BEAUMONT COLLEGE INCLUSION STRATEGY

Strategy implemented:	July 2026
Last reviewed:	September 2026
Next review due:	September 2027

EQUALITY AND DIVERSITY STATEMENT

Salutem Care & Education is committed to the fair and equitable treatment of all individuals in accordance with the Equality Act 2010. An Equality Impact Assessment has been completed for this strategy to ensure it can be applied consistently and without discrimination. Salutem Care & Education is committed to safe, high-quality, person-centred services that uphold people's rights and dignity.

All colleagues (including volunteers, agency workers and contractors) must follow this strategy, guided by our values. Strategies are reviewed every year; if a review is delayed, the current version remains in force.

Training will support understanding, and people we support will be involved in reviews. Local policies and procedures may support this strategy.

This strategy must be shared with all colleagues.

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1. Summary

Beaumont College Inclusion Strategy

Our Vision for Inclusive Education

Beaumont College is committed to creating a genuinely inclusive learning community where all students are valued, respected and supported to achieve their full potential. Inclusion is fundamental to the ethos, culture and daily practice of the college and is embedded across all aspects of provision. As a specialist post-16 setting, the college supports young people aged 16–25 with a wide range of special educational needs and disabilities, including physical disabilities, learning disabilities, autism and complex health conditions.

The college believes that every student has a right to meaningful access to education, opportunities for independence, and full participation in society. Inclusive practice is rooted in high expectations, an understanding of individual need and a commitment to equity of opportunity.

The college's approach aligns with:

- The Equality Act 2010
- The Children and Families Act 2014
- SEND Code of Practice
- Ofsted Further education and skills inspection: toolkit, operating guides and information 2025. 2026 guide was released 12/06/26

This ensures that students are central to decision-making and that provision is designed around individual outcomes.

2. Document Control

Strategy Sponsor (Name & Role):	Vicky Muncaster, Assistant Principal
Strategy Reviewer (Name & Role):	
Approved by (Name/Role):	
Date Implemented:	July 2026
Last Reviewed:	September 2026
Next Review Due:	September 2027
Version Number:	1.1

In this policy, "the Organisation" means Salutem Care & Education [Salutem Ld Bidco Iv Limited, Pathways Care Group Limited, Pathways 4 Care Ltd, Modus Care Limited, Clearwater Care (Hackney) Limited, Greenfield Close Residential Home Limited, Salutem Shared Services Limited, Salutem Shared Services Ii Limited, Salutem Shared Services Iii Limited, Modus Care (Plymouth) Limited, Salutem Ld Bidco Limited, Salutem Ld Bidco Ii Limited, Salutem Ld Topco Limited, Salutem Ld Topco Ii Limited, Newlife Care Services Limited, Pathways Daycare Limited, Amity Residential Care Limited]. References to "Salutem" are used as a short form.

Controlled Copy Location:	☐ BLINK ☒ Education Strategy Hub	
Strategy category (tick):	☐Safeguarding ☐ Care practice ☒ Education ☐ Other: [ ]	☐ Health & Safety ☐ HR/People ☐ Information Governance
Strategy Applies to:	**People we Support** ☐ Children/young people ☒ Adults ☐ Students **Workforce** ☒ Permanent ☐ Bank ☒ Agency ☒ Other: College Governors	☐ Families/Carers ☒ Volunteers ☐ Contractors

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4. Definitions

Inclusion
A proactive approach to ensuring that all students, regardless of need, background or ability, are able to access, participate in and benefit from education, with barriers removed or minimised.

Access to Education
The ability for all students to engage meaningfully in learning opportunities through appropriate adjustments, support and provision. This includes physical access, communication access, curriculum access and emotional readiness for learning.

Special Educational Needs and Disabilities (SEND)
A term used to describe students who have a learning difficulty or disability that requires special educational provision to be made, including those with physical disabilities, learning disabilities, autism and complex health needs.

Reasonable Adjustments
Changes made by the college to remove or reduce disadvantages experienced by students with disabilities, ensuring equitable access to education and services.

Preparation for Adulthood
A structured approach to supporting students to develop the skills, confidence and experiences needed for adult life, including independence, employment, community participation and health.

Person-Centred Practice
An approach that places the student at the centre of planning and decision-making, ensuring that provision reflects their individual needs, strengths, preferences and aspirations.

Co-Production
A collaborative process where students, families and professionals work together to shape provision, support and outcomes.

Student Voice - The active involvement of students in expressing their views and influencing decisions, service delivery, and improvement.

