

SEND support in T Levels @ City College Norwich

Roz Hicks - Head of Media, Business & Digital Industries

Gemma Burton - Head of Inclusive Learning, Aspire and MINT



The City College Norwich Philosophy

As a college, we are committed to ensuring that students with learning difficulties, differences, or inclusion barriers have their needs met and are supported to achieve their aspirations and full potential—whether that means thriving independently in their community, progressing to further or higher education, starting an apprenticeship, or moving into employment

We strive to create a culture—what we call our 'Ways of Working'—that promotes equality of opportunity and is continuously focused on excellence, fostering an aspirational and inclusive environment

We pride ourselves on striving for outstanding teaching, learning, and assessment at all times. We maintain high expectations of our inclusive approaches, ensuring that equality and diversity remain at the forefront of our practice

We recognise that students learn at different rates and require varying levels and types of support to succeed. We work to understand these differences, make reasonable adjustments where needed, and plan an inclusive, differentiated approach to teaching

To support this.....

EDUCATION & TRAINING FOUNDATION

CENTRES FOR EXCELLENCE IN SEND

CITY COLLEGE NORWICH

Staff Toolkit

Inclusive support strategies for students with disability, difficulty or inclusion need

Collaborative & Inclusive

Consistent & Responsible

Open & Informative

Respectful & Fair

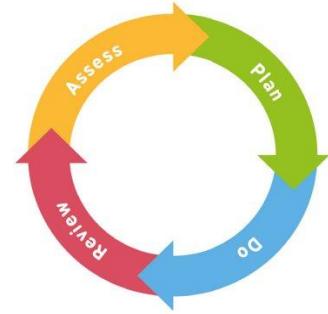
Kind & Curious

 EASTON COLLEGE

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 CITY COLLEGE NORWICH

Key aspects of the Graduated Approach



A 4 part process

- Key aspect of SEND Code of Practice
- Assess: identification of needs
- Plan: planning adjustments
- Do: implementation of support
- Review: Review effectiveness of support

Ordinarily Available Support

- Quality first teaching, adaptive, additional learning support provided if progress not as expected

Increasing Expertise

- The more complex the need, the more additional and/or external support a young person may need

Outcome focused

- Reducing the need for long term support, fostering independence, achieving positive outcomes

