

Woking College

Inclusion Strategy 2026-2029



About Us

Woking College is a Sixth Form College which provides a range of Level 3, Level 2 and Level 1 courses for 16–19-year-old sixth form students. Students also participate in a range of over 75 enrichment activities to enable additional academic, sporting, cultural and personal development opportunities.

Alongside this, Woking College also delivers a range of ESOL Entry, Level 1 and Level 2 courses and GCSE English and Maths for adult learners. The majority of the ESOL courses are taught on site with some online for those who are unable to travel. These courses provide important access to on-going education for adults who are often from minority ethnic groups.

The College is committed to the success of all our students. It treats students as individuals and thus regards equality, diversity and inclusivity as an integral part of student learning.

Statement of Intent

Woking College is committed to ensuring that every learner—regardless of SEND status, socio-economic circumstances, or personal barriers—can access a high-quality, ambitious education and achieve their intended destinations. We aim to support students to thrive in their academic and personal lives. Our strategy is guided by:

- The **SEND Code of Practice (2015)**: person-centred practice, early identification, and preparation for adulthood.
- The draft white paper on SEND provision: **Every child achieving and thriving (2026)**
- The **Equality Act (2010)**: eliminating discrimination, promoting equality of opportunity, and fostering positive relationships.
- A whole-college belief in the importance of ensuring equity of opportunity and the role of our college in enhancing life chances and life choices for all learners.

This Inclusion Strategy is embedded in the whole-college approach and is led by the College Leadership team and Trustees. All aspects of inclusion are carefully researched and guided by an evidence-based approach considering best-practice examples of inclusion. This includes the College approach to curriculum design and adaptive teaching; support for students with identified or emerging SEND needs; attendance monitoring and support; and the maintenance of a safe, welcoming and accessible college environment.

Barriers to Learning and Participation identified for students at Woking College

- An increasing number of students presenting with anxiety and mental health needs.
- A large cohort of neurodivergent learners requiring adaptive teaching and executive functioning support.
- Attendance challenges for vulnerable learners.
- Language barriers for ESOL students.
- Digital poverty and financial hardship.
- Gaps in attainment among lower prior attainers.
- Barriers faced by care-experienced students, young carers and those with known or previously known to social care.

Strategic Priorities:

1: Welcome and support a diverse range of students and staff

In line with the College Strategic Plan, we will ensure that we create a culture of inclusion where all students and staff feel valued, safe and supported.

Key Actions:

- Continue to be an outward-looking college that recognises its role and responsibility in a diverse community. This includes considering how the College can best support young people at risk of being NEET; young people with English as a Second Language; and adult learners needing GCSE and ESOL qualifications.
- Ensure Staff CPD includes a focus on inclusion including anti-racism; LGBTQ+ inclusion; SEND awareness and support strategies; Mental Health First Aid and other training aimed to help staff to understand and effectively support students.
- Develop staff CPD to ensure all staff use consistent language and approaches when challenging discrimination and supporting students with SEND.
- Develop support systems for students and staff to report bullying, harassment and welfare concerns and for these to be addressed.
- Continue to strengthen transition processes for students with identified support needs including early liaison with schools, parents/carers, and external agencies.
- Continue to provide access to counselling and mental health support for staff and students and develop visible safe spaces including the student wellbeing hub and learning support room (B09).
- Continue to develop student and staff support groups and mentor programmes (currently including GSA support for LGBTQ+ students; neurodiversity group, Chill out, student wellbeing mentors; student anxiety group and bereavement support; staff groups for carers; menopause group etc).
- Ensure there are opportunities across the curriculum to ensure representation, accessibility, and relevance; and develop teaching resources that reflect diversity (ethnicity, disability, gender identity, socio-economic background).
- Take all opportunities within the pastoral curriculum to promote respect, belonging, anti-bullying, and mental health awareness.
- Celebrate key events such as Black History Month, Pride, Disability History Month, and Mental Health Awareness Week.

Addresses barriers related to:

- SEND, ESOL, mental health concerns, ethnic minority learners, LGBTQ+ learners,

2: Early Identification and Assessment of Need

We will continue to develop and implement systems that identify barriers to learning at the earliest opportunity.

Key Actions:

- Gather information on barriers to learning pre-enrolment where possible and appropriate (via EHCPs, Child Protection information, and student applications) to ensure a planned approach to support provision.
- Meet with students (and parents/carers where possible) at enrolment where barriers to learning have been identified pre-entry to discuss support needs and plan interventions.
- Screen all EAL learners at enrolment to identify their level of language skill and ensure they are supported to access courses at an appropriate level alongside ESOL learning.
- Survey all students at enrolment to identify further barriers to learning (including mental health needs; caring responsibilities; digital poverty; experience of care; financial disadvantage; armed forces families; additional learning needs previously undisclosed) and initial support requirements.
- Post-enrolment: gather any further information and documentation on barriers to learning and support needs (including diagnostic reports; transition notes from schools; exam access arrangements documentation; GCSE Maths and English grades; evidence of FSM at school etc)
- Explore the development of a needs profiling framework to identify levels of need for every learner and ensure appropriate support and monitoring is in place.
- Further develop a structured graduated approach: **Assess → Plan → Do → Review** for all students receiving SEND Support to include universal core support; personalised support and specialist support depending on the needs of the learner.
- Develop new Individual Support Plans for all learners with personalised support.

