



Inclusion Strategy 2025–2028

To foster the development of skills, knowledge and behaviours, empowering individuals to belong, thrive and achieve, whilst enhancing the economic and social prosperity of our region.

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Inclusion Strategy

Staff Structure & Ecosystem

Staff CPD

Staff Support

BELONG



THRIVE



ACHIEVE



Economic disadvantage

SEND

Social Care

Youth Justice

Other barriers

Identify needs
ASSESS AND PLAN



Implement support
DO



Monitor impact
REVIEW



OUTCOME
Minimise gaps



Attendance, Achievement, Participation, Progression, Progress

Reflect and review





ACHIEVE

THRIVE

BELONG

1. Inclusive Vision

Middlesbrough College is dedicated to fostering an inclusive, safe and ambitious learning environment where every student, regardless of their background or circumstances, can belong, thrive and achieve. This Inclusion Strategy, aligned with the renewed 2025 Ofsted inspection framework, and the College Equality, Diversity and Inclusion Strategy, ensures that inclusion is a guiding principle in every facet of college life.

The strategy focuses on five key areas of inclusion:

- › Economic Disadvantage
- › Special Educational Needs and Disabilities (SEND)
- › Social Care
- › Youth Justice
- › Other Barriers to Education and Wellbeing

This strategy will set out the broader Tees Valley context and the specific context of learners and apprentices at Middlesbrough College. The strategy details our approach to identifying and addressing students' support needs, implementing effective support systems, and ensuring ongoing monitoring and review of inclusive practices throughout the college.

Furthermore, it explains our commitment to staff training, support and professional development, as well as our processes for continuous reflection and improvement of our Inclusion Policy, ensuring all students are empowered to achieve their full potential in a safe, supportive and ambitious environment.

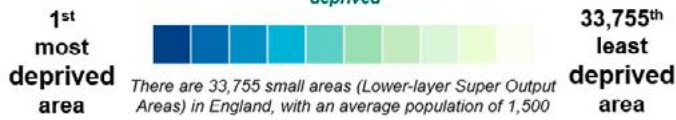
2. Understanding Our Broader Context – The Tees Valley

Economic Disadvantage

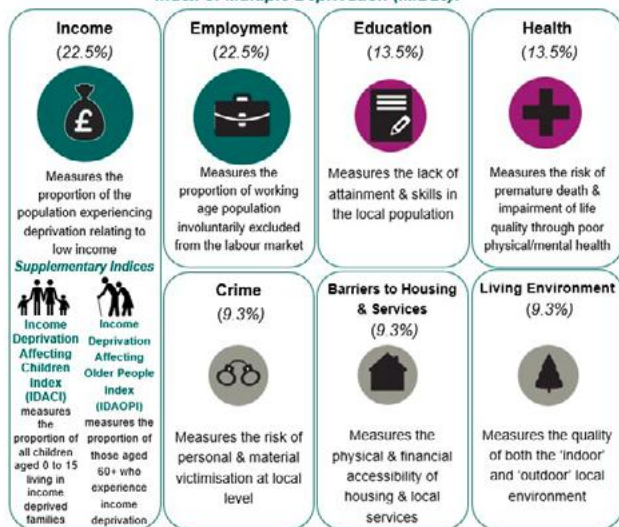
The Tees Valley region (Middlesbrough, Hartlepool, Stockton-on-Tees, Darlington and Redcar & Cleveland) faces significant and persistent social and economic challenges. This strategy is grounded in a thorough analysis of local disadvantage, comparing key indicators to national averages and recognising how poverty, educational needs, crime and health inequalities are deeply interconnected.

The English Indices of Deprivation 2025 (IoD2025)

The Indices relatively rank each small area in England from most deprived to least deprived



There are 7 domains of deprivation, which combine to create the Index of Multiple Deprivation (IMD25):



Middlesbrough and Hartlepool are among the most deprived areas in England, with high unemployment and economic inactivity.

