



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 additional 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 Looked After Children (LAC) and recognise that they need additional provision.
- We also recognise that pupils for whom English is an Additional Language (EAL) 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 Looked After (CLA)
- pupils who have Special Guardianship Orders (SGO)
- 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 social, emotional and mental health needs

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 additional intervention 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.
- IPad, laptops and interactive whiteboards are available in every class 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 (LSAs) 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
- developing a Growth Mindset with every pupil

Teacher lesson plans include details of differentiation for individual needs. This can take many forms including:

Extending pupils

- 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

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
- 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 Personal Support Plan 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), Specialist Teachers, the Virtual School 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 or Education, Health Care Plan (EHCP).

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

At White Hall Academy it is recognised that experiences outside the classroom, and support such as visiting specialist teachers, are invaluable in terms of providing enrichment 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 Year Group Expectation 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 the School Leadership Team 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 and child 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.

Pupil Support Plans (PSPs) 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.

Children who are Looked After are monitored and reviewed through termly PEP meetings, termly Pupil Views meetings, termly Pupil / SENCO work review meetings and termly Social Care review meetings. PEPs are completed by the Designated Teacher each term via CLATracker.

IDENTIFICATION OF UNDERACHIEVING 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.

REGISTERS AND RECORD KEEPING

The SENCO holds and updates the SEN register, CLA register and the EAL Co-ordinator holds and updates the EAL register.

Teachers are responsible for the completion of PSPs for children who are at the levels of SEN Support, Statement or EHCP.

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

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.

PSPs 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 SEN and EAL 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.

Transition Support

Transition of information: Effective documentation

The exchange of effective documentation:

- Informs the receiving school of significant pupil attainment and achievement.
- Informs the receiving school of the other professionals involved with the pupil.
- Promotes continuity and progression within the pupil's curriculum entitlement.
- Identifies specific needs and current targets.
- Provides a summary of significant personal and social details.
- Informs and involve parents and pupils of the important issues of transition.

The Process

- Liaison with the Visual Impairment, Hearing Impairment and Physical, Neurological Impairment Support (PNI) Services to consider any physical adaptations that might need to be made in the new school.
- The PNI Service can provide parents with information on which schools already have facilities such as an accessible toilet/ medical room/ level site.
- Teachers from the Visual Impairment, Hearing Impairment and PNI Support Services to be invited to any planning/transition meetings for pupils they are involved with.
- It may be appropriate for a representative from the new school to attend Transition Reviews for pupils with EHCPs / statements.
- Parents/carers to be signposted to the Essex Local Offer (<http://www.essexlocaloffer.org.uk/>), the Special Educational Needs and Disability (SEND) Information, Advice and Support Service (formally Parent Partnership) and Independent Support Essex - (iSEssex) for support advice and information.
- Recommendation to be made to parents/carers that they visit potential schools/settings.
- Use of the Snivel and Shriek and Arfur Moe resources to support pupils transitioning to secondary schools.

The Process

- A timetable of transition activities for families and schools.
- If the ICT SEN Advisory Service is involved with the pupil, notify them so that equipment can transfer with the child and can be upgraded if necessary to meet any additional needs at new school.
- A clear procedure for notifying the new school of all Looked After Children (LAC) and Special Guardianship Order (SGO) children.
- Completion of the Transition Form.
- Transition Form and additional information (PSPs, most recent reports from other professions) to be sent to the new school.
- A representative from the new school to be invited to attend any Annual Reviews and multi-agency meetings.
- Teachers from the Visual Impairment, Hearing Impairment and PNI Support Services to be invited to any planning/transition meetings for pupils they are involved with.
- Visits to primary schools by secondary school staff.
- Additional visits to the new school / secondary school for vulnerable pupils.
- Use the SEAL materials on Change.
- Forwarding of SATs results / teacher assessed levels to the secondary school at the earliest opportunity.

Children who are Looked After (CLA/LAC)

White Hall Academy will work with carers and pupils to help develop a positive attachment:

CARERS	CHILD
. . . are responsive	. . . feels worthwhile
. . . are available	. . . feels safe
. . . meet the child's needs	. . . feels capable

We are trying to avoid and dispel the negative attachments:

CARERS	CHILD
. . . are unresponsive	. . . feels worthless
. . . are unreliable	. . . feels unsafe
. . . are threatening	. . . feels weak
. . . are dangerous	. . . feels afraid
	. . . feels rejected

Children with attachment disorder will:

- be superficially engaging, charming (phoney)
- avoid eye contact
- be indiscriminately affectionate with strangers
- lack the ability to give or receive affection (i.e. will not be cuddly)
- exhibit extreme control problems – often manifest in devious ways (e.g. stealing from family, secret solvent abuse etc)
- be destructive to self and others
- lack of kindness (cruelty) to animals
- display erratic behaviour, tell lies
- have no impulse control
- lack cause-and-effect thinking
- lack a conscience
- have abnormal eating patterns
- show poor peer relationships
- be pre-occupied with fire, blood and gore
- ask persistent nonsense questions and incessantly chatter
- be inappropriately demanding and clingy
- have abnormal speech patterns
- display passive aggression (provoking anger in others)
- be unable to trust others
- show signs of depression
- exhibit pseudo-maturity
- have low self esteem
- show signs of a guilt complex
- show signs of repressed anger
- sabotage placements such as school, foster family etc

Programme Aims:

To enable LAC pupils to:

- cope with change and stress
- cope with separation and loss
- become independent
- develop future relationships

Programme of Support to include:

- Identifying their own wants, needs and feelings
- Developing an understanding of the thoughts, feelings and needs of others
- Weekly pastoral support through accessing the Learning Mentor
- Termly activity with carers and children to develop bonds and feelings of positive connection
- 1:1 English and/or Maths tuition
- CogMed
- In class support
- Y6 SATs preparation
- Tracking attendance issues
- Discussing difficulties at Pupil Support Team meetings for possible interventions
- Provision of transitional support when our young people change schools

Evaluations:

- Half termly professional evaluations of programme impact
- Termly review meeting reports for Social Services
- PEP completed termly
- PEP review meeting held termly with Social Worker and carer
- Termly class teacher parent meeting to discuss pupil progress

MONITORING OF WHOLE SCHOOL EFFECTIVENESS ON INCLUSION

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

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

- The class teacher formatively assesses children's progress against PSP 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 PSP targets
- Making progress through the 'P Levels'
- Making progress through the EAL stages
- Achieving their year group level 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, Designated Teacher and EAL Co-ordinators. They must keep the school's governing body fully informed and work closely with the co-ordinators.

ROLE OF SENCO & CO-ORDINATORS

The key aspects for the SENCO, Designated Teacher and co-ordinators 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 LSAs
- 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:

- SENCO is Helen Blagden
- Designated Teacher is Helen Blagden
- EAL Co-ordinator is Tracy Baker

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
- know which pupils, in their class, are CLA and SGO
- ensure that all children have access to a broad and balanced curriculum
- differentiate tasks and select strategies that support the learning of EAL and SEN children
- discuss specific strategies used with these pupils at parents' evenings
- complete required inclusion and support documentation as directed by the SENCO

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 progress in the Autumn, Spring and Summer terms, at parents' evenings. Parents are offered the opportunity to meet with the SENCO regarding their child's additional needs and support and information as required.

Date agreed by governors: Spring term 2017

Signed:

Date to be reviewed: Spring term 2018