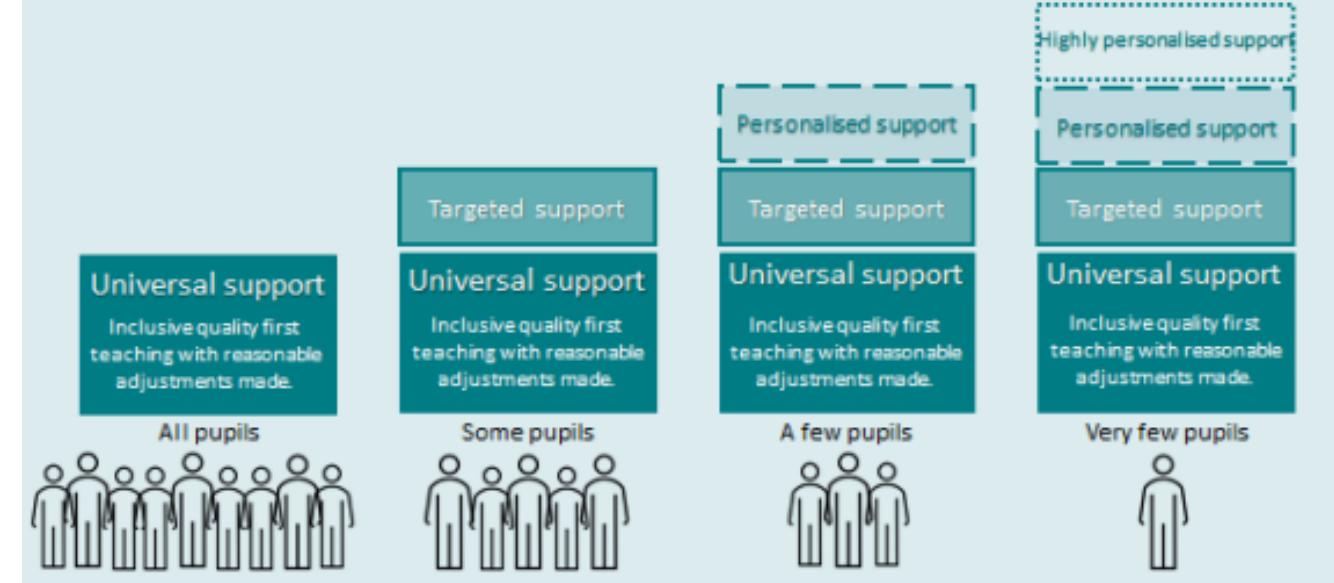
Waves of Intervention

Waves of Intervention Model



UK Government, 1998

The Graduated Approach



Milton Keynes Council, 2026

Assess

Programme of Study

- Knowledge is Power
- Gather information about your learners and this process begins at application
- Is then discussed and developed at interview/taster days
- Nurtured during enrolment and the start of term as part of assessing starting points (diagnostics)

Industry Placement

- Part of onboarding is discussing the Industry Placement
- We assess a young person's ability to undertake placement and what adjustments we may need to consider
- We work with each young person to understand their individual barriers or challenges when applying, interviewing and beginning placement

Plan

Programme of Study

- Planning an approach to learning which is targeted and focused to the learner need
- What will learning look like if interventions are successful?
- Frequent communications between course teams and SEN colleagues, EHCP Co-ordinators and LSAs to clarify support needs
- Create reasonable adjustments as required

Industry Placement

- The Student determines the approach we take to their Industry Placement
- We work with each student to establish how they apply, interview for, travel to and undertake a placement
- Use our SEN colleagues, LSAs and IP co-ordinators within the planning process
- Involve the employer with all stages too – H&S Assessment

Do

Programme of Study

- Putting plans into action
- Student at the centre of any plans
- What strategies may support the learner to thrive in class?
- Adaptive TLA to respond to learner needs
- CPD and training organised for curriculum staff, support staff and LSAs if required

Industry Placement

- Provide support for employers using our 'Toolkit'
- Organise training for work-based supervisors if requested
- Enable any reasonable adjustments to be initiated with the student, our IP Team and employer, ie interviews at college, LSA accompanying student to placement etc.

Review

Programme of Study

- This is an ongoing process to assess the progress learners have made
- Are they able to access the curriculum? WWW and EBI?
- We learn and adapt from student voice
- Focus on developing student independence for the T Level and for Industry Placement