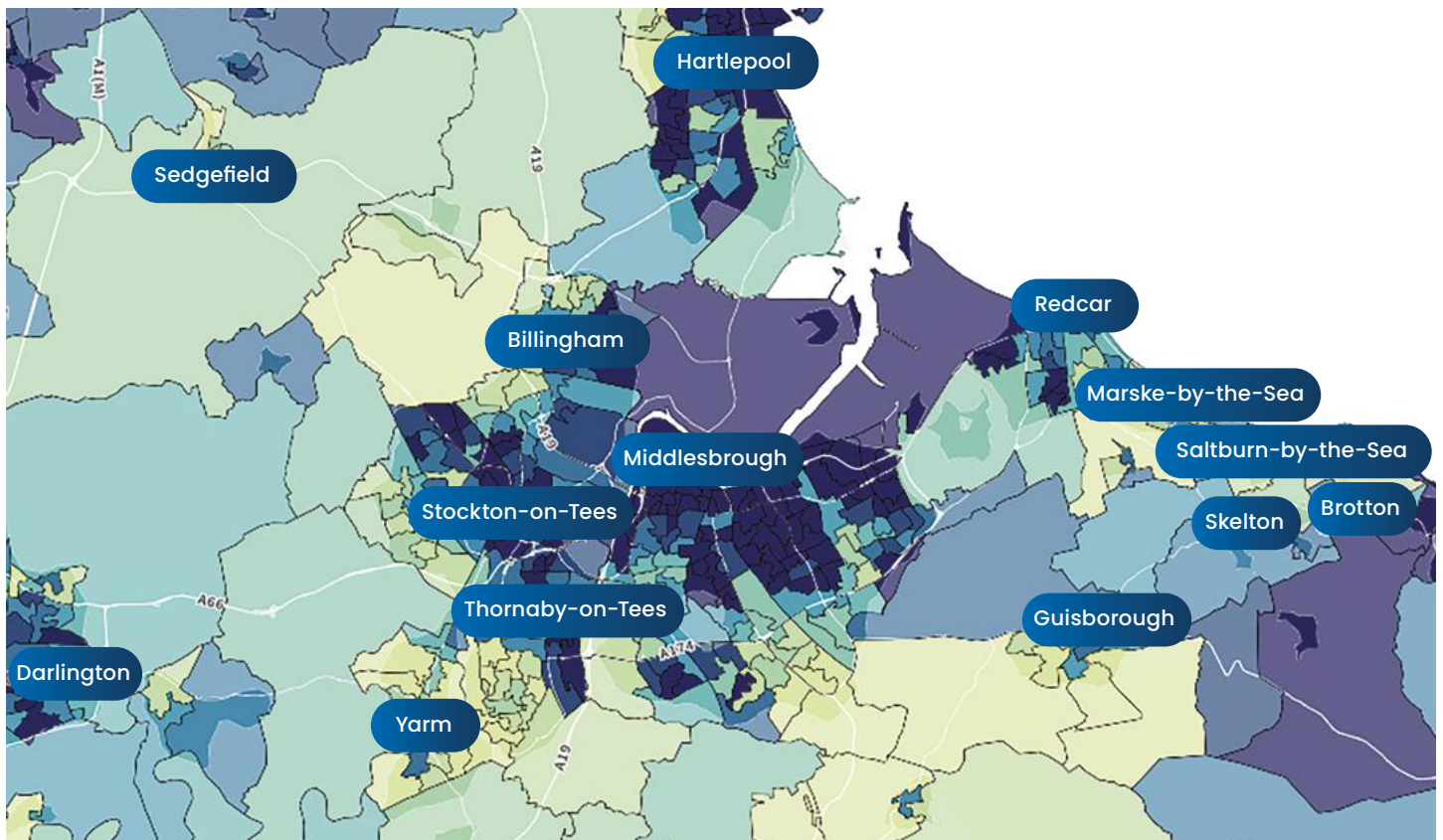
National efforts to address these disparities have yet to close the gap, and persistent poverty continues to limit opportunity and social mobility.

Middlesbrough consistently ranks among the most deprived areas nationally, with the latest English Indices of Multiple Deprivation (IMD) showing that around 50% of its neighbourhoods are in the top 10% most deprived in England.

The child poverty rate in Middlesbrough stands at approximately 39%, significantly higher than the national average of 20%.

Unemployment rates are also elevated, with 7.2% of the working-age population out of work compared to the England average of 4.3%.

(Source: Middlesbrough Council, 2025)





Special Educational Needs and Disabilities (SEND)

The Tees Valley reports higher-than-average rates of SEND, particularly students with Education, Health and Care Plans (EHCPs). Rising demand has strained local services, impacting educational outcomes and family wellbeing. Middlesbrough has a notably high proportion of children and young people with SEND compared to national averages.

In 2024, approximately 18% of pupils in Middlesbrough schools were identified as having SEND, with 4.3% having an EHCP, which is above the England average of 4.0%. The number of pupils with SEND support has also risen steadily, reflecting increasing complexity of need and demand for tailored interventions.

School Suspensions

Local rates of suspensions and permanent exclusions are rising faster than the national average, disproportionately affecting students with SEND and those from disadvantaged backgrounds and contributing to disengagement and increased vulnerability.

Redcar & Cleveland, Middlesbrough, Hartlepool and Newcastle are among the worst places for children missing out on education. In Autumn term 2024/25, Middlesbrough's suspension rate was 8.21 per 100 pupils (North East 6.66; England 4.02), with permanent exclusions 0.07 per 100.

Elective Home Education (EHE)

EHE has seen a notable increase across the Tees Valley, as more families opt to educate their children outside the formal school system. This trend is often linked to concerns about school exclusions, bullying and unmet special educational needs, particularly in areas facing higher levels of deprivation.

As of the Autumn term 2024/25, there were 220 EHE pupils in Middlesbrough, 350 in Stockton-on-Tees and 310 in Redcar & Cleveland.

Youth Justice

Crime rates, particularly violent and drug-related offenses, remain above the national average, reflecting the complex relationship between deprivation, youth disengagement and limited access to preventative services.

The highest crime categories in Middlesbrough for 2025 are violence and sexual offences, antisocial behaviour, criminal damage and arson.

Social Care

High levels of child poverty and safeguarding referrals put sustained pressure on local authorities, impacting outcomes for vulnerable families.

There were 140.2 Child Protection plans per 10,000 children in Middlesbrough, whilst the England average was 43.2 in 2022/23. In January 2024, Middlesbrough Council had 528 children in care.

Other Barriers to Education and Wellbeing

Low adult literacy levels, compounded by economic hardship, hinder access to employment and essential services, reinforcing cycles of poverty.

The Census 2021 showed 23.9% of Middlesbrough population and 22% in Redcar & Cleveland aged 16+ had no qualifications at all. This compared to 18.1% for England.

In South Tees, many parents struggle to meet the demands to support their children in school having had a limited education themselves. In 2022, the Learning & Work Institute estimated that 25.5% of South Tees adults have low literacy or numeracy skills.



