

Bishop Hedley RC High School
Ysgol Uwchradd Gatholig Esgob Hedley

Inclusion Policy

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Inclusion Policy Bishop Hedley High School

Introduction

The school is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all children matter – including those identified as having special educational needs. The culture, practice, management and deployment of the school's resources are designed to ensure all children's needs are met.

Objectives & Guiding Principles of the Inclusion Policy

- To ensure that all children, whether or not they have ALN, have access to a broad, balanced and relevant curriculum that is differentiated to meet their individual needs.
- To ensure early identification, assessment and provision for any child who may have additional learning needs.
- To help every child realise his or her full potential and optimise their self-esteem
- To enable all staff to play a part in identifying ALN pupils and to take responsibility for recognising and addressing their individual needs.
- To encourage the whole school community to demonstrate a positive attitude towards ALN.
- To encourage and support children to participate in all decision-making processes that occur in their education i.e. their views are sought and taken into account.
- To follow the Code of SEN Practice (2001) which recommends a graduated approach whereby appropriate actions (School Action/Action Plus/Statement) are matched to the individual child's needs.
- To follow the Inclusion & Pupil Support document (WAG 47/2006)

There are many difficulties that children experience that present barriers to learning. The Inclusion policy encompasses:

- Children with Special Educational Needs
- Children with English as an Additional Language (Children for whom English is not their first language)
- Children from Traveller Families (Gypsy, Roma, Irish Traveller, Occupational etc)
- Children with emotional, behavioural, social, mental health problems.
- Children with health problems
- Children from deprived or low income families
- Looked After Children
- Children who are victims of abuse or crime
- Children who are gifted and/or talented (cross reference to More Able and Talented policy)
- Children who play the role of carers in their families

Bishop Hedley Catholic High School sets a broad and balanced curriculum and strives to achieve the three principles that are essential to developing a more inclusive curriculum:

- A. Setting suitable learning challenges
- B. Responding to pupils' diverse learning needs
- C. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Three Principles for Inclusion

In planning and teaching the National Curriculum, teachers have due regard to the following principles:

A. Setting Suitable Learning Challenges

- 1) Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The National Curriculum programmes of study set out what most pupils should be taught at each key stage - but teachers should teach the knowledge, skills and understanding in ways that suit their pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve. Where it is appropriate for pupils to make extensive use of content from an earlier key stage, there may not be time to teach all aspects of the age-related programmes of study. A similarly flexible approach will be needed to take account of any gaps in pupils' learning resulting from missed or interrupted schooling [for example, that may be experienced by travellers, refugees, those in care or those with long-term medical conditions, including pupils with neurological problems, such as head injuries, and those with degenerative conditions].
- 2) For pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation will be necessary. In these circumstances, teachers may need to use the content of the programmes of study as a resource or to provide a context, in planning learning appropriate to the age and requirements of their pupils.
- 3) For pupils whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers will need to plan suitably challenging work. As well as drawing on materials from later key stages or higher levels of study, teachers may plan further differentiation by extending the breadth and depth of study within individual subjects or by planning work which draws on the content of different subjects.

B. Responding to Pupils' Diverse Learning Needs

- 1) When planning, teachers should set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. Teachers need to be aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers should plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.
- 2) To ensure that they meet the full range of pupils' needs, teachers should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability.
 - i. Teachers should take specific action to respond to pupils' diverse needs by:
 - ii. creating effective learning environments
 - iii. securing their motivation and concentration
 - iv. providing equality of opportunity through teaching approaches
 - v. using appropriate assessment approaches for setting targets for learning.

C. Overcoming Potential Barriers to Learning and Assessment for Individuals and Groups of Pupils

A minority of pupils will have particular learning and assessment requirements which go beyond the provisions described in sections A and B and, if not addressed, could create barriers to learning. These requirements are likely to arise as a consequence of a pupil having a special educational need or disability or may be linked to a pupil's progress in learning English as an additional language.

1) Teachers must take account of these requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During end of key stage assessments, teachers should bear in mind that special arrangements are available to support individual pupils.

Pupils with Special Educational Needs

2) Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by the pupil. Teachers will encounter a wide range of pupils with special educational needs, some of whom will also have disabilities (see paragraphs C/4 and C/5). In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists as described in the SEN Code of Practice, or, in exceptional circumstances, with a statement of special educational need. Teachers should, where appropriate, work closely with representatives of other agencies who may be supporting the pupil.

3) Teachers should take specific action to provide access to learning for pupils with special educational needs by:

- i. providing for pupils who need help with communication, language and literacy
- ii. planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
- iii. planning for pupils' full participation in learning and in physical and practical activities
- iv. helping pupils to manage their behaviour, to take part in learning effectively and safely
- v. helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Pupils with Disabilities

4) Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers must take action, however, in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the National Curriculum and the statutory assessment arrangements. Potential areas of difficulty should be identified and addressed at the outset of work, without recourse to the formal provisions for disapplication.

