



STEP Academy Trust

Inclusion Policy

Date of Policy: July 2015

Review: July 2016

Introduction

The STEP Academy Trust Board of Directors has agreed this Policy and as such, it applies to all Academies within the Trust.

Rationale

The STEP Academy Trust values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning. We actively seek to remove the barriers to learning and/or participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school.

This policy applies to children who:

- Have Special Educational Needs and/ or a Disability (SEND);
- Have medical needs;
- Reflect social and cultural diversity;
- Have attendance and/ or punctuality difficulties;
- Are Young Carers;
- Use English as an Additional Language (EAL);
- Are refugees or asylum seekers;
- Have mobile life styles as Travellers;
- Are Children Looked After (CLA);
- Live in poverty or may be homeless;
- Are Gifted and Talented (G&T);
- Bully or are victims of bullying;
- Are bereaved;
- Are traumatised;
- Present with safeguarding concerns.

This policy is to be read in conjunction with our:

- SEN Policy;
- Pupil Premium Policy;
- Children Looked After Policy;
- Gifted and Talented Policy;
- English as an Additional Language Policy;
- Safeguarding policies;
- Equality Policy;
- Behaviour and Anti Bullying policies;
- Curriculum and Teaching and Learning policies;
- Academy prospectuses.

Academy aims

STEP Academies aim:

- To value everyone equally in an inclusive environment;
- To take a positive approach in developing the self-confidence and self-esteem of each and every child;
- To help pupils to develop lively, enquiring minds and the ability to question and argue rationally;
- To provide a curriculum which is broadly based, relevant and meets the needs of individuals;
- To bring out the best in children at our Academy and support the development of life skills for a successful future;
- To ensure the development and consolidation of basic skills in Literacy and Mathematics;
- To create a stimulating and challenging environment, which is supportive, secure and caring and allows each child the opportunity to reach their full potential;
- To create an Academy community in which children, parents, teachers and governors work together with PUPAC for the common good;
- To help pupils understand the world they live in and our part in the local, national and global community;
- To listen to and value the views of parents and to work in partnership with them. To enable all members of the Academy community to participate in aspects of school life in a consultative environment;
- To encourage respect, resilience, resourcefulness, responsibility and risk taking in a safe learning environment.

Objectives

STEP Academies will:

- Ensure implementation of government and LA inclusion recommendations;
- Ensure the Academy's inclusion policy is implemented consistently by all staff;
- Ensure any discrimination or prejudice is tackled with urgency and eradicated;
- Identify barriers to learning and/ or participation and provide appropriately to meet a diversity of needs;
- Ensure all pupils have access to an appropriately differentiated curriculum;
- Recognise, value and celebrate pupil's achievement, however small;
- Work in partnership with parents/carers in supporting their child's education;
- Guide and support all staff, governors and parents in inclusion issues.

Inclusive provision

STEP Academies offer a continuum of provision to meet a diversity of pupil's needs. Although all classes are of mixed ability, our Academies and individual teachers have the flexibility to group children by ability, within their classes, or across the year group for specific aspects of the curriculum in order to maximise the progress of all our children. Depending on the needs of the children within the cohort, this may look different from one year group to the next or from one academic year to the next.

Additional in-class support is available in all classes provided by teaching assistants or specialist teachers. A wide range of intervention programmes are available to all pupils who require additional support in specific curriculum areas but also with social, emotional and/ or behavioural needs and also sensory/physical needs. Intervention programmes are organised through a termly provision map/timetable which details who will be delivering the programmes and to which children. Children are carefully assigned to programmes following detailed progress meetings between the Leadership Team and class teachers.

There are some organised extra-curricular clubs and activities which all children have access to. Additional provision or adjustments may need to be organised for particular pupils in order to ensure their inclusion.

Our teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. To ensure we meet the full range of pupils' needs, staff are aware of the requirements of the equal opportunities legislation that covers race, gender and disability. We take specific action to respond to pupils' diverse needs and to provide access to learning for all by:

- Creating effective learning environments;
- Securing pupils' motivation and concentration;
- Providing equality of opportunities through teaching approaches;
- Using appropriate assessment approaches;
- Setting suitable targets for learning;
- Planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences;
- Planning for pupils' full participation in learning activities;
- Helping pupils to manage their behaviour and to take part effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

In the first instance it is the class teacher's responsibility to provide for all pupils through quality first teaching. It is however, the shared responsibility of everyone in the Trust to plan and to give access to the National Curriculum and the International Primary Curriculum so that the needs of our children are met.

Organisation of learning

The first expectation is quality first teaching for all children. Although all classes are of mixed ability, class teachers have the flexibility to set smaller ability groups and differentiate work accordingly. Some year groups are set according to ability for maths and/or Literacy depending on the needs of the cohort.

Additional in-class support provided by Teaching Assistants is available in all classes, including delivery of targeted group and individual support when appropriate. This additional support is usually targeted at 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 and are used regularly to provide additional support and challenge.

Teachers' lesson plans include details of differentiation for pupils with SEND, EAL or those who are identified as being G&T. This can take many forms including:

G&T (see separate policy)

- 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;
- differentiated homework.