GCSE Attainment Trends (Grade 4+ in English and Maths)

GCSE attainment in Middlesbrough has seen improvements in some areas, but significant gaps remain compared to national averages and other local authorities.

While there's been progress in English and maths pass rates, particularly in strong passes (5+) compared to 2019, results still lag behind 2021 levels and national benchmarks. Middlesbrough has one of the lowest percentages of pupils achieving a Grade 5 or higher in English and maths.



3. Our Context at Middlesbrough College

This context will be regularly updated to reflect our student population. It is essential to acknowledge the intersectionality present within this information, as students may simultaneously belong to multiple groups.

Economic Disadvantage

At Middlesbrough College, 2,264 students qualify for Free College Meals; 42.2% compared to 25.7% national average. Additionally, 3,202 students are eligible for the 16–18 Bursary, which is financial support designed to help young people aged 16 to 18 with education-related costs such as travel, books or equipment needed for their studies.

Of all learners and apprentices at the college, 38% (3,853 students) reside in areas identified as deprived based on the Indices of Multiple Deprivation (IMD), a national measure that ranks neighbourhoods in England by levels of disadvantage considering factors like income, employment and health.

Among 16–18-year-olds specifically, 35.9% (2,134 students) live in these high-need IMD postcodes, highlighting the significant proportion of young people facing socioeconomic challenges within the college community.

Special Educational Needs and Disabilities (SEND)

Middlesbrough College's High Needs provision reflects its strong commitment to inclusive education, with learners integrated across all 16–18 study programmes and levels. Of 175 commissioned places, 80% are in cross college pathways and 20% in specialist inclusive provision. We have a total of 206 High Needs Learners, and 236 learners have an Education Health and Care Plan (EHCP).

In total, 2,848 learners and apprentices have declared a learning difficulty or disability, including 1,881 who are aged 16–18. These declared difficulties or disabilities may be either diagnosed or undiagnosed. 2,170 students received exam access arrangements such as extra time, a reader, a scribe or the use of a word processor. This is an increased demand from 49% last year to 62% of all entries for GCSE English this year.

Social Care

The college is currently experiencing an overall increase in the number of vulnerable young people (VYP), a term which refers to students who may face heightened risks due to challenging family, social or personal circumstances.

However, there has been a decline in the number of care experienced young people, those who have previously been in the care of local authorities, such as foster care or residential settings. The exact figures for these groups can change throughout the year based on each student's situation with child services.

In February 2026, there were 112 care experienced students, alongside 20 classified as Children in Need, which means they require additional support from social services to maintain their health and development.

There are 12 students under Child Protection plans, indicating they are at risk of significant harm and need safeguarding interventions. Additionally, 13 students are being supported by Early Help, a preventative approach providing support to families and children at risk before problems escalate. 17 students are currently undergoing assessment to determine the appropriate level of support or intervention needed.



Youth Justice

During the latest admissions cycle, 23 student applications were assessed where convictions had been disclosed. Of these, three were declined due to offences involving sexual misconduct, including online activity, and possession of an offensive weapon. Five applications were approved but categorised as medium risk, predominantly relating to affray or assault, with approval informed by the passage of time and positive external reports. The remaining 15 applications were deemed low risk, covering offences such as drugs, driving, fraud and criminal damage.

Concerns around substance misuse or weapon possession led to 44 students being identified as requiring a Stop & Search. Within this group, 14 students were assessed as high risk (with one subsequently withdrawing), 16 as medium risk (with one withdrawal), and 14 as low risk.

A total of 46 applications were processed for students considered high risk. 15 applications were declined due to the significant risk posed to the college community, including issues such as sexual harm prevention orders and recent possession with intent to supply. 25 were approved, one applicant withdrew.

We currently have one learner from HMP Kirklevington Grange, a Category D open, resettlement prison which focuses on adult males nearing the end of their sentence, focusing on reintegration, community employment and rehabilitation, preparing prisoners for release.

Other Barriers to Education and Wellbeing

In 2024/25, 991 students were supported with 1,843 incidents covering 2,562 safeguarding categories, an increase from 735 students and 1,410 incidents the previous year.

