

Longdean School



Inclusion Policy

Reviewed: October 2010
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Next review: October 2011

Policy Statement

Longdean is an inclusive school which aims for students to be able to say, 'I am proud of who I am and what I have achieved today.'

In order to achieve this, three key principles need to be addressed, as outlined by the National Curriculum Inclusion Statement (2000).

1. Setting suitable learning challenges.
2. Responding to students' diverse learning needs.
3. Overcoming barriers to learning and assessment for individuals and groups of students.

An inclusive school recognises and respects the cultural and personal identities and life-experiences of its students, staff and wider community. It helps them to develop their personal identities amidst many conflicting pressures. Longdean aims to achieve this, as all students work towards the five outcomes of the Every Child Matters agenda.

All students are considered to be individuals, with individual needs. Students are offered and enabled access to the whole curriculum, with the rare exception of dis-application from a subject in order to address Additional Learning Needs, (E.g. Literacy offered in place of Modern Foreign Languages, thus enabling wider access to the rest of the curriculum through enhanced Literacy skills.)

School Context

The Inclusion Department comprises of Special Educational Needs, Speech and Language Base, English as an Additional Language/Black Minority Ethnic, Learning Support Unit, Education Centre and Alternative Provision. It is strongly recognised that Inclusion and Inclusive Education is the joint responsibility of all stakeholders. Inclusion is a process, not an end-point. It should be informed by a constant cycle of reflection, and adjustments and developments that stem from this.

Definitions

School Action When a class/subject teacher identify that a student has SEN they provide intervention that is additional to, or different from, those provided through the School's usual differentiated curriculum offer and strategies.

School Action + The class/subject teacher and SENCo are provided with advice or support from outside specialists, so that alternative interventions, additional or different strategies to those provided at SA, can be put in place.

Statement Students who have been awarded a Statement of Special Educational Needs, following Statutory Assessment.

Vulnerable Students who are linked with two or more Outside Agencies.

Legal Framework

This policy is written with due consideration of the relevant Acts and our commitment to them.

The Salamanca Statement (1994) - Recognising and responding to diverse needs.

UN Convention on the rights of the Child (1990) Article 29 - Preparing children for life in a free society.

The SEN and Disability Act (including the SEN Code of Practice (2001) and the Disability Discrimination Act (2002)

The Race Relations (Amendment) Act (2000)

The Ofsted Framework (2000) - 'An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matter.'

The requirements, as defined by the aforementioned Acts, are supported through CPD, the forging and maintenance of strong communication links with all stakeholders, continual reflection and sharing of good practice, development of procedure and accountability measures. In addition to this, we recognise that Inclusion is an ever changing and fluid concept, and therefore attitudes and practice throughout the whole school must reflect this. We also recognise that our role in Inclusion is not restricted to within school, but also that links with the community and that our parent base are integral. Support provided is based on an individual assessment of need, and therefore varies from student to student, it is reviewed regularly through consultation and discussion with the student, parents/carers and professionals. Through the review process we recognise and respond to changing needs and both provision and Code of Practice level may alter to reflect developing circumstances.

Roles and Responsibilities

Director of Learning (DoL) Inclusion

The DoL Inclusion role encompasses the traditional role of SENCo linking the progress of learning across the curriculum within all subject areas. The role is also responsible for the development of Literacy across the whole school curriculum, leading, managing and monitoring the day to day provision of the Inclusion Department, and planning and leading for improvement school wide.

Specific Learning Difficulties (SpLD) Teacher

The role of the SpLD Teacher includes working 1:1 and in small groups with Students who are usually at School Action +. The SpLD Teacher is also integral to advising colleagues regarding strategies and differentiation according to need.

Education Centre

The Education Centre meets the needs of a wide variety of students; it provides a structured and focused environment for individual students to work and access the curriculum and to benefit from respite from some, or all, mainstream classes for a defined period of time. The Education Centre Manager is responsible for ensuring that a purposeful and personalised curriculum is covered, and that progress is reviewed regularly, leading to appropriate recommendations being made. This may include liaison with Outside Agencies in addition to school staff.