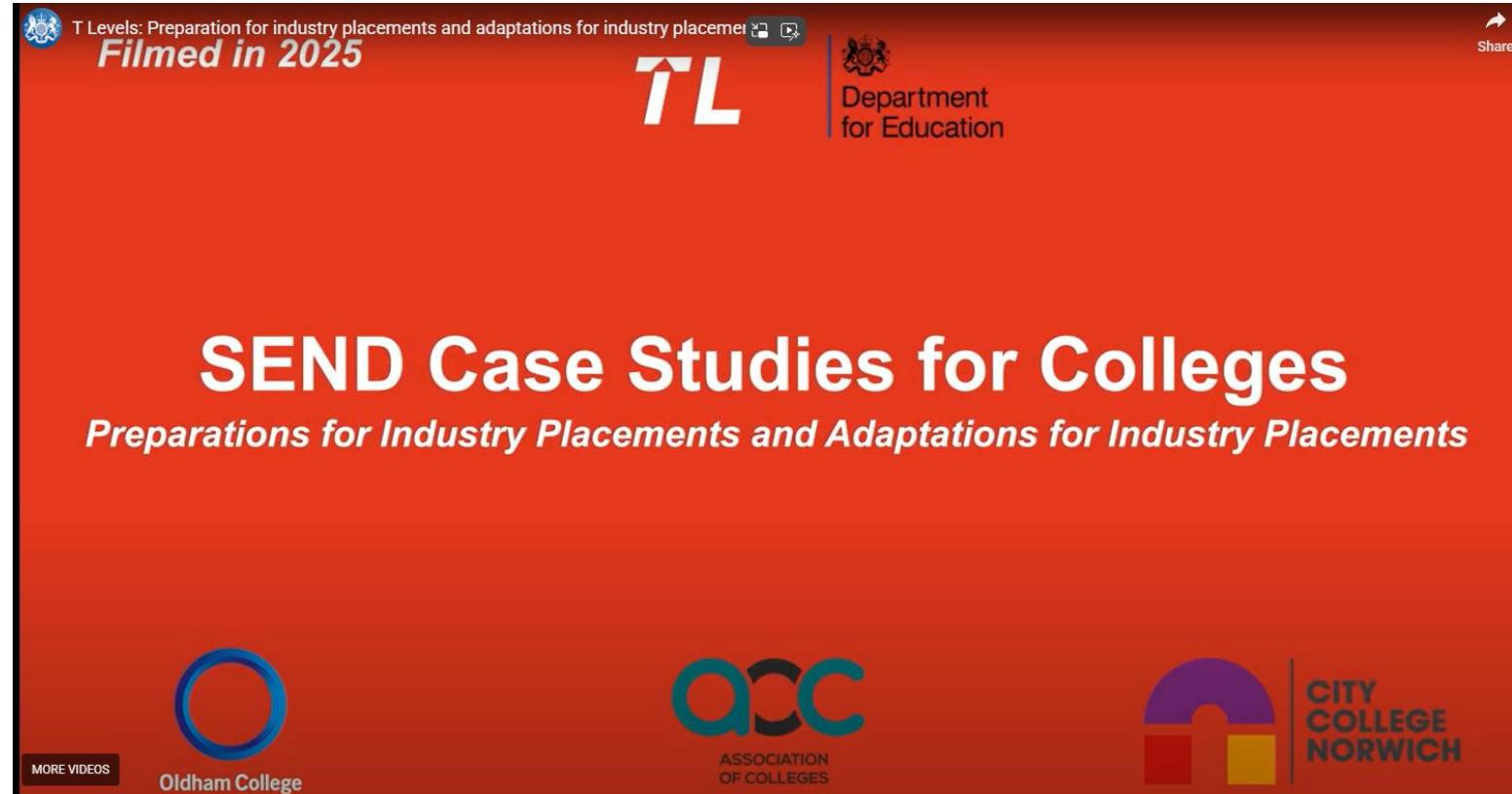
Industry Placement

- Regular review and monitoring of placement, enabling further adjustments as needed
- Ongoing process
- We use Gro-Far to monitor progress
- IP co-ordinators make visits to employers
- Students update teachers and peers regarding IP targets and review progress

Toby Ives-Coleman

- Toby was been a student at City College Norwich for 4 years, beginning his journey in our Inclusive Learning Department
- The first 2 years were focused on creating a supportive and nurturing environment whilst Toby developed his confidence and independence
- We were thrilled that Toby chose to enrol onto T Level Management & Administration: Business Support in September 2023
- Toby's Industry Placement was organised at the American Library in Norwich where he was already volunteering due to his interest in military history
- Toby completed his hours and is still attending his placement as a paid position to support his university studies
- Toby achieved a D* for his T Level Business Support

AoC Padlet: T Level



T Levels: Preparation for industry placements and adaptations for industry placements

Filmed in 2025

TL

Department for Education

Share

SEND Case Studies for Colleges

Preparations for Industry Placements and Adaptations for Industry Placements

Oldham College

ACC
ASSOCIATION
OF COLLEGES

CITY COLLEGE NORWICH

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Toby's T Level experience:

- The teaching staff have explained subjects clearly & supported me throughout the T Level
- There is a clear timescale for each task & project set, and I have gained more and more practise for the exam throughout the year (Occupational Specialism)
- The exam format has also been much better for me - Whilst still challenging and at times stressful, the staged exams/tasks of the OS avoids putting all the emphasis on one day, which is better for my way of working, and also for the consistency for my learning and development
- Self Reliance - I think the course has allowed me to "do my own thing" structure my work, and find a placement that I am comfortable in, whilst still developing core skills
- The skills I have learnt are very useful both for work, but also for University and future studies, something I feel gives me many more options in the future
- Whilst cliche, the T Level definitely has greater benefits if you put time and effort into the content, revision and theories, rather than just coasting

Activities

- In break out rooms – discuss student case studies at your own centre focusing on what your approach is
- Assess how well your own practice and processes are related to the Graduated Approach (WWW &EBIs)
- How can you evidence the graduated approach is being used effectively for SEND learners in your area/department/organisation?
- What do you consider to be quality first teaching? Can you provide examples from your own teaching and/or your curriculum area.
- Feedback from each group

Discussion & Feedback



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Any Questions

