

College Inclusion Charter



**Gower College
Swansea**

**ASD Strategy
Group**

Gower College Swansea is ambitious for learners with autism. We aim to provide outstanding teaching and learning focussed on progression. We will work with our partners to ensure that by September 2017 our college demonstrates that we:

1. Understand and recognise the rights and needs of learners with autism by listening to their views, engaging in person-centred planning and supporting them to achieve their desired outcomes.
2. Work in partnership with local schools to enable students with autism to gain experience of college life to support successful transitions from school to college.
3. Ensure all college staff have an understanding of autism, and that teaching staff draw on specialist expertise to effectively adapt the curriculum, and develop inclusive teaching methods for learners with autism.
4. Adopt a flexible approach, enabling learners to progress through meaningful and personalised study programmes in the settings and timeframes that work best for them.
5. Build relationships with parents and carers, local businesses, housing providers and higher education institutions to effectively support transition for all learners, both from school to college and from college into living, learning and working as independently as possible.
6. Meet legal duties to make reasonable adjustments for learners with autism, through actively using our best endeavours to remove barriers to learning.

We will evidence this by:-

- Building an action plan for delivering this Charter into our strategic plan.
- Delivering an annual report to Governors on progress against each of the areas above.
- Ensuring our learner voice strategy effectively engages with learners with autism and responds to their views.

Signed by
College Principal:.....

Date:.....

Guidance Notes for College Inclusion Charter

1. **Ensuring** the learner fully understands what the college is able to offer them. **Discuss** alternatives before and during enrolment so the correct programme of study is chosen. **Regular** one to one personal tutorials are in place termly, setting appropriate targets for success and progression.
2. **Attend** all student reviews within schools. **Share** appropriate information from schools and careers. **Set** dates for transition days either individually or as a group.
3. **Promote** Autism positively within the college, by encouraging staff to **attend** appropriate CPD on a regular basis. **Monitor** teaching methods through our quality cycle and **encouraging** external expertise to evaluate our progress.
4. **Set** appropriate individual targets throughout one-to-one tutorials to ensure student success. **Adapt** learning programmes when possible to meet the needs of learners.
5. **Continue** to communicate and engage all appropriate external stakeholders through letters, meetings, success stories and visits. **Ensure** all our learners have a successful transition out of college with appropriate support and guidance.
6. **Remove** any barriers for ASD learners by actively **listening** and **responding** to legal duties, feedback from partners, The Learner Voice and meeting successful completion targets.