Learning Support Unit

The Learning Support Unit is a provision made specifically for students who are considered to be at risk of permanent exclusion. The Unit is staffed and managed by two HLTA/PSAs, who support the reintegration of students to the mainstream, and engage in preventative work with targeted groups of students and parents. The PSA role is also related to community cohesion, and a commitment of 15 hours per week is assigned to Extended Schools (ESCO) with 111 hours per PSA.

Inclusion Manager

We recognise that every student is an individual, and in order to be wholly inclusive, offer a wide range of Alternative Provision. This area is managed by the Inclusion Manager, who is responsible for monitoring and supporting students who are educated off-site, and for developing and maintaining excellent relationships with providers of these educational opportunities. The Alternative Provision includes, Core Offer, Work Experience, KS4 Centre, and College. The Inclusion Manager also completes referrals to Outside Agencies.

Speech and Language Base

The Speech and Language Base is an integrated resource intended to meet the emotional, social, behavioural and educational needs of up to 30 students whose primary presenting needs are in the sphere of speech, language and communication impairment. All the students have a Statement of Special Educational Needs. Places are allocated by a Speech and Language Provision Panel, organised by the LEA.

The Manager of the Base is the designated person responsible for coordinating provision for Base students, who are entitled to full and fair access to the National Curriculum. To achieve this students require specialist support which is provided by the Base Teacher, a Speech and Language Therapist (SALT) and Teaching Assistants, trained in interventions specific to the students' disability. The role of all Base staff is to provide meaningful learning opportunities for students at the appropriate level.

It is the responsibility of the Base Manager to ensure that good liaison between the School and the parents/carers of the students on the roll of the Base, takes place.

Higher Level Teaching Assistants (HLTA)

The HLTA teaches both small group intervention classes, and 1:1 sessions on a variety of topics, all teaching and planning is completed in liaison with DoL and SpLD Teacher. The HLTA plays an important role in Year 6 to 7 transition and provides initiatives such as Homework Club, and Lunch Club to cater for students in need of this support. The HLTA is responsible for managing and maintaining a database of underachieving students, currently this is focused on three key groups of learners, lower ability girls, lower ability boys, and School Action students. This role also has line management responsibility for some TAs.

Teaching Assistants (TA)

Teaching Assistants are at the front line of inclusion. They support in classes, allocated by the DoL, to both meet the needs of the individual student, and to support the entire group in a meaningful and engaged manner. A TA Link to every Department initiative is now developing to assist mainstream teachers to understand the needs of every student, and therefore be able to include them effectively and appropriately, fostering the goal of independent working and personalised learning. TAs lead small, targeted, teaching groups with a wide variety of foci, these include, Literacy, Numeracy, Social and Behavioural issues, Communication skills etc. TAs are accountable for the work they undertake, with guidance and support from teaching staff.

Black Minority Ethnic (BME) and English as an Additional Language (EAL)

A database of BME/EAL students is managed and updated by a TA with additional responsibility for this area. Regular meetings are held between relevant Outside Agencies, e.g. Homelink, and practical interventions with parents and students are developed and implemented.

Counsellors

Counselling for Students is available within School, this is a confidential provision that is intended to support Student well-being, and to enable and empower Students as they progress through the School aiming for the strands of ECM.

Outside Agencies

The Inclusion Department has an integral role in the communication, collaboration with and appropriate referral to a wide range of external agencies. Procedure for referral is in line with the LEA guidelines (updated April 2009).

Senior Leadership Team

The Inclusion link Senior Leadership Team member will support and monitor to impact of the Inclusion Department with the school, and provide a senior perspective on educational decisions and provision made for individuals as required.

Governors

The Inclusion link governor will monitor the role and impact of the Inclusion Department within the school.

Relationship to other policies

This policy should be read in conjunction with the policies on Teaching and Learning, Exclusion, Behaviour, Gifted and Talented, SEN, Speech and Language Base, Bullying and Racism and Equal Opportunities.

Line management structure

See attached annex