out the principles that guide our work, how inclusion is promoted throughout the student journey and how we evaluate the effectiveness of our provision. Inclusive practice is everyone's responsibility and is embedded from initial enquiry and admission through to employment, further learning, independent living and community participation.

The policy applies to all students, trustees, employees, volunteers, contractors, visiting professionals and partner organisations involved in Harington's provision.

This policy should be read alongside Harington's SEND Policy, Equality, Diversity and Inclusion Policy, Positive Behaviour Support Policy, Safeguarding and Child Protection Policy, Attendance Policy, Behaviour Policy, Suspension and Exclusion Policy and other related organisational policies. These documents provide the operational procedures that support the strategic principles outlined within this policy.

2. Legislative and Regulatory Framework

This policy has been developed in accordance with the Equality Act 2010, the Children and Families Act 2014, the SEND Code of Practice (2015), Keeping Children Safe in Education, Working Together to Safeguard Children, ESFA funding requirements and current expectations within the Further Education and Skills Inspection Framework.

Policy Title: Inclusive Practice Policy

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Harington recognises that inclusion is both a statutory responsibility and a fundamental organisational value. We are committed to ensuring that students are protected from discrimination, are able to participate fully in education and college life, and receive appropriate support and reasonable adjustments to enable them to succeed.

The organisation recognises that inclusive practice contributes directly to educational achievement, wellbeing, attendance, safeguarding, independence and successful preparation for adulthood. Inclusion is therefore regarded as a key indicator of the quality and effectiveness of our provision.

Harington recognises that effective communication is fundamental to inclusion. Students are supported to communicate in ways that are meaningful to them, and staff use appropriate communication approaches, including visual supports, assistive technology, simplified language, Makaton or other personalised strategies where appropriate. Information is presented in accessible formats to enable students to participate fully in learning and decision-making.

3. Our Commitment to Inclusive Practice

At Harington, inclusion means far more than providing access to education. It is about creating a culture where every student experiences a genuine sense of belonging, is respected as an individual and is supported to participate fully in learning and college life.

We believe that barriers to learning are often created by environments, systems or practices rather than by the individual. Our responsibility is to identify those barriers early and remove or reduce them through high-quality teaching, adaptive practice, reasonable adjustments and personalised support.

We maintain high aspirations for every student and believe that disability, diagnosis or previous educational experiences should never define future potential. Students are supported to develop confidence, resilience, independence and self-advocacy while working towards ambitious and meaningful outcomes.

Our approach is person-centred and strengths-based. Students are actively involved in decisions about their learning, support and future aspirations. We work in partnership with families, local authorities, employers and other professionals to co-produce programmes that reflect each student's strengths, interests and long-term goals.

Harington promotes equality, diversity, inclusion and mutual respect through the curriculum, enrichment opportunities and everyday interactions. Students are encouraged

to value difference, challenge discrimination and develop the knowledge, skills and confidence to participate positively in modern British society.

Creating an inclusive culture is the responsibility of every member of the Harington community. Trustees, leaders, staff, students and partner organisations all contribute to ensuring that every learner feels welcomed, valued and able to thrive.

As a specialist provider, Harington places particular emphasis on preparing students for sustainable employment wherever appropriate. Employer engagement, supported internships, work experience and vocational learning provide meaningful opportunities for students to develop employability skills, confidence and independence within real-world settings.

4. Delivering Inclusive Practice

Inclusive practice is embedded throughout every stage of the student journey. Students are admitted through a fair, transparent and person-centred process that considers their aspirations, strengths and support needs. Assessment and transition arrangements are used to identify appropriate pathways, plan reasonable adjustments and ensure students receive the support they need from the outset.

Teaching, learning and assessment are designed to provide an inclusive curriculum that enables every student to participate and achieve. Staff use adaptive teaching approaches, differentiated resources, effective communication strategies and personalised learning to meet individual needs while maintaining consistently high expectations. Learning is carefully planned to promote increasing independence and prepare students for successful adult lives.

Where barriers to participation are identified, Harington implements reasonable adjustments through a graduated approach. Adjustments may include changes to teaching approaches, communication methods, learning environments, assessment arrangements, assistive technology or individual support. These are reviewed regularly to ensure they remain appropriate and continue to promote progress and independence.

Positive Behaviour Support underpins our approach to behaviour, wellbeing and inclusion. We seek to understand behaviour as communication and use proactive strategies to develop emotional regulation, communication skills, positive relationships and successful engagement in learning. Behaviour support focuses on developing skills and reducing barriers rather than relying upon punitive approaches.