5) Teachers should take specific action to enable the effective participation of pupils with disabilities by:

- i. planning appropriate amounts of time to allow for the satisfactory completion of tasks
- ii. planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
- iii. identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals

Pupils who are Learning English as an Additional Language

6) Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning should take account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding will be necessary to confirm that no learning difficulties are present.

7) The ability of pupils for whom English is an additional language to take part in the National Curriculum may be ahead of their communication skills in English. Teachers should plan learning

opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subject areas.

8) Teachers should take specific action to help pupils who are learning English as an additional language by:

- i. developing their spoken and written English
- ii. ensuring access to the curriculum and to assessment.

Key Principles of Language Acquisition

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- Teachers have a crucial role in modelling uses of language.
- All pupils have entitlement to the National Curriculum.
- A distinction is made between EAL and Special Educational Needs.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

Identification, Assessment and Intervention

Information is gathered about:

- the pupils' linguistic background and competence in other languages
- the pupils' previous educational and schooling experience
- the pupils' family and biographical background

Assessment is carried out according to the five Stages (A-E) defined by the EAL service to classify pupils according to competence in English. These identify need and contribute to defining the level of support provided for pupils.

Staff regularly observe, assess and record information about pupils' developing use of language. Staff have regular liaison to discuss pupil progress, needs and targets.

The school will ensure that all EAL pupils have access to statutory assessments, making full use of special arrangements including first language assessment/support where appropriate.

Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified.

The school analyses EAL/Minority Ethnic pupil achievement and regularly evaluates the effectiveness of additional support provided in terms of pupil progress.

The school keeps the need to disapply the curriculum to the minimum required to meet the needs of children.

Definition of Special Educational Needs

The Code of Practice 2001 states the following as a definition of Special Educational Needs:

“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
or

have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority.

A child who has a learning requirement, which cannot be addressed within the normal teaching and differentiated learning programmes of the classroom, can be considered to have a Special Educational Need.

Four areas of SEN are identified in the Code of Practice:

1. Communication and interaction
2. Cognition and learning
3. Behavioural, emotional and social development,
4. Sensory and medical

SEN provision means:

“For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.”

Identification, Assessment and Intervention

Bishop Hedley High School models its approach on the guidelines given in the SEN Code of Practice (2001). This is a graduated approach in the secondary phase.

Identification & Assessment

Staff monitor the standard of achievement of individual pupils through:

- Teacher observation and marking of daily work;
- Assessment records within individual departments;
- GCSE, BTEC and A Level results;
- SATs in Year 9;
- End of Year Examinations;
- Initial screening via GRT II & WRAT testing;
- Teacher assessment of National Curriculum levels.
- MIDYIS/ CATS scores in Yrs 7 & 9

Intervention

School Action

When class teachers identify that a pupil has SEN - class teachers devise interventions additional to or different from those provided as part of the school's usual differentiated curriculum.

While the class teachers remain responsible for working with the child on a daily basis, the class teachers work with the school's Access & Inclusion Manager to plan and deliver an individual educational plan (IEP) to meet the needs of the child. The Access & Inclusion Manager or LSA may also provide additional in class and/or withdrawal support where appropriate, dependent on the educational needs of the individual pupil.

The Access & Inclusion Manager can take the lead in:

- Planning future interventions for the child in discussion with colleagues.
- Monitoring and reviewing the action.

School Action Plus

- The Access & Inclusion Manager, in consultation with parents, asks for help from external agencies.
- Class teachers and the Access & Inclusion Manager are provided with advice or support from outside specialists.
- Additional or different strategies to those at School Action are put in place – an IEP will usually be devised.

The Access & Inclusion Manager takes the lead in:

- Any further assessment of the child.
- Planning future interventions for the child in discussing with colleagues.
- Monitoring and reviewing the actions taken.

Where a child is unable to access the National Curriculum after considerable internal and external help and time then, in consultation with the parents, the Head Teacher/ Access & Inclusion Manager will request a statutory assessment of the pupil's needs (ie. will request that a statement of SEN is drawn up).

Teaching Arrangements for Pupils with SEN

For the most part, children with SEN will be taught in the classroom alongside their peers. Where necessary, for School Action and above, pupils will sometimes have the in-class support of an LSA. Teaching techniques and strategies within each class, including differentiated resources and learning tasks, will accommodate those of differing abilities, including those with special needs, wherever appropriate and necessary. This will enable individual learning needs to be met and all children to maximise their potential in all areas of the curriculum.

Pupils who are struggling with acquiring basic reading, spelling, mathematical, language or gross/fine motor skills will, on occasions, be withdrawn to be given individual or group tuition by the Access & Inclusion Manager or LSA.

We believe that it is essential that children who are having difficulty learning such skills are supported as soon as possible.

The teaching arrangements for those pupils with a statement will be determined by their statement of special educational needs.

Role of the Access & Inclusion Manager

The Access & Inclusion Manager is responsible for:

- Overseeing the day-to-day operation of the school's Inclusion policy.
- Coordinating provision for children with additional learning needs.
- Liaising with and advising fellow teachers.
- Managing learning support assistants.
- Overseeing the records of all children with additional learning needs.
- Liaising with parents of children with additional learning needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.

