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## Embedding Inclusion: A Journey Towards Whole-College Change

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## Embedding inclusion: A Journey Towards Whole-College Change

### (FE) SEND Reviews in Colleges

## Introduction

As part of the Centre for Excellence in SEND, Weston College has been working with Moulton College to share best practice on creating a whole college inclusive approach. The focus was to review the college's journey to inclusivity, considering how SEND learners are supported, meeting local community needs and delivering high quality teaching, learning and assessment. An important feature of this review process was to establish how the college is supporting learners with EHCP's, embedding strategies for independence to prepare learners for sustainable outcomes.

It was evident that the college has made progress since their last Ofsted grade of 'Requires Improvement' by investing in new college wide structures, processes and developing the quality of support for learners with SEND, High Needs (HN) and those with an EHCP, proactively addressing these key priorities. The key elements to further progress the college wide provision for learners with SEND includes HN Funding, increased specialist staff, re-modelling of pathways within Foundation Learning and personalisation within cross college curriculum areas.

Following a visit to Weston College for staff within the Supported Learning area visiting our Preparation for Life area to share best practice and see a progressive curriculum for learners with Severe Learning Difficulties in supporting you to develop/brand your specialist provision within a general further education college (GFE). We would also welcome a visit to the not in education or training (NEET) Assessment Centre and Re-engagement programme including Butcombe Farm to consider how you could enhance your pathways to include a transitional pre-vocational programme for your learners with SEMH and those at risk of becoming NEET.

## Implementation

The review took place over two days, face-to-face; however, a number of virtual meetings and documentation review took place in the weeks leading up to the review and the self-evaluation provided the necessary preparation materials. This initial process created an important aspect of the review to establish the context behind the review and set the focus and added to the detail of the review.

The visit included observations, strategic and operational discussions. The honesty and transparency of the staff enabled reflective conversations to take place, the college welcomed the 'critical friend' and valued the process. The college were not defensive and embraced the onsite review, enabling them to see from an external perspective how they can create a step change within their organisation to not only impact positively on SEND learners but all learners.

## Outcomes

- A SEND specialist was recruited into the Director of SEND and Student Experience role.
- Vice Principal of the college delivered a presentation to wider SLT, Heads and Directors on a summary of the SEND review feedback and proposed new models and ways forward.
- Principal and the Vice Principal had a meeting with the Local Authority to discuss the proposed new programmes and their support for this.
- Vice Principal now invited to and attending Local Authority SEND meetings.
- Refreshed job descriptions and uplift in Specialist Practitioner salaries, and investment in CPD opportunities for Specialist Practitioners to upskill.
- Bespoke recognise and reward progress and achievements (RARPA) training invested for the team so new provision in Foundation Learning can be created.
- Implementing the interrogating of SEND learners retention, attendance, progress in Performance Monitoring Boards (PMB's) .

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## Impact and Next Steps

The college are implementing the changes and recommendations proposed. A follow up visit would be beneficial to see how recommendations have been implemented.

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## Key Learning

The college has really valued the in-depth support available as part of the peer review process. With a confidential, non-judgmental approach, the college was able to open up and share freely with the Centre of Excellence.

*"Thank you so much for all your support over the last 6 months in providing so much invaluable information regarding our provision for SEND learners and the strategic direction we need to take in order to further enhance our area" – Faye Williams, Vice Principal*