EAL (see separate policy)

- 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/ culture;
- 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/ cultures;
- differentiated homework.

SEND (see separate policy)

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.

Inclusive Monitoring

The following groups are specifically monitored with reference to how much the Academy '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 (EAL);
- Pupils who have Special Educational Needs and/ or a Disability (SEND);
- Pupils who are Gifted and Talented (G&T);
- 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/ or behavioural difficulties;
- Children who are Looked After (CLA);
- Pupils who are entitled to Free School Meals (FSM) and in those receipt of Pupil Premium.

For effective co-ordination staff must be aware of:

- The procedures to be followed;
- The responsibility all teachers have in making effective provision for all;
- The commitment required by staff to keep the Inclusion Manager well informed about pupils' progress;
- What exactly constitutes a 'level of concern' and at which point 'School Action' is initiated;
- The procedure by which parents are informed of this concern and the subsequent SEND provision.

Monitoring of whole school effectiveness on Inclusion

The Inclusion Manager, Headteacher and Governors are responsible for reviewing the overall provision for children with SEND, EAL and those children who are G&T, CLA, EMA or entitled to FSM. To support this, pupil's progress is tracked at a number of levels:

- (SEND) the class teacher formatively assesses children's progress and targets;
- (SEND) there are Annual Review meetings for children with a Statement or (from September 2014) an Education, Health and Care Plan.
- (SEND) the individual provision plan is updated each term;
- (SEND) the whole school provision map and School Information Report is updated annually;

- All lesson observations include comments on provision and progress of pupils with different or additional needs;
- TAs are formally observed delivering interventions;
- The effectiveness of interventions is monitored on a regular basis.

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

- Narrowing the gap between themselves and their age appropriate targets;
- Achieving their National Curriculum targets;
- Achieving or exceeding their SATs targets;
- Ready for a reduction in the quantity of support they require.

This is evidenced through extrapolating the data pertaining to children with EAL, CLA, SEND, EMA, FSM and G&T and comparing it to the progress and levels of non - EAL, CLA, SEND, EMA, FSM and G&T children.

Early Identification

Early identification of pupils with SEND, EAL, G&T and those who are CLA, FSM and EMA is a priority. The Academy will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment;
- Their performance in NC judged against level descriptions;
- Pupil progress in relation to objectives in the National Literacy/Numeracy Strategies;
- Standardised screening or assessment tools;
- Screening /diagnostic tests;
- Reports or observations;
- Records from feeder schools, etc;
- Information from parents;
- National Curriculum results;
- External exam results;
- Pupil portfolios;
- Checklists for behaviour observed;
- Records of attendance / other factors that may affect learning.

Provision

On entry to The STEP Academy Trust, each child's attainment will be assessed. This will help to inform the Academy of a child's aptitudes, abilities and attainments, and will be used to improve continuity in learning. The records provided help the Academy to design appropriate differentiated learning programs. The class teacher / Inclusion Manager will use the records to:

- Provide starting points for an appropriate curriculum;
- Identify the need for support within the class;
- Assess any learning difficulties;
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning;
- Where necessary, involve parents in a joint home-school learning approach.

The range of provision

The main methods of provision made by The Step Academy Trust are:

- Full-time education in classes, with additional help and support by class teacher through a differentiated curriculum;
- Periods of withdrawal to work with a support teacher;
- In-class support with adult assistance;
- Attendance and/ or behaviour outreach support from the PRU, when needed (SA+ provision); - this should be a SA+ provision
- Support from specialists within class or as part of a withdrawal programme;

- Additional strategies, reminders and motivational tools to support behaviour.
- Nurture provision (in some of our Academies)

English as an Additional Language

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from Special Educational Needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. Please see the separate EAL Policy for more information.

Monitoring pupil progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers;
- Prevents the attainment gap widening;
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers;
- Equals or improves upon the pupil's previous rate of progress;
- Ensures full curricular access;
- Shows an improvement in self-help and social or personal skills;
- Shows improvements in the pupil's behaviour.

If a child's class teacher in consultation with parents concludes that a child may need further support to help their progress, the teacher should seek the support and advice of the Inclusion Manager. The Inclusion Manager and teacher will review the approaches adopted and the provision which is in place. Where support '*additional to and different from*' that of normal class provision is required, it will be provided according to the child's identified Special Educational Need. Where concerns remain despite sustained intervention, the Academy will consider requesting an Education, Health and Care Assessment through the Local Authority. Parents will be fully consulted at each stage. Each of these steps are detailed in the SEN section of this policy, in line with the 'SEN Code of Practice'. The Academy also recognises that parents have a right to request an Education, Health and Care (EHC) assessment of their child's SEND.

Record keeping

The Academy will record the steps taken to meet pupils' individual needs. The Inclusion Manager will maintain the records and ensure access to them. In addition to the usual Academy records, the pupil's profile will include:

- Information from parents;
- Information on progress and behaviour;
- Pupil's own perceptions of difficulties;
- Information from health/social services;
- Information from other agencies.

Teaching all children is a whole-Academy responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support. The 'SEN Code of Practice' advocates a **graduated approach** to meeting pupils' needs.