Addresses barriers related to:

SEND (including EHCP and high needs) ESOL, Care-experienced students, Young Carers, FSM, previously Pupil Premium, digital poverty, mental health concerns, financial hardship.

3: Closing disadvantage gaps and removing barriers to learning and participation

We will continue to address socio-economic, cultural, and environmental barriers to participation for all learners and ensure learners with SEND receive tailored, person-centred support.

Key Actions

- Provide personalised support for **FSM**, and **financially disadvantaged** students via bursary and FSM.
- Offer language and academic support for **ESOL learners** through ESOL provision for sixth form students and adult learners.
- Continue to develop a comprehensive **digital access strategy** (laptop loan scheme and student wifi).
- Develop a curriculum offer that support students to develop Literacy and Numeracy skills particularly in cases where the expected standards have not yet been met before enrolment.
- Strengthen mental health provision through counselling, early help, and staff mental-health first aid training (rolled out to all college staff).
- Implement culturally responsive and anti-racist practices.
- Monitor progress of low prior attainment students and identify any further support needed for this group of learners.
- Provide Individual Support Plans for all learners with SEND need with personalised outcomes, strategies and review cycles.
- Ensure provision of specialist support for High Needs funded students including – where required – 1-2-1 support in lessons; assistive technology; mentoring support and exam access arrangements.
- Offer targeted interventions (e.g. study support sessions; support with organisation skills; future-ready life skills programme; specialist careers support) for students as part of personalised support provision.
- Continue to explore and implement the use of assistive technology including
- Provide specialist staff: LSAs, specialist teachers, mental health practitioners, careers advisers, ELSAs and introduce additional specialist ADHD coaching.
- Continue to develop sensory-friendly and wellbeing spaces including B09 and the wellbeing hub.
- Closely monitor the progress of all EHCP learners and ensure timely Annual Reviews for EHCP learners.
- Continue to provide bespoke support for young carers, care-experienced students, and those facing barrier to attendance due to mental health concerns.
- Continue to provide personalised interventions to support students including the Independent Learning Mentor Programme; learning support mentoring; Progress Mentors; revision skills; ELSA support.

Addresses barriers related to:

SEND, EHCP (including high needs) FSM, care-experienced students, Young Carers, digital poverty, financial hardship, ethnicity, ESOL, low prior attainment, low school attendance, mental health concerns.

4: Ongoing implementation of high-quality teaching, an inclusive curriculum, and reasonable adjustments

We will continue to deliver an ambitious curriculum accessible to all learners.

Key Actions

- Further develop the College approach to adaptive teaching including focused CPD on SEND for teaching and learning support staff.
- Continue to embed high quality, inclusive teaching and learning across all subjects, including structured explanations, modelling, scaffolding, retrieval practice, and regular checks for understanding.
- Provide appropriate reasonable adjustments (assistive tech, accessible materials, quiet spaces, modified deadlines) for learners as part of personalised support.
- Ensure flexible pathways and high-quality provision for **GCSE Maths and English re-sit learners**.
- Ensure high-quality teaching and effective and accessible learning for adult learners in ESOL and GCSE Maths and English lessons.
- Audit curriculum representation across departments and subjects to ensure cultural inclusivity.

Addresses barriers related to:

SEND, ESOL, low prior attainment, ethnic minority learners, GCSE re-sit students.

5: Develop student voice to foster a culture of belonging and an inclusive ethos

We will create an environment where every student feels represented, safe and valued.

Key Actions

- Develop SEND and disadvantaged student focus groups to enable clear routes for student feedback on SEND provision.
- Implement half-termly pastoral focus groups to enable student feedback on all aspects of college support and inclusion.
- Continue to gather feedback from students in disadvantaged groups including Care Experienced students, young carers.
- Continue to gather student voice following interventions including the Independent Learning Mentor Programme; learning support mentoring; Progress Mentors; revision skills; ELSA support and use this feedback to improve and develop provision.
- Facilitate staff training on inclusive practice, SEND support and unconscious bias.
- Continue to promote positive relationships and a zero-tolerance stance toward discrimination or bullying.
- Ensure accessible information and communication channels for staff and students to raise concerns in person (with HOY for students and via HR for staff) and anonymously (currently via the anonymous reporting text number and staff anonymous wellbeing concerns form).

Addresses barriers related to:

SEND, minority ethnic students, care-experienced students, young carers, and those with mental health needs.

6: Multi-Agency Collaboration and Support

We will work with external partners to provide holistic and comprehensive support for all students and particularly for those facing barriers to their learning.

