



White Hall
Academy

Inclusion Policy

AIMS OF THE POLICY:

- To explain the ethos and rationale behind provision for Inclusion at White Hall Academy.
- To outline the nature of the provision for Inclusion at White Hall Academy.
- To set out the roles of the class teachers and coordinator in relation to provision for Inclusion.
- To foster the involvement of parents at all stages of provision for pupils with educational needs.

INTRODUCTION

As a school we are committed to giving every child an opportunity to achieve the highest standards regardless of their age, gender, ethnicity, attainment or background.

- We recognise that there is a diversity of special needs including learning, health, behavioural, emotional and physical.
- We aim to provide for pupils who are gifted and talented and recognise that they may need specific provision.
- We also recognise that pupils for whom English is an Additional Language may also have learning needs which must be supported to enable them to access the curriculum.
- We are clear at the school that the need to learn English is not a special need in itself but may or may not be associated with an additional special educational need.

Diversity is valued as a rich resource, which supports the learning of all. In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents, and personal qualities.

INCLUSION MONITORING

These groups are specifically monitored with reference to how much the school 'includes' them and provides for their learning needs.

- boys and girls
- pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees
- pupils who have English as an Additional Language
- pupils who have Special Educational Needs
- pupils who are Gifted and Talented

- pupils who are subject to Child Protection or Child in Need plans
- pupils who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress
- pupils with emotional and behavioural difficulties

ORGANISATION OF LEARNING

The school offers a continuum of provision to meet the diversity of pupils' needs. Although all classes are mixed ability, class teachers have the flexibility to set smaller ability groups. Additional in-class support provided by Learning Support Assistants is available in all classes, including delivery of Wave 2 and Wave 3 support when appropriate.

- This additional support is usually targeted at individual and small groups of children who are catching up on their basic literacy, numeracy and communication skills.
- It may take place in the classroom or children may be withdrawn for short periods during appropriate times.
- Computers and interactive whiteboards are available in every class, as well as being centrally located in the Media Suite area, and are used regularly to provide additional support and challenge.

At White Hall Academy we believe that children learn English best when they are working collaboratively with English speaking children, so it is not our practice to withdraw children who are just beginning to learn English.

PLANNING OF LEARNING

When planning, teachers set high expectations and provide opportunities for all pupils to achieve. Teachers need to be aware that pupils bring different experiences, interests and strengths to school which influence the way they learn. Teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. 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.

Teachers need to ensure that Learning Support Assistants have access to relevant planning so that they can support the children appropriately.

Teachers should take specific action to respond to pupils' diverse needs by:

- creating effective learning environments
- securing their motivation and concentration
- providing equality of opportunity through teaching approaches
- using appropriate assessment approaches
- setting targets for learning.
- developing positive relationships with students

Teacher lesson plans include details of differentiation for G&T and SEN. This can take many forms including:

G&T

- tasks which demand higher-order thinking skills
- access to advanced resources and materials which support the level of challenge
- extension – not 'more of the same' but more appropriate work
- stimulating lessons that have pace so that pupils are motivated by challenge
- creative learning tasks which have a degree of open-endedness and uncertainty to permit pupils to impose meaning, make reasoned judgements or produce multiple solutions
- the opportunity to take risks in an organised way and sometimes to fail and to work collaboratively
- learning which involves authentic tasks and opportunity for choice and personalisation

At White Hall Academy we recognise that such learning experiences benefit all students, not just those identified as Gifted and Talented. Therefore, although at times Gifted and Talented children will be offered special learning experiences, most often teachers use an 'open door' or inclusive model of provision in which all students get an opportunity to participate in the above.

EAL

- access to dual language texts, posters and displays
- access to word banks
- opportunity for visual literacy techniques such as reading pictures and drama
- provide opportunity for higher order thinking
- opportunity for discussion and cooperative learning
- opportunities to communicate in their first/home language
- display artefacts and materials which reflect the children's home background
- encourage children to write their own dual texts, when appropriate
- participate in Black History Month and Refugee Week
- plan learning opportunities in lessons which reflect ethnic minority backgrounds

SEN

As above, but in addition:

- differentiated learning objectives and/or success criteria
- adapted and differentiated printed text to improve access and understanding
- graphic organisers and writing frames
- hands on equipment
- multi-sensory learning opportunities
- extra adult support
- additional visual cues
- learning opportunities which reflect IEP targets
- mixed ability and homogeneous groupings
- specialised targets which are reflected in planning
- differentiated homework

EXTERNAL SUPPORT TO ENRICH LEARNING

The school has close links with external support agencies such as Speech and Language and Health services. The school also accesses support by an Educational Psychologist (EP), SENCAN Specialist Teachers and other advisors.

The EP and Specialist teachers are able to provide advice and guidance on issues related to curriculum provision, gifted and talented pupils, gender issues, and identification and assessment of pupils' individual needs.

The Special Educational needs Co-ordinator (SENCO), organises and plans the amount of external specialist support required by pupils at School Action Plus and with a Statement.

Support readers, prompters and bilingual assistants will be arranged to support children who are eligible during SATs.

At White Hall Academy it is recognized that experiences outside the classroom, and support such as visiting specialist teachers, are invaluable in terms of providing enrichment, not only to Gifted and Talented students but to all students. The school aims to provide such experiences regularly.

ASSESSMENT PROCEDURES

The school uses consistent nationally recognised assessment levels: P Scales, National Curriculum levels and Essex's Stages of English. All teachers monitor and review pupil progress using these assessment tools. In order to ensure accurate assessments are made, teachers are supported by SLT and they are given opportunities to moderate samples of work and achievements across the core subjects.

With specific reference to SEN children the assessment procedures are carried out by the class teacher and supported by the SENCO. Information from the parents is also sought and valued.