Key Individuals in School

- Governor with responsibility for SEN – Mr Anthony Edwards
- Head Teacher – Mrs Maureen Harris
- Class Teachers;
- Learning Support Assistants (LSAs). –
 - Mrs Helen Knee (EAL Coordinator)
 - Ms Kelly Thomas KS3
 - Mrs Vanessa Owen KS3 Prevent Coordinator
 - Mrs Mair Smith KS4 Prevent Coordinator
 - Mr Gareth Evans 1-1 LSA
 - Mr Ron Jones 1-1 LSA

Policy on Inclusion Training for Staff

Whole staff training needs in ALN will be identified and met through INSET (In-service training) provision (county, cluster and school). ALN training sessions will be organised as required to meet the current needs of staff and will be led by the Access & Inclusion Manager, another member of staff or by an appropriate outside agency. LSAs will be invited to attend relevant inset sessions and external courses.

The Access & Inclusion Manager will attend the cluster SEN meeting/training sessions.

Liaison

Parent Partnership

The aim is to develop a partnership where professionals and parents work together in the best interests of the child. Bishop Hedley High School recognises that positive attitudes, sharing of information, procedures and awareness of needs are all important. The views and wishes of the child are also sought and taken into consideration.

Parents are fully involved in the school-based response for their child, and we will ensure that they understand the purpose of any intervention and any subsequent programme of action. Parents are informed when a teacher considers that a child's needs are significant enough for the child to be

placed on the ALN register. Regular meetings are held with parents, teachers, Access & Inclusion Manager and the child, as appropriate, to review the child's progress and the programme of learning.

We formally report children's progress to parents once a year through the annual written report and report end of key stage SATs results in writing at the appropriate time. There is one formal parents' evening each year.

In addition, we operate an open door policy. Parents are welcome to talk to the Access & Inclusion Manager whenever they have a concern about a child (at a mutually convenient time). Whenever a specific concern is mentioned by a parent, it is always investigated and results reported back/discussed with parents.

Liaison with Outside Agencies

The school subscribes to the services of RCT/Merthyr Educational Psychology Service and asks for the advice of specialist advisory teachers as and when necessary.

Where necessary, the school will refer a child to an external specialist after consultation with parents.

The school has regular contact with health professionals, such as the school nurse, doctor, speech & language therapists, physiotherapists and occupational therapists. We may also contact specialist medical services, social services or voluntary organisations and may carry out specialist programmes recommended by them. We will provide them with any relevant information requested, with the parents' permission.

Liaison with Special/Mainstream Schools

Whenever any pupil transfers to another school, including special schools, Bishop Hedley High School will pass on all relevant information.

A programme of visits to primary feeder schools takes place during the Spring Term to allow for the exchange of information regarding pupils who are transferring to secondary school. The Head of Year 7 and/or Access & Inclusion Manager meet with the Headteacher/ class teacher and/ or SENCo who have gained admission to Bishop Hedley High School. Year 6 pupils also attend a familiarisation visit to the secondary school.

Resources for Inclusion

The school maintains a central stock of special resources for Specific Learning Difficulties. The Access & Inclusion Manager is responsible for the maintenance and ordering of these resources and for producing an inventory for all staff and where to locate them.

The school maintains a number of specialist rooms for ALN including two office/ workrooms. There are several group rooms that are suitable for work with small groups of children such as additional literacy support.

The school will maintain its environment (buildings, classrooms etc.) with the aim of continually improving general access and facilities for children with SEN. The specific needs of any child will be sympathetically considered

English as an Additional Language (EAL) Resources

Lack of competence in English will not be equated with learning difficulties unless the child fails to make adequate progress over time. As soon as possible on entering the school we will request an assessment by the EAL Team who will give support to the pupil and advice to the school as appropriate. We have identified the following strategies to support children with EAL:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists.
- Writing frames, directed activities related to texts (DARTs)
- Opportunities for role play
- Pupils receive regular feedback from staff
- Discussion is provided before and during reading and writing activities, using preferred language where appropriate.
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, homework clubs, etc.
- community links to support parents and children in their primary language and in English;
- a translator for parent consultations where deemed necessary and possible;
- use of teachers who have extensive experience of teaching EAL children who support the children and advise the staff.

Monitoring and Evaluation

The Access & Inclusion Manager will:

- assess individual pupils with ALN;
- conduct IEP reviews;
- report to the Head Teacher.

The policy will be monitored and evaluated by:

- Senior Management Team (SMT) and Access & Inclusion Manager;
- advisors, inspectors, external specialists and governors;
- the assessment of individual pupils with ALN;
- IEP reviews.

The policy and/or procedures will, where necessary, be revised in light of these evaluations.

This policy should be read in conjunction with all other school policies, in particular Equal Opportunities, Teaching, Learning, Admissions and Assessment.

E D Jones

Access & Inclusion Manager

Reviewed: Autumn 2014

Signed:

Next review due Autumn 2016