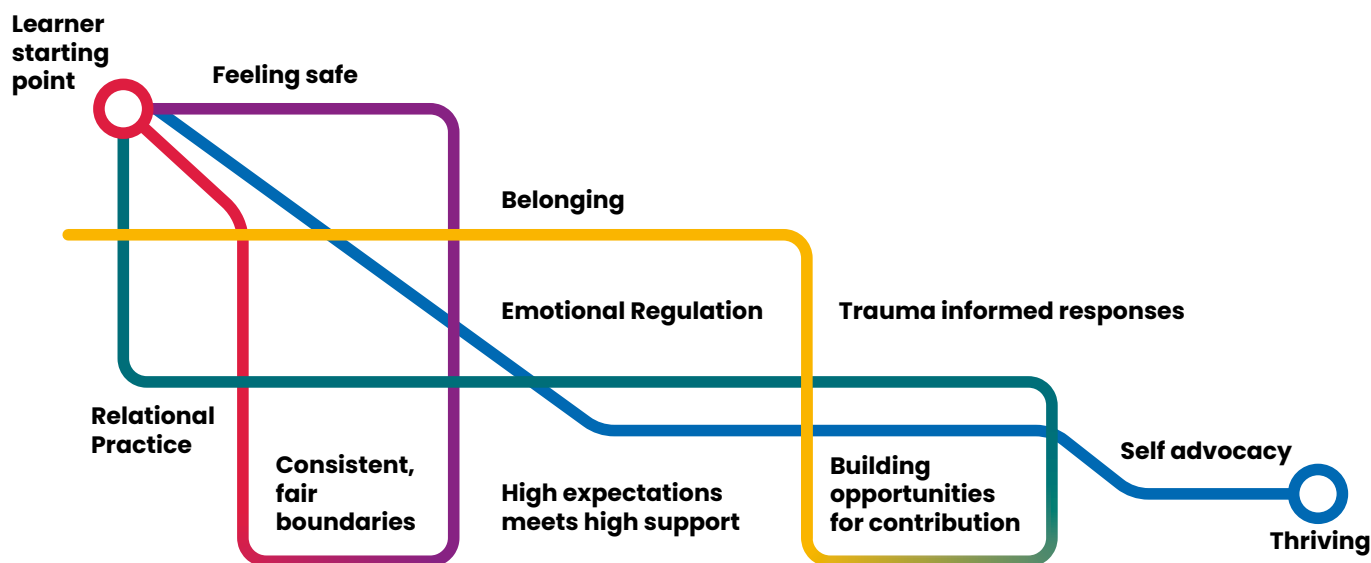
The highest volume of support were in relation to mental health, sexual abuse/harassment and domestic incidents. There was an increase in the number of students presenting to the Safeguarding Team with mental health concerns. Suicidal ideation and self-harm were the largest trends with 418 incidents of suicidal ideation compared to 232 in the previous year and 354 incidents of self-harm compared to 153 in the previous year.

The number of 16-18 learners working towards Level 2 in English and maths is 2,192. The number of adult learners working towards Level 2 in English and maths is 1,417. The number of apprentices working towards Level 2 in English and maths is 397.



4. Identifying Those with Barriers to Learning and Wellbeing

Every learner and apprentice arrives at college with a unique starting point shaped by their experiences, needs and potential barriers.



Grounded in Maslow’s Hierarchy of Needs, Paul Dix’s relational practice, and Rosenshine’s Principles of Instruction, the pathway reflects our belief that meaningful learning can only occur when young people feel safe, valued and well supported. It recognises that behaviour is a form of communication, that emotional regulation is a prerequisite for cognitive engagement, and that high expectations must be matched with high levels of relational and instructional support. This pathway creates a coherent, compassionate model for growth. It ensures that before we ask more of our young people, we provide more for them.

The journey begins with recognising the young person as they are, not as we expect them to be. This aligns with Maslow’s foundation: our students’ unmet needs must be understood before they can engage in learning. Baseline initial assessments, learner voice, transition information and relational introductions form the beginning.

Multi-Faceted Identification Approach

Middlesbrough College employs a comprehensive, multi-layered strategy to identify barriers to education and wellbeing among its students. This process integrates a variety of sources and methods to ensure that both existing and potential challenges are recognised as early as possible.

Transition Process and External Information Sharing

The transition process from schools is a critical stage in identifying barriers. Information provided by local authorities and external services highlights students’ background, prior challenges and relevant support needs. This collaborative approach ensures that the college is aware of any issues before students begin their studies, allowing for proactive planning and intervention.

CPOMS Safeguarding Records and Observations

Detailed records from the CPOMS Safeguarding system provide a structured way to log incidents, concerns and ongoing issues. These records are supplemented by self-declarations from students and vigilant teacher observations, which together offer a nuanced understanding of individual needs and risks.

Responsive Safeguarding Reporting

The supportive environment at Middlesbrough College results in a high level of both teacher-reported and student-reported safeguarding concerns. Prompt reporting mechanisms ensure that emerging barriers to education and wellbeing are addressed quickly and effectively, minimising their impact and facilitating timely intervention.

Self-Declaration at Enrolment

Through our comprehensive application and enrolment processes, learners, apprentices and their parents and carers are empowered to declare any perceived barriers to education and wellbeing in order to access support and ensure timely intervention.

The renewed enrolment processes give students the opportunity to declare a full range of barriers to learning at an early stage to allow staff to support them in a way that meets their needs.

Exam Access Arrangements Assessment

SENCOs (Special Educational Needs Coordinators) play a pivotal role in assessing exam access arrangements for 16-18-year-olds, adults and apprentices.

In accordance with JCQ (Joint Council for Qualifications) requirements, SENCOs conduct thorough evaluations to determine each learner's normal way of working and identify any additional support they may require during assessments.

This process involves gathering evidence from classroom practice, teacher reports and student feedback to compile comprehensive support plans tailored to individual needs.

These plans ensure that all necessary arrangements such as extra time, readers or assistive technology are implemented fairly and consistently, enabling students to demonstrate their true abilities during exams while maintaining the integrity of the assessment process.

Relational Practice and Student Empowerment

The college's ethos is built around understanding each student's normal way of working. By fostering a relational approach, staff encourage open communication, accurately assess needs, and create an environment where students feel safe to disclose difficulties and seek support. This culture of trust empowers students to directly approach staff with their concerns, ensuring any barriers are brought to light swiftly.

Cognassist

Cognassist is a digital cognitive assessment platform that helps identify how learners think and process information, enabling early identification of barriers to learning. It provides immediate, clear reports and tailored strategies so teachers can adapt their teaching and offer appropriate support, helping learners access the curriculum, improve their experience, and achieve better outcomes.