Principles

Understanding Our Students

In this policy, "the Organisation" means Salutem Care & Education [Salutem Ld Bidco Iv Limited, Pathways Care Group Limited, Pathways 4 Care Ltd, Modus Care Limited, Clearwater Care (Hackney) Limited, Greenfield Close Residential Home Limited, Salutem Shared Services Limited, Salutem Shared Services Ii Limited, Salutem Shared Services Iii Limited, Modus Care (Plymouth) Limited, Salutem Ld Bidco Limited, Salutem Ld Bidco Ii Limited, Salutem Ld Topco Limited, Salutem Ld Topco Ii Limited, Newlife Care Services Limited, Pathways Daycare Limited, Amity Residential Care Limited]. References to "Salutem" are used as a short form.

Students at Beaumont College present with diverse and often complex needs. Many have multiple and interrelated areas of need, including communication differences, sensory processing needs, physical disabilities, behaviour needs and medical conditions that require ongoing support. The college recognises the importance of understanding each student as an individual, taking into account their strengths, aspirations, preferences and lived experiences.

Assessment is holistic and ongoing, ensuring that education, health and care professionals work collaboratively to develop a full understanding of each student's needs. This enables the college to provide tailored provision that supports learning, independence and personal development, whilst also promoting dignity and wellbeing.

Creating an Inclusive Culture

Inclusion at Beaumont College is underpinned by a strong culture of belonging. Difference is recognised as a positive and integral part of the community, and staff actively promote values of respect, acceptance and inclusion. Students are supported to develop confidence, independence and self-advocacy, enabling them to take an active role in their own lives.

The college supports an environment where discrimination and exclusion are actively challenged and where diversity is visible and celebrated. Inclusive communication practices ensure that all students can express their views and participate in decision-making. Student voice is embedded across the college, with students supported to contribute to planning, reviewing and shaping their educational experience in ways that are meaningful and accessible to them.

Ensuring Access to Education

Access to education is central to the college's inclusive approach. Beaumont College is committed to removing barriers that may prevent students from fully participating in education. These barriers may be physical, environmental, communicative, social or related to health and wellbeing.

The college ensures that reasonable adjustments are made to meet individual needs, including adapting environments, timetables and teaching approaches. Flexible study programmes are designed to reflect the individual circumstances of students, including health needs, regulation needs, behaviour needs, fatigue levels and therapeutic requirements. Where needed, the college implements alternative and personalised ways for students to access education, ensuring continuity of learning and engagement.

In line with statutory guidance, the college uses its best endeavours to meet the needs of all students, ensuring that support is outcome-focused and prepares young people effectively for adult life. Access to education is not viewed in narrow academic terms, but as holistic and meaningful participation in learning that develops independence, communication, wellbeing and life skills.

Safeguarding and Inclusion

In this policy, "the Organisation" means Salutem Care & Education [Salutem Ld Bidco Iv Limited, Pathways Care Group Limited, Pathways 4 Care Ltd, Modus Care Limited, Clearwater Care (Hackney) Limited, Greenfield Close Residential Home Limited, Salutem Shared Services Limited, Salutem Shared Services Ii Limited, Salutem Shared Services Iii Limited, Modus Care (Plymouth) Limited, Salutem Ld Bidco Limited, Salutem Ld Bidco Ii Limited, Salutem Ld Topco Limited, Salutem Ld Topco Ii Limited, Newlife Care Services Limited, Pathways Daycare Limited, Amity Residential Care Limited]. References to "Salutem" are used as a short form.

Beaumont College recognises that safeguarding is central to inclusive practice and that students with SEND may be more vulnerable to abuse, neglect, exploitation and discrimination. The college is committed to creating a culture where safeguarding is everyone's responsibility and where all students feel safe, respected, listened to and valued.

The college acknowledges that barriers to communication, cognition, social understanding and independence may impact a student's ability to recognise risk, seek help or disclose concerns. Staff therefore adopt a proactive, trauma-informed and student-centred approach to safeguarding.

Inclusive safeguarding practice at Beaumont College includes:

- Ensuring reasonable adjustments are made to enable all students to understand safeguarding information and report concerns
- Promoting student voice, advocacy and supported decision-making
- Responding appropriately to indicators of abuse, self-neglect, exploitation, bullying, discrimination or radicalisation
- Embedding online safety, healthy relationships, consent and community safety within the curriculum
- Using positive and relational approaches to behaviour support which preserve dignity and reduce restrictive practices
- Working collaboratively with families, social care, health professionals and external agencies to safeguard students effectively
- Supporting students' emotional wellbeing and mental health needs through early intervention and multi-agency working

Ensuring all safeguarding procedures align with:

- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- The Care Act 2014
- Prevent Duty Guidance

Curriculum Design and Learning Pathways

The curriculum at Beaumont College is highly personalised and designed to support preparation for adulthood. Learning pathways are developed through comprehensive assessment and reflect each student's strengths, needs and aspirations. This starts at the intake assessment process where transition out of college is always integral within curriculum intent, implementation and impact. The curriculum supports the development of key life skills, including communication, independence, community participation and employability.