Formal assessments may also be administered by outside agencies supporting the child.

The class teacher, SENCo and SLT continually monitor and assess pupil's progress.

Individual Education Plans (IEPs) are reviewed 3 times per year.

Newly arrived pupils are initially assessed using the procedures found in the document, 'Ensuring an Inclusive Induction.' Where it is necessary to determine whether a pupils difficulties are due to SEN or EAL then a more in depth assessment may be required. EAL children will be assessed in line with Essex's Stages of English (returns are made twice yearly in January and June) and through the whole school assessment procedures. Teachers assess EAL children when they enter the school and it is sometimes necessary to buy in a first language assessment from the Bilingual Assistant service.

IDENTIFICATION OF UNDERACHIEVING, GIFTED AND TALENTED AND SEN PUPILS

SEN

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

The school aims for early identification of special educational needs. This is done through monitoring of achievement and teacher observation. It is the role of the teacher to inform the SENCO of concerns regarding a children's learning. The SENCO then ensures further assessment and support.

G and T

At White Hall Academy, it is likely that students identified as Gifted and Talented will have high achievement compared to their peers in at least one area of the curriculum. They will also possess several of the qualities outlined in '**General Characteristics of Gifted, Talented and More Able Pupils.**' However, a student may be included on the register even if he/she is not yet showing high achievement if there is consensus that the child has the *potential* to achieve.

Children who are 'talented' in one area such as sport, may not have many of the qualities outlined in the 'General Characteristics of Gifted, Talented and More Able Pupils' but still can be included on the register as 'Talented in _____'.

At White Hall Academy we understand that for successful identification students must have access to a varied, challenging and engaging curriculum which allows Gifted and Talented students to 'show their potential.' For more information on our identification procedures refer to '**White Hall Academy School Gifted and Talented Identification Procedure.**'

REGISTERS AND RECORD KEEPING

The SENCO holds and updates the SEN register. The G&T Co-ordinator holds and updates the G&T registers. The EAL Co-ordinator holds and updates the EAL register.

Teachers are responsible for the completion of IEPs for children who are at the levels of School Action, School Action Plus and for children with Statements.

The SENCO is responsible for completing the paperwork required for Statutory Assessment requests and the annual review of Statements.

Class teachers are responsible for completing the paperwork relevant to supporting pupils with EAL needs at all stages of achievement. Children's levels of language acquisition are returned to Essex twice a year.

IEPs are reviewed three times per year by the class teacher with the support of the SENCO and are written in a child friendly format. Children and parents are part of the target setting and reviewing process.

Information and assessment records pertaining to children with EAL and or G&T are to be kept in the relevant class folder. All records are considered to be confidential and are only accessible to concerned professionals and parents. The SENCO keeps copies of SEN documents and pupil SEN files.

Provision maps for each class and year group are used to record support which is different from or additional to normal provision. These are held and updated by the SENCO.

MONITORING OF WHOLE SCHOOL EFFECTIVENESS ON INCLUSION

The SENCO, EAL & G&T Co-ordinators, SLT, Head teacher and Governors are responsible for reviewing the overall provision for EAL, SEN and G&T children.

To support this, pupil's progress is tracked at a number of levels:

- The class teacher formatively assesses children's progress against IEP targets
- There is a review of progress that children have made towards EAL stages twice a year
- There are annual review meetings for children with statements
- All lesson observations include comment on provision and progress of pupils with different or additional needs.
- TAs are formally observed delivering interventions
- The effectiveness of interventions is monitored
- The SENCO updates the provision map each term

Whole school effectiveness is measured by monitoring children on the inclusion register who are:

- Completing IEP targets
- Making progress through the 'P Levels'
- Making progress through the EAL stages
- Achieving their National Curriculum targets
- Achieving or exceeding their SATs targets
- Ready for a reduction in the quantity of support they require

ROLE OF HEADTEACHER

The Head teacher has responsibility managing the work of the SENCO, G&T and EAL Co-ordinators. They must keep the school's governing body fully informed and work closely with the co-ordinators.

ROLE OF SENCO and CO-ORDINATORS

The key aspects for the SENCO are:

- updating the inclusion policy
- reporting to the governing body on school effectiveness
- monitoring and assessing inclusive provision
- identifying children's barriers to learning and providing staff with appropriate strategies
- sharing inclusive expertise with classroom teachers and TAs
- working with coordinators to purchase appropriate resources
- monitoring pupils progress
- liaising with parents
- co-ordinate cross phase/ cross school transition
- liaising with and co-ordinating external specialist provision
- managing inclusion resources
- organising appropriate training
- line management of Learning Support Assistants

Currently at White Hall Academy, the SENCO is Helen Blagden.

ROLE OF CLASS TEACHER

It is the responsibility of the class teacher to:

- provide an atmosphere that reflects the multi-cultural ethos of the school
- proactively identify special educational needs
- ensure that all children have access to a broad and balanced curriculum
- differentiate tasks and select strategies that support the learning of EAL, G&T and SEN children
- discuss specific strategies used with these pupils at parents' evenings
- complete required Inclusion documentation as directed by the SENCO

This policy was drawn up in April 2013.

ROLE OF GOVERNORS

The school's Governors have statutory responsibilities outlined in the Special Needs Code of Practice. They are responsible for providing a named Governor responsible for Special Needs and for reporting to parents on the fulfilment of the school's Inclusion Policy.

ROLE OF PARENTS

The knowledge, views and firsthand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process and are encouraged to keep in regular contact with the school regarding their child's progress. Parents are invited to meet with the class teacher and discuss their child's progress towards their IEP targets in the Autumn, Spring and Summer terms, at parents' evenings. The SENCO meets with parents regarding their child's additional needs and provides support and information as required.

This policy was approved by Governing Body on 25th April 2013