Baseline Assessment

We baseline assess learners from the point of enrolment through an initial assessment process that identifies their starting points, strengths and any barriers to learning. This includes understanding academic ability, support needs and personal factors, enabling us to build a clear profile of each learner and tailor teaching, support and interventions from the outset.

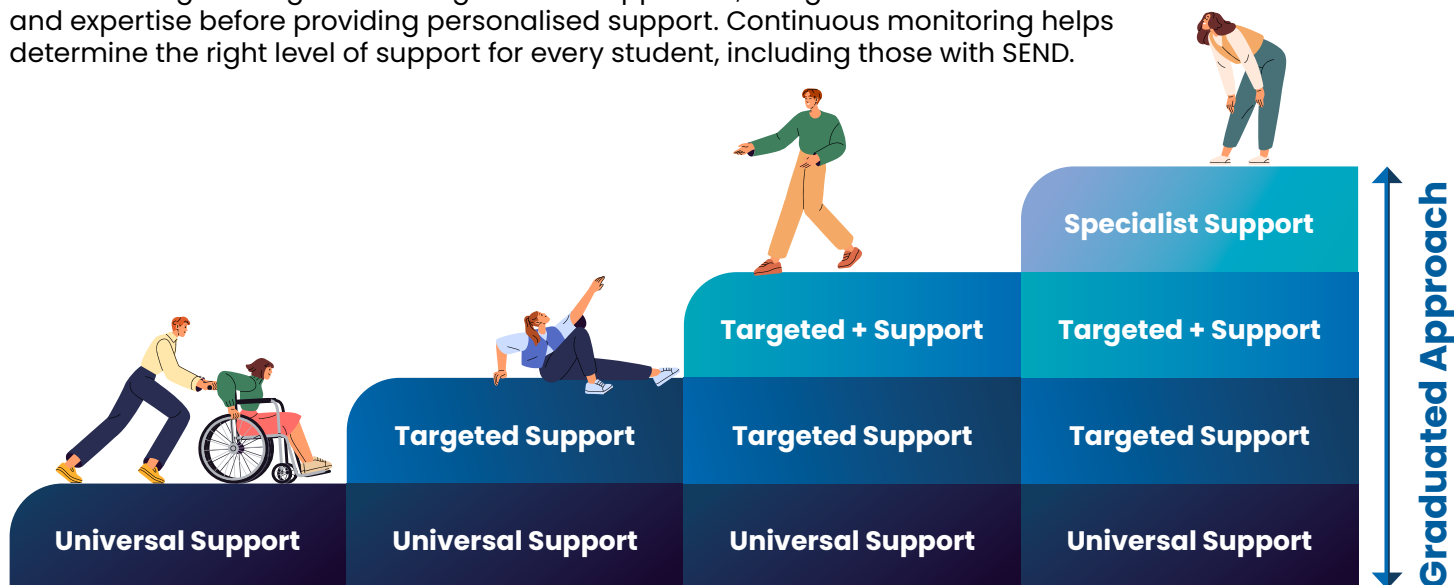


5. Implementing Support for Those with Barriers to Learning and Wellbeing

This section outlines the support mechanisms that Middlesbrough College employs to implement support to address barriers to learning and wellbeing for students.

SEND Support

Middlesbrough College follows a graduated approach, using available resources and expertise before providing personalised support. Continuous monitoring helps determine the right level of support for every student, including those with SEND.



Universal Support: Level 1 – Inclusive Quality First Teaching

For most young people, the college will support their needs through adjustments made to the quality-first teaching and wider support through the ecosystem.

Targeted Support: Level 2

For some young people, they might need a bit more support to meet their needs, such as adaptive teaching or wellbeing support. They will have an Individual Support Plan on the basis of a needs assessment by specialist staff, which is reviewed at least once per year.

Targeted Plus Support: Level 3

For a small number of young people, the college may have found that a young person still needs more support. In this situation, targeted plus support might be needed. This may be in the form of learning aids, learning support, bespoke programmes and reasonable adjustments in the classroom. This will be addressed in the EHCP or SEND plan. They will have an Individual Support Plan on the basis of a needs assessment by specialist staff, which is reviewed at least once per year.

Specialist Support: Level 4

Learners who require specialist support may need a range of specialist interventions. This could include one-to-one support; a Service Level Agreement (SLA) from the local authority for Visual Impairment or Hearing Impairment services; or input from Speech and Language Therapy, Occupational Therapy, or Physiotherapy. They may also require personal care, moving and handling assistance, or positive behaviour support interventions. They will have an Individual Support Plan on the basis of a needs assessment by specialist staff, which is reviewed at least once per year.

To use the graduated approach, the college uses an Assess, Plan, Do, Review Cycle.

- › **Assess:** understand the needs of the young person
- › **Plan:** decide what support is needed
- › **Do:** carry out the support
- › **Review:** evaluate – has this supported the young person?



Lecturers and Assessors

Lecturers and assessors play a pivotal role in identifying the needs of their learners and adapting teaching and learning through a quality teaching first model. They are provided with a range of information regarding their students through Pro-Monitor and communication through At-Risk Meetings to ensure that they can make reasonable adjustments for learners to support them.

Additional Learning Support Team

Middlesbrough College's Additional Learning Support (ALS) team, led by the Director for Inclusive Learning and Additional Learning Support, provides tailored interventions to students with Education, Health and Care Plans (EHCPs) and those identified as having high needs. The team works closely with students, families, commissioned support services and external agencies to develop and implement personalised support strategies. This includes in-class support, specialist teaching, and regular progress reviews to ensure that each student can access the curriculum fully and make sustained progress using a graduated approach, using a cycle of assess, plan, do and review.