Learning is delivered in a range of contexts to ensure relevance and engagement. This includes classroom-based activities, practical and experiential learning, and opportunities to engage with the wider community. The curriculum is flexible and responsive, enabling staff to adapt provision as students' needs and goals evolve over time.

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Inclusive Teaching, Learning and Assessment

Teaching and learning approaches at Beaumont College are tailored to meet the diverse needs of students. Staff use a range of strategies to support engagement, including differentiated teaching, visual and sensory supports, structured routines and personalised learning materials. Communication is adapted to ensure accessibility, including the use of augmentative and alternative communication where appropriate.

Assessment processes are flexible and meaningful, focusing on individual progress and development rather than solely on formal qualifications. Progress is recognised across a broad range of areas, including communication, independence, social interaction, emotional regulation and engagement. This approach ensures that all achievements are valued and that students experience success.

Accessible Environments and Use of Technology

The physical environment at Beaumont College is designed to promote safety, independence and dignity. Facilities are adapted to meet a wide range of needs, including access to specialist equipment and resources, personal care facilities and medical support spaces. Careful consideration is given to sensory environments, ensuring that spaces are supportive and not overwhelming for students.

Assistive technology plays a key role in supporting access to education. Students are provided with technology that supports communication, participation and independence, and staff are trained to ensure that it is used effectively. Technology is regularly reviewed to ensure that it continues to meet the evolving needs of students.

Integrated Education, Health and Care

A defining feature of Beaumont College is its integrated approach to education, health and care. Multidisciplinary teams work collaboratively to ensure that provision is coordinated and responsive. Health and therapy interventions are embedded within the daily experience of students, enabling them to access education safely and effectively. This ensures students are supported to access education with minimal interruptions to their day.

This integrated model ensures that students with complex health or medical needs can participate fully in education. Care plans are closely aligned with educational goals, ensuring consistency and coherence across all aspects of provision. The college works closely with external professionals to ensure continuity of support and effective planning for the future.

Promoting Wellbeing and Personal Development

Wellbeing is a central priority at Beaumont College. The college recognises that emotional wellbeing, mental health and a sense of belonging are essential for successful learning. Students are supported to develop resilience, confidence and positive relationships through a range of structured and informal opportunities e.g. enrichment activities.

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Personal development is embedded throughout the curriculum and wider college experience. Students are supported to build independence, make choices and develop the skills needed for adult life. The college provides a safe and supportive environment in which students can take appropriate risks, explore new opportunities and develop a strong sense of identity.

Workforce Development and Accountability

Inclusive practice is dependent on a skilled, knowledgeable and reflective workforce. Beaumont College is committed to ongoing professional development, ensuring that staff have the expertise required to support a diverse range of students. Training is provided in areas such as SEND, communication strategies, behaviour support, Autism and complex health needs.

All staff share responsibility for inclusion and are supported by clear leadership and accountability structures. Collaborative working is promoted across education, care and therapy teams, ensuring that provision is cohesive and that all staff work towards shared outcomes for students as outlined in student's EHCP's.

Partnerships with Families and the Community

The college recognises that families and carers are key partners in supporting students. Open and transparent communication is maintained, and families are actively involved in planning and reviewing provision. Their knowledge and experience are valued and inform decision-making.

Beaumont College also works closely with the wider community to support inclusion beyond the college environment. Partnerships with community organisations, employers and services create opportunities for students to engage, contribute and develop skills for adulthood. This supports meaningful progression and helps students to become active members of society.

Preparing for Adulthood

Preparation for adulthood is a central focus of the college's work. All provision is designed to support students in developing the skills, confidence and experiences needed for life beyond college. This includes developing independence, accessing community opportunities, and, where appropriate, preparing for employment or further education.

Students are supported to explore their aspirations and to work towards outcomes that are meaningful to them. Transition planning is a key part of the college's approach, ensuring that students are well prepared for their next steps and that support continues beyond the college.

Monitoring and Continuous Improvement

Beaumont College is committed to continuous improvement in inclusive practice. The college regularly evaluates its provision through monitoring student outcomes, reviewing progress and gathering feedback from students, families and staff. This information is used to identify strengths, address gaps and drive ongoing development.

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Inclusion is seen as a dynamic and evolving process. The college remains committed to reflecting on its practice, learning from experience and adapting to meet the changing needs of its students and the wider context.

Our Commitment

Through this strategy, Beaumont College reaffirms its commitment to providing an inclusive, high-quality educational experience for all students. By removing barriers, promoting access to education and fostering a culture of respect and belonging, the college supports students to achieve their potential and lead fulfilling, meaningful lives.

