

Inclusive Education

1.0 Purpose

Inclusive education is essential to achieving a quality education for all. This policy will pursue its commitment to the right to education through support and advocacy for inclusive education. Regent College London (RCL) works with learners to ensure their experiences and priorities for inclusion are heard. RCL also works with families to build their support.

2.0 Definition of Inclusive Education

Inclusive education is about ensuring access to quality education for all learners by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. This is evident through learner engagement and participation in an education programme within a common learning environment. This has the benefit of targeted support which enables the reduction and removal of barriers that may lead to exclusion. Inclusive education is not a project or an initiative, it is the progressive development of attitudes, behaviours, systems, and beliefs that enable inclusive education to become the norm that underpins a learning culture and is reflected in the everyday life of the institute's community.

3.0 Inclusion Process

RCL has a continuous cycle of identification, assessing, planning, teaching and making provisions, which considers the individual needs of learners. RCL recognizes that the process is a continuum and cannot be dealt with in isolation or in parts.

4.0 Support to Learners of Determination

At RCL we aspire to cater to a wide range of learning needs of 'Learners of Determination'. Differentiation in the classroom, activities, delivery, and outcomes e.g., simplified language. The classroom teacher's awareness of and response to a learner's individual needs (e.g., sensory resources, seating plan, rest breaks, extra time) is sufficient. Learner related expectations and needs, with some additional focused support, close the gap. Highly individualized support is provided based on assessments. Regular, structured, systematic support, in which steps are small and achievable.

5.0 Inclusive Education Support

Inclusive Education Support responsibilities:

- Liaise with the learner's class teacher / subject teacher.
- Familiarise themselves with the learner's records and information regarding their special educational needs.
- Support in maintaining records of learners who experience SEND – both paper and electronic.
- Support individual and groups of learners to achieve IAP/IEP targets and through individual sessions and 'recognised' intervention schemes.
- Maintain baseline and progress data for delivered interventions.
- Keep annotated notes and records to provide detail of success and difficulties of learners.
- Liaise with SENDCO and Inclusive Education Support Team on a regular basis or as required.
- Wherever possible provide notes or attend meetings to inform reviews for learners that they support.

6.0 Support to Parents

RCL strongly advocates the role of productive parental involvement in the education of their child. Parents are very welcome to get in touch with the teachers/management at any time other than the scheduled meetings. Periodic parent engagement workshops are a platform where all parents can be actively involved in their child's development. The purpose of this workshop is:

To enhance the progress of learners through better understanding of the processes implemented and to share and seek information which will facilitate the development of the learners we work with.

Parental cooperation is paramount, and they are treated as partners in the process of inclusive education.

Parents are informed of their child's progress regularly and matters of concern conveyed to them at the earliest possible opportunity.

Learners of determination have the same entitlement to an educational opportunity as any other learner.

Special care is taken to build their self-esteem, confidence and self-worth through the positive attitudes of staff interacting with them.

RCL takes care of both the educational and psychological needs of the learners and is responsible for both their physical and psychological wellbeing.

7.0 Monitoring

The Service Quality Review Team who will monitor the implementation of this policy include:

Staff Members Involved

Senior Management Team

Support Staff

Academic Staff

8.0 Review

This Policy would be reviewed annually by the RCL Senior Management team.

It may also be reviewed in the case of any substantial change, whichever is earlier.

For advice and support contact the Academic Head.

Policy Information

PURPOSE		Policy Information
Title		Inclusive Education Policy
Document number		0169/96
Purpose		The purpose of this policy is to ensure commitment to the right to education through support and advocacy for inclusive education. RCL works with learners to enable their experiences and priorities for inclusion to be heard and will work with families to build their support.
Audience		Staff; Learners
Category		Compliance
Next review date		March, 2026

Version Control

Version	Author	Amended by	Date	Comments
1.01	DoS	-	18/3/2024	Policy approved by RCL Governance Committee
2.01	AH	QAC	18/3/2025	Policy approved by RCL Governance Committee