Harington recognises that regular attendance and active participation are fundamental to successful inclusion. Where barriers to attendance arise, staff work collaboratively with students, families, local authorities and other professionals to understand the underlying causes and implement appropriate support. Attendance concerns are considered alongside safeguarding, wellbeing and SEND needs to ensure that students receive timely and coordinated intervention.

Safeguarding is an integral part of inclusive practice. We recognise that some students with SEND may experience additional barriers to recognising risk, communicating concerns or accessing support. Staff ensure that safeguarding information is presented in accessible ways, communication needs are taken into account and every student is supported to understand how to keep themselves safe. Students are encouraged and enabled to express their views using communication methods that are appropriate to their individual needs.

Student voice and co-production are central to our approach. Students are encouraged to contribute to decisions about their learning, participate in reviews, provide feedback on their experiences and influence the development of the organisation. Families, carers and partner agencies are recognised as valued partners in supporting positive outcomes.

Preparation for adulthood is embedded throughout the curriculum. Students are provided with meaningful opportunities to develop the knowledge, skills and confidence required for employment, independent living, community participation and healthy lifestyles through vocational learning, supported internships, work experience, enterprise and community-based learning.

Further operational guidance relating to admissions, SEND support, Positive Behaviour Support, safeguarding, attendance, behaviour management and anti-bullying is contained within the relevant organisational policies.

5. Roles and Responsibilities

Trustees are responsible for providing strategic oversight of inclusive practice and ensuring that Harington fulfils its statutory responsibilities.

The Principal and Senior Leadership Team are responsible for promoting an inclusive culture, ensuring appropriate resources are available, monitoring the effectiveness of provision and leading continuous improvement.

Managers are responsible for supporting staff to implement inclusive practice consistently, monitoring the quality of provision and ensuring that reasonable adjustments and personalised support are effectively implemented.

Harington is committed to ensuring that all staff receive ongoing professional development in inclusive teaching, adaptive practice, communication strategies, Positive Behaviour Support, safeguarding and specialist SEND approaches. Continuous professional development enables staff to respond effectively to the changing needs of students and promotes consistency across the organisation.

All staff are responsible for promoting equality, removing barriers to participation, implementing reasonable adjustments, maintaining high aspirations and contributing positively to an inclusive learning environment.

Students are encouraged to participate actively in their learning, respect others, contribute to college life and develop the confidence and independence required for adulthood.

Parents, carers, employers and partner organisations are encouraged to work collaboratively with Harington to support students in achieving positive outcomes.

6. Monitoring and Quality Assurance

Harington regularly evaluates the effectiveness of its inclusive practice through quality assurance, self-assessment and continuous improvement processes.

Leaders monitor a range of evidence, including student achievement, attendance and engagement, retention, progress towards Education, Health and Care Plan outcomes, preparation for adulthood outcomes, positive destinations, safeguarding information, behaviour data, student and parent feedback, complaints, compliments and feedback from external partners.

The effectiveness of reasonable adjustments, Positive Behaviour Support strategies and inclusive teaching approaches is reviewed regularly to ensure that provision continues to meet the changing needs of students.

Findings from monitoring activities are used to identify strengths, inform quality improvement planning, shape staff development and continuously improve the student experience.

7. Related Policies and Review

This policy should be read alongside Harington's SEND Policy, Equality, Diversity and Inclusion Policy, Positive Behaviour Support Policy, Safeguarding and Child Protection Policy, Attendance Policy, Behaviour Policy, Suspension and Exclusion Policy, Complaints Policy and Accessibility arrangements.

This policy will be reviewed annually, or sooner where changes in legislation, statutory guidance or organisational practice make this necessary. The review will consider feedback from students, families, staff, trustees and partner organisations to ensure that Harington continues to provide an inclusive, ambitious and high-quality educational experience for every student.

8. Harington Inclusion Promise

At Harington we are committed to ensuring that every student:

- ✓ Feels safe, respected and valued.
- ✓ Has high aspirations for their future.
- ✓ Is supported through personalised, inclusive teaching.
- ✓ Has their voice heard and their views respected.
- ✓ Is provided with the reasonable adjustments they need to succeed.
- ✓ Develops the confidence and independence needed for adulthood.
- ✓ Has opportunities to participate in work, community life and meaningful relationships.
- ✓ Leaves Harington better prepared for employment, independence and a fulfilling adult life.