6. Monitoring, Audit and Compliance

The college is committed to ensuring that inclusive practice is consistently implemented, monitored and reviewed to meet statutory and organisational expectations.

Monitoring will include:

- Regular review of student progress, outcomes and engagement across all curriculum pathways
- Analysis of access to education, including participation, attendance and progression
- Evaluation of the effectiveness of reasonable adjustments and support strategies
- Review of Education, Health and Care Plan (EHCP) outcomes and annual review processes
- Feedback gathered from students, families and staff to inform continuous improvement

Audit processes will include:

- Internal quality assurance cycles, including teaching, learning and assessment reviews
- Curriculum and provision audits to ensure alignment with Preparation for Adulthood outcomes
- Health, safety and accessibility audits of the physical environment
- Review of assistive technology provision and its impact on student access

Compliance is ensured through:

- Alignment with statutory frameworks including the SEND Code of Practice and Equality Act
- Adherence to internal policies and procedures relating to safeguarding, curriculum, behaviour and assessment
- Oversight from senior leaders and governance structures
- External inspection and review processes where applicable

Findings from monitoring and audit activities are used to drive continuous improvement, inform strategic planning and ensure accountability at all levels.

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7. Areas of Responsibility

Governors

- Ensure compliance with statutory responsibilities relating to SEND and equality
- Provide oversight and challenge regarding inclusive practice and outcomes
- Monitor the effectiveness of this strategy

College Senior Leadership Team

- Provide strategic leadership for inclusion across the college
- Ensure that inclusive practice is embedded in all areas of provision
- Allocate resources effectively to support equitable access to education
- Monitor performance and drive improvement

Curriculum Leaders

- Ensure that curriculum design and delivery meet the needs of all students
- Monitor student progress and access across programmes
- Support staff to implement inclusive teaching and assessment practices

Learning Support Workers

- Coordinate provision for students with SEND
- Support staff in implementing appropriate strategies and adjustments
- Contribute to EHCP processes and ensure provision meets identified needs

Therapy, Health and Care Teams

- Provide integrated support to enable students to access education safely
- Contribute specialist expertise to inform provision and planning
- Work collaboratively with education staff to deliver holistic support

Teaching and Support Staff

- Deliver inclusive teaching and support tailored to individual needs
- Implement reasonable adjustments and personalised approaches
- Promote student independence, engagement and wellbeing

All Staff

- Promote a culture of inclusion, respect and belonging
- Challenge discrimination and barriers to participation
- Engage in ongoing professional development to support inclusive practice

Compliance with this strategy is mandatory. Failure to follow its principles may compromise safety, quality, or regulatory compliance and may result in managerial or disciplinary action.

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8. Learning and Development

The college is committed to ensuring that all staff have the knowledge, skills and confidence to deliver inclusive, high-quality provision.

This includes:

- A structured induction programme for all new staff, including training on inclusion, SEND and safeguarding
- Ongoing professional development in areas such as communication strategies, behaviour support, assistive technology and complex health needs
- Training aligned with statutory responsibilities and best practice guidance
- Opportunities for reflective practice, coaching and peer support

Specialist training may include:

- Augmentative and alternative communication (AAC)
- Positive Behaviour Support (PBS)
- Trauma-informed approaches
- Manual handling and medical procedures (where appropriate)

Staff development is monitored through appraisal and supervision processes, ensuring that learning translates into improved practice and outcomes for students.

9. Associated Documents

This strategy should be read alongside:

- Safeguarding Policy (Salutem and Local)
- Positive Behaviour Support Policy
- Curriculum Strategy
- Assessment Policy
- Equality, Diversity and Inclusion Policy
- Attendance Policy
- Health and Safety Policy
- EHCP and Annual Review Procedures
- Transition and Preparation for Adulthood Framework
- Complaints and Feedback Policy

10. Legal, Regulatory & Standards Framework

- Ofsted Further education and skills inspection: toolkit, operating guides and information 2026

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- Data Protection Act 2018 / UK GDPR
- Equality Act 2010
- Health and Safety at Work etc. Act 1974
- Care Act 2014 / Children Act 1989 & 2004
- Mental Capacity Act 2005
- CQC Fundamental Standards / CIW Regulations / Ofsted requirements

11. Version Control

This is a controlled document. As a controlled document, any printed copies of this document, or saved onto local or network drives should be actively monitored to ensure the latest version is always available.

Version Number	Date	Author	Summary of Changes	Approved By
V1	16/07/2026	L.Hill	New strategy	
V1.1	23/9/2026	V Muncaster	Reviewed	

12. Appendices

- None

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