SENCOs and Assignment Support

Special Educational Needs Coordinators (SENCOs) play a critical role in arranging exam access arrangements for students with specific learning difficulties such as dyslexia, dyspraxia and dyscalculia. They also offer assignment support, helping students develop effective study strategies and manage coursework requirements. By providing these targeted adjustments, SENCOs ensure that all students have equitable opportunities to demonstrate their abilities through effective assessment and support strategies for exam access arrangements.

Targeted Support

The ALS Team Leaders for High Needs, Targeted Support and Adults and Apprenticeships will lead on assessing individual learner need through robust initial and ongoing assessment, ensuring support is prioritised effectively based on risk and impact. They will coordinate the timely deployment of appropriate support, maintain accurate records of interventions and outcomes, and apply the graduated support model to monitor, review and adjust provision. Through regular reviews and clear communication, they will also liaise with parents/carers and stakeholders to ensure a joined-up approach that secures positive learner progress and independence.

Safeguarding and Welfare Implementation

Middlesbrough College Safeguarding and Wellbeing Offer



The Safeguarding and Welfare offer at Middlesbrough College is structured as a graduated model that supports all students and aligns with the referral continuum, allowing individuals to move between support levels according to their needs.

Universal Support is provided by the wider college teams and remains accessible to every student, focusing on general wellbeing and educational support.

Early support is delivered within departments by Pastoral staff and Welfare and Attendance Officers, as well as through drop-ins from external services.

Focused support addresses low-risk safeguarding and counselling needs, with interventions implemented and monitored through departmental at-risk processes.

High risk support is reserved for students facing significant risks, requiring safeguarding intervention and referrals to external agencies for child protection or for the safety of students and staff.

This comprehensive approach ensures each student receives tailored support at the right time, facilitated by the collaboration of key staff such as the Safeguarding Team, Vulnerable Young Person Transitions Officers, Designated Teachers for Looked After Young People, Mental Health Leads, and Pastoral Leads, and strong communication between college staff, families and external agencies.

Ultimately, this model creates a safe, nurturing environment where students can thrive academically and personally, with their wellbeing and safeguarding continuously prioritised throughout their educational journey.

Safeguarding Team

At Middlesbrough College, safeguarding and welfare support is delivered through a collaborative team comprising the Designated Safeguarding Lead and Director for Student Services, Deputy Designated Safeguarding Leads and Safeguarding Welfare Officers (SWOs). This team works closely together to support students known to social care, serving as a vital link between the college, families, and external safeguarding agencies.

The Designated Safeguarding Lead and their deputies oversee safeguarding procedures and coordinate responses to concerns, while SWOs monitor students' wellbeing, provide direct support and implement interventions to address safeguarding needs. Through this proactive, joined-up approach, risks are identified and mitigated quickly, ensuring that students feel safe, supported and able to thrive throughout their studies.

Vulnerable Young Person Transitions Officer

The college employs a dedicated Vulnerable Young Person Transitions Officer commissioned by the Virtual School to support care-experienced students and unaccompanied asylum-seeking minors. This officer assists with transition planning, offers practical and emotional support and helps students navigate college life and external services. The role is crucial in promoting stability, inclusion and positive outcomes for these vulnerable groups.

Designated Teacher for Looked After Young People

A designated teacher oversees the welfare and academic progress of looked after young people. This includes attending child reviews, coordinating personal education plans (PEPs) and liaising with social workers and carers. The designated teacher ensures that the unique needs of these students are recognised and addressed, supporting their educational achievement and personal development.



Mental Health Lead and Support Team

Middlesbrough College has a dedicated mental health lead, supported by a team of counsellors and mental health professionals. They provide one-to-one and group interventions, deliver mental health awareness initiatives, and work in partnership with external services to facilitate specialist care when needed. This collaborative approach ensures timely access to support and promotes a culture of openness around mental health.

Pastoral Leads and Student Support Mentors

Within each department, Pastoral Leads, Student Support Mentors and Vocational Learning Coaches are available to address welfare concerns and provide low-level pastoral support. Pastoral support is a holistic approach focused on supporting the social, emotional and mental wellbeing of students to improve their engagement and academic outcomes. It involves a proactive approach to mentoring, safeguarding and nurturing, ensuring students feel a sense of belonging, secure, valued and ready to learn. They help students manage everyday challenges, build resilience and access additional services as required. Their presence within departments enables early intervention and fosters a supportive learning environment for all to thrive and achieve.

Attendance and Pastoral Officers

Attendance and Pastoral Officers play a key role in promoting a sense of belonging and supporting consistent student attendance by working closely with both students and their parents or guardians. They monitor attendance patterns, promptly identify any concerns, and engage directly with families to understand and address barriers to attendance.

Through consistent communication, early intervention and individualised support plans, Attendance Officers help to resolve issues such as transport difficulties, health concerns or personal challenges that may impact a student's ability to attend. Their proactive approach ensures that students receive the support they need to maintain regular attendance, fostering a strong partnership between home and college to maximise student success.

Personal Tutors

Personal Tutors at the college hold weekly Thrive sessions with learners, focusing on a wide range of key topics including wellbeing, safeguarding, digital literacy, financial literacy, citizenship and social action, democracy, and personal safety.

