



Inclusion Policy

<u>Status of Policy</u>	<u>Date</u>
Agreed by Local Governing Bodies	Spring 2020
Agreed by Trust Board	Spring 2020
Next Review	Spring 2022

Introduction

The Balmoral Learning Trust Board of Directors has agreed this Policy and as such, it applies to all Academies / Schools within the Trust.

Rationale

The Balmoral Learning 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;
- 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 bereaved;
- Are traumatised;
- Present with safeguarding concerns.

This policy is to be read in conjunction with individual schools / academies:

- SEN Policy;
- Pupil Premium Policy;
- Children Looked After Policy;
- Safeguarding policies;
- Equality Policy;
- Behaviour and Anti Bullying policies;

Inclusive provision

Balmoral Learning Trust Schools / Academies offer a continuum of provision to meet a diversity of pupil's needs. Although all classes are of mixed ability, our Academies / Schools 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 may be provided by teaching assistants. 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. There are some organised extra-curricular clubs and activities. 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 may be provided by Teaching Assistants, 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.

EAL

- 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;
- display artefacts and materials which reflect the children's home background/ culture;
- encourage children to write their own dual texts, when appropriate;
- plan learning opportunities in lessons which reflect ethnic minority backgrounds/ cultures;

SEND (see separate policy in each Trust School / Academy)

- differentiated learning objectives and/or success criteria;
- adapted and differentiated printed text to improve access and understanding;
- hands on equipment;
- multi-sensory learning opportunities;
- extra adult support if appropriate;
- additional visual cues;
- learning opportunities which reflect personal targets;
- mixed ability and homogeneous groupings;

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 at risk of disaffection or exclusion, Young Carers, sick children;
- 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 responsibility all teachers have in making effective provision for all;
- The commitment required by staff to keep the SENCo in each School / Academy well informed about pupils' progress;
- The procedure by which parents are informed of this concern and the subsequent SEND provision.

Monitoring of whole school effectiveness on Inclusion

The SENDCo, Head of School 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 Health and Care Plan.
- (SEND) the individual provision plan is updated each term;
- The effectiveness of interventions is monitored on a regular basis.

Early Identification

Early identification of pupils with SEND, EAL 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 year group expectations;
- Standardised screening or assessment tools;
- Screening /diagnostic tests;
- Reports or observations;
- Information from parents;
- Checklists for behaviour observed;
- Records of attendance / other factors that may affect learning.

Provision

On entry to The Trust, each child's attainment will be assessed. This will help to inform the Academy / School 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 / SENDCo will use the records to:

- Provide starting points for an appropriate curriculum;
- Identify the need for support within the class;
- Assess any learning difficulties;
- Where necessary, involve parents.

The range of provision

The main methods of provision made by The Trust are:

- Full-time education in classes, with additional help and support by class teacher through a differentiated curriculum;
- 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
- Additional strategies, reminders and motivational tools to support behaviour.
- Nurture provision

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.

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 SENCo based in the school or academy. The SENCo 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 / School 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 / School will record the steps taken to meet pupils' individual needs. The SENCo will maintain the records and ensure access to them.

Teaching all children is a whole-Academy / School 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.