Key Actions

- Work with parents and carers to ensure students are well-supported and concerns are shared.
- Collaborate with local authority SEND teams for EHCP reviews and High Needs provision.
- Work closely with Virtual Schools for care-experienced learners.
- Engage with CAMHS, NHS teams, Surrey MHST; youth services, and community organisations such as Steps to Work; Surrey Care Trust; Waythrough; Catch 22; Action for Carers; Your Sanctuary to access personalised support for students facing barriers to learning.
- Work with Surrey County Council to support learners with current or previous experience of social care. This includes attending meetings; making referrals and consulting SCC where there are concerns about students.
- Work with police; youth justice; Prevent and other services to ensure students are safe and supported.
- Strengthen employer and careers links for preparation for adulthood.

Addresses barriers related to:

SEND, EHCP (including high needs), Care-experienced learners, care leavers, mental health needs, young carers, ESOL, experience of youth justice.

Expected Outcomes of implementing this Inclusion Strategy:

By implementing this strategy, the College aims to achieve:

- **An inclusive culture** where all students and staff feel valued and included.
- **Improved attainment and progress** for SEND and disadvantaged groups.
- **Narrowed gaps** in retention, attendance and destinations.
- **Increased participation** in enrichment, leadership and wider college life.
- **Enhanced wellbeing and resilience** among vulnerable groups.
- A culture where **every young person has equitable access to success**.

Monitoring, Evaluation and Accountability

We will rigorously track outcomes to ensure progress, reduce gaps and drive continuous improvement.

Key Actions

- Monitor the effectiveness of all interventions at personalised and specialist levels.
- Use data to track progress, retention, attendance, behaviour, safeguarding and destinations for SEND and all disadvantage categories.
- SLT to conduct annual reviews of this Inclusion Strategy and key actions and report to Trustees.
- Publish annual Equality Duty Report.
- Embed inclusion into departmental and whole college Self-Assessment reviews and Quality Improvement Plans.

Planned Action in 2026-27

At Woking College, we plan to utilise our Inclusive Mainstream Fund (IMF) allocation, and external charity support, to strengthen **universal** inclusive practice and provide **personalised** and **specialist** support that addresses the barriers frequently experienced by our learners. Many of the strategic priorities listed above utilise the College's Core Funding to provide support to students to address a range of barriers to learning and it is our goal to continue to fund this support. We have also been able to access additional support from the charity Bee-lieve to further enhance our provision to support inclusive education.

In line with the government guidance [Developing an inclusion strategy using the inclusive mainstream fund - GOV.UK](#), the table below identifies the key additional actions and budgeted costs which are intended to utilise the additional Inclusive Mainstream Funding allocation.

Description of activity and barrier to learning addressed through this action.			Activity type (Universal, Personalised or Specialist)	Total budgeted cost
	Activity	Barrier to learning addressed		
1	Strengthening systems for data collection and analysis to better understand the needs of students through the provision of additional staffing and administrative capacity.	SEND	Personalised and Specialist	£48,000 Funded from IMF
2	Utilising carefully selected technology to support a range of needs within and beyond the classroom	SEND	Universal, Personalised and Specialist.	£15,000 Funded from IMF
3	Facilitating high-quality staff training to enhance support for students with SEND and mental health needs.	SEND and mental health concerns	Universal	£7,000 Funded from IMF
4	Further developing transition support for vulnerable learners.	SEND	Specialist	£1,000

ADDITIONAL RELEVANT POLICIES/ PROCEDURES

This Inclusion Strategy should be read alongside the following organisational policies, procedures and guidance:

- Woking College Strategic Plan
- Equality, Diversity and Inclusion Policy
- Public Sector Equality Duty Report
- Safeguarding and Child Protection Policy
- Looked After Children Strategy

- Student Code of Conduct
- Academic Support Policy
- Pastoral Provision Policy
- Learning Support and Send Policy
- Sustainable Access to Learning Procedure
- Anti-bullying Policy

References

- [Equality Act 2010](#)
- [Public Sector Equality Duty: guidance for public authorities - GOV.UK](#)
- [Keeping children safe in education 2026: September 2026](#)
- [SEND code of practice: 0 to 25 years - GOV.UK](#)
- [Developing an inclusion strategy using the inclusive mainstream fund - GOV.UK](#)

Were changes made to the Policy when received? If YES complete the Partial Equality Analysis table.

Questions for all Policies		Please Tick Box	
Is it likely that the Policy Revision could have a negative impact:-		YES	NO
1.	On minority ethnic groups?		X
2.	Due to gender?		X
3.	Due to disability?		X
4.	Due to sexual orientation?		X
5.	Due to their religious beliefs (or none)?		X
6.	On people due to them being transgender or transsexual?		X
Additional questions for Policies relating to Staff			
Is it likely that the Policy Revision could have a negative impact:-			
7.	On people due to their age?		X
8.	On people due to their marital or civil partnership status?		X
9.	On people with dependants/caring responsibilities?		X

Date of Review	New Strategy	Did you make changes?	x	
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If YES please speak with The Assistant Principal as a full Equality Analysis may be required.

HCL/Inclusion Strategy: Sep 2026
 Last reviewed: new strategy
 Next review: Sep 2027