These sessions are designed to foster students' holistic development and equip them with essential life skills to thrive and achieve.



In addition to group sessions, Personal Tutors conduct one-to-one meetings with each learner every half term, during which they help set SMART targets and support students in monitoring their academic progress, attendance and overall welfare. This consistent, individualised guidance ensures that students receive tailored support, empowering them to achieve both personal and academic success.

Head of Teaching and Learning for Participation, Development and Inclusion

The Head of Teaching and Learning for Participation, Development and Inclusion is responsible for leading the college's efforts to create an inclusive, supportive and engaging learning environment for all students.

This role involves overseeing and implementing strategies and initiatives that promote student participation, personal development and equitable access to educational opportunities.

The Head of Teaching and Learning collaborates with staff across departments to implement best practices in teaching and learning, ensures compliance with inclusion policies and monitors the effectiveness of interventions aimed at removing barriers for disadvantaged and vulnerable learners.

Strategic Lead for Inclusion

The Strategic Lead for Inclusion has overarching strategic responsibility for safeguarding, wellbeing, student services, high needs and Additional Learning Support (ALS), participation and development, as well as broader engagement with external stakeholders, marketing, the schools team and admissions to ensure that all students can belong, thrive and achieve.



6. Meeting the Inclusive Skills Need

The college actively ensures it meets inclusive skills needs by engaging with a wide range of employers and stakeholders to gain a thorough understanding of local, regional and national skills requirements.

Leaders use insights from these partnerships to shape curriculum pathways and provide targeted support including careers guidance for all learners, especially those who are disadvantaged, have Special Educational Needs and Disabilities (SEND), high needs, are known to social care, or face other barriers such as lacking Level 2 qualifications in English and maths.

This collaborative approach guarantees that curriculum planning and delivery are closely aligned with identified skills needs, enabling learners and apprentices to achieve their intended outcomes and progress toward positive destinations.

Stakeholders are actively involved in the design and delivery of subject-level curriculums, ensuring that course content is relevant and beneficial to all students, including those who may be furthest from education, training and employment. The college's commitment to inclusivity is reflected in its partnership working, which promotes respect for diversity and awareness of the needs of every learner group.

Through these inclusive practices, learners and apprentices, particularly those facing challenges, are provided with equitable opportunities to develop valuable skills, supporting their engagement, independence, achievement and progression.

Reciprocal Mentoring

The college will develop a reciprocal mentorship scheme, establishing a two-way developmental partnership where students and staff act as both mentor and mentee. This programme encourages the exchange of knowledge, skills and perspectives regardless of role, fostering an environment of mutual learning. Key benefits include enhanced knowledge sharing, improved inclusivity by elevating diverse viewpoints and accelerated skill development for both students and staff.





7. Staff Training and Support

Staff Training and Skills Development

The college recognises the importance of comprehensive and targeted staff training to foster a culture of inclusion, ensuring all students belong, thrive and achieve. All staff will participate in a structured professional development programme designed to deepen their understanding of inclusive education, enable them to identify barriers to learning, and equip them to adapt their teaching practices accordingly. Progress and competence in inclusive practice will be monitored through a systematic approach, ensuring staff development is both measurable and aligned with college priorities.

The college will implement a structured, three-tiered staff development framework to advance inclusive practice and adaptive teaching.

BELONG



THRIVE



ACHIEVE



Inclusion Champions



Inclusion Exploration



Awareness Training

At the foundational level, all teaching staff will engage in awareness training focused on the principles of inclusion, relational practice and adaptive teaching strategies. This will be delivered on the Teaching and Learning CPD Day on 4th February 2026.

The intermediate tier will offer deeper exploration into relational practice, adaptive pedagogy, cognitive neuroscience and trauma-informed, attachment-aware approaches. This will be delivered to all teaching staff on the Inclusion CPD Day on 7th July 2026 and repeated annually.

The advanced tier will develop a cohort of Inclusion Champions, equipping them to train, mentor and support colleagues. This advanced training will give access to external professional development in relational practice, ensuring a sustainable model of expertise and peer support throughout the college. There will be an inclusion champion in each faculty, led by the Head of Teaching and Learning for Participation and Development.

Integration of Inclusion into Teaching and Learning

Inclusion will be embedded across all aspects of teaching and learning. Staff will be supported to use ILPs (Individual Learning Plans) in Pro-Monitor, group profiles, one-page profiles, implement tailored support strategies and adopt adaptive teaching methods to meet diverse learner needs. Emphasis will be placed on ensuring all staff, including those with industry backgrounds, understand their responsibilities in promoting inclusion and are proficient in utilising digital tools such as ProMonitor to record and share effective strategies. This approach will ensure consistency and accountability in delivering inclusive education throughout the college.

The Inclusion Gateway on the Staff Thrive Platform will be developed as a comprehensive, easily accessible digital hub designed to empower staff in their journey toward inclusive practice. This platform will curate a rich array of resources, including practical guidance, structured training modules and the latest research findings in inclusive education, ensuring staff have immediate access to high-quality information and support when needed.

In alignment with the college's commitment to fostering a culture of inclusion, the Inclusion Gateway will also feature case studies, highlighting successful inclusive strategies, and regularly updated toolkits to enable staff to address diverse learner needs effectively. By centralising these supports and promoting continuous professional learning, the Inclusion Gateway will reinforce the college's systematic

approach to staff development, enabling all team members to confidently adapt their teaching practices and contribute to an environment where every student can thrive.

Staff Support

A comprehensive suite of staff support measures is in place, encompassing both internal and external human resources networks, the HR department, staff networks and the Employment Assistance Programme. Building on these foundations, this strategy will further enhance staff support to strengthen inclusive practice for our students.

Reflective supervision will be made available to all staff working in safeguarding and welfare roles, fostering opportunities for reflective practice that promote both professional growth and personal wellbeing.

To ensure coordinated and consistent support across the college, dedicated cross college leadership will be provided for pastoral leads, student support mentors and vocational learning coaches. Regular cross college meetings, targeted training and collaborative support will be facilitated to empower all welfare staff and reinforce their capacity to deliver high-quality, inclusive support for every student.



8. Case Sampling

To effectively monitor the inclusion of learners across the college including 16–18-year-olds, adults and apprentices, the Head of Teaching and Learning Team and the College Management Team for Teaching will engage in case sampling activities. Each team member will be assigned a learner from one of these cohorts and will follow their journey throughout their time at the college.

This approach enables us to gather direct evidence of learners' experiences, ensuring that our values and policies are fully embedded in day-to-day practice, especially for those who require the most support. By utilising case sampling, we can determine whether learners' experiences are representative and assess how well we are working with multi-agency partners to meet diverse needs.

Key findings from case sampling will inform our ongoing evaluation of inclusion, as well as highlight how leaders are identifying, assessing and addressing barriers to learning. The inclusion lead will collaborate closely with senior leaders to contextualise findings and ensure a consistently inclusive culture across all learner groups.

- ▶ Each member of the Head of Teaching and Learning Team and the College Management Team for Teaching is assigned a learner from one of the college's cohorts: 16–18-year-olds, adults or apprentices.
- ▶ The assigned team member follows the selected learner's journey throughout their time at the college, closely observing their experiences and progress.
- ▶ Assessment of the learner's starting points is conducted to establish a baseline for monitoring progress.
- ▶ The team member scrutinises the learner's work and monitors their ongoing participation and development.
- ▶ Internal and external support provided to the learner is reviewed to ensure all needs are being met.
- ▶ Progress toward the learner's achievement is tracked and documented.
- ▶ Direct evidence is gathered regarding the learners' experiences, focusing on how well college values and policies are reflected in daily practice, especially for those requiring the most support.



9. Reflection and Evidence Based Review of the Policy

The Inclusion Policy will be subject to a robust and systematic process of reflection and review to ensure it continues to drive high standards and positive outcomes across all curriculum areas.

Each term, the Inclusion Strategic Lead, alongside the leadership of the inclusion ecosystem will conduct a detailed evaluation of how the policy is being implemented in practice. This will involve analysing evidence of learner outcomes, and the effectiveness of support strategies currently in place. Areas of strength and those requiring improvement will be identified to inform immediate actions and ongoing development. This will be presented in the Governors' Curriculum and Standard Committee.

On an annual basis, a comprehensive review of the policy will be undertaken by college leaders in collaboration with the Inclusion Strategic Lead and key stakeholders.

This process will assess whether the policy remains fit for purpose in light of evolving learner needs, regulatory requirements, current research and evidence-based practice and best practice guidance. Leaders will ensure that evidence gathered through case sampling and termly reviews directly informs any necessary adaptations to the inclusion strategy.

Proactive, evidence-informed changes will be implemented to further enhance the experiences and achievements of all learners and apprentices, ensuring that the policy consistently supports a culture of inclusion and high expectations throughout the college.



10. Monitoring, Review and Governance

Inclusion Key Performance Indicators (KPIs) are embedded in the college's Strategic Plan and Quality Improvement Plan. Progress towards these targets is reported termly to the Governing Body, with regular audits and comprehensive reviews conducted in line with Ofsted's toolkit.

This is an example of how we will track and measure our progress to reducing inclusion gaps in Education Programmes for Young People, we will however be monitoring and reviewing all provision types.

Inclusion Metric	Baseline 24/25 SAR	25/26 QIP Priorities
Known to Social Care	Attendance -1.4%	
	Retention +0.7%	
	Achievement -0.6%	
	Progress +8.5%	
	Participation -8%	To address participation for those known to Social Care – Vulnerable Young Person Transition Officers to address through LAC Review and PEPs, particularly in Inclusive Learning for those who are on ESOL Programmes UASC
Economically Disadvantaged	Attendance -4.9%	The bursary will be assessed for effectiveness in supporting our most economically disadvantaged learners to ensure that the mix and balance of support is right
	Retention +3.4%	
	Achievement +1.9%	
	Progress -1.1%	
	Participation -2.7%	To address participation for those who have an EHCP Review, particularly in Inclusive Learning
SEND	Attendance -0.3%	Cross College departments to have a QIP action to address attendance for all students who have not yet achieved maths and/or English
	Retention +3.7%	
	Achievement +3.8%	Cross College departments to have a QIP action to address attendance for all students who have not yet achieved maths and/or English
	Progress +6.3%	
	Participation -11.2%	To address participation for those who have an EHCP – ALS Team Leaders to address through EHCP Review, particularly in Inclusive Learning
No L2 E&M	Attendance -7.1%	Cross College departments to have a QIP action to address attendance, retention and achievement for all students who have not yet achieved Maths and/or English
	Retention -5.7%	
	Achievement -8.7%	
	Progress +6.8%	
	Participation -7.5%	Cross College departments to have a QIP action to address attendance for all students who have not yet achieved maths and/or English

*This will be updated annually





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