

**COGNITA**

**Inclusion Policy**

**ELIS Villamartín**

**2018- 19**

## **Introduction**

At ELIS Villamartín we believe that one of the most important facets of our school is to enable all students to achieve more than they believed possible through excellent learning opportunities regardless of their abilities and needs. We strive to provide personal and social skills in our learning community that nurtures intellectual growth as well as a strong desire for inner excellence reflected in high performance achievement and a continuous love for learning.

All students have individual needs, which puts personalised learning at the heart of our teaching and learning programme.

This document sets out the inclusion policy for at ELIS Villamartín and should be read in the context of all other ELIS policies in particular those on the Curriculum Development such as Assessment, Recording, Tracking and Reporting of Pupil Progress, Teaching Learning Policy, Curriculum and Marking policies.

In achieving the aims of the school, the Inclusion Department has a central role to support the curriculum in developing lively and enquiring minds, preparing all students with individual needs for the opportunities, challenges and responsibilities of life in a changing world as well as developing a passion for academic excellence and independent learning.

### **Aims of the ELIS Villamartín Inclusion policy and provision:**

- To ensure that each pupil is given an equal opportunity to develop socially, emotionally, intellectually and physically.
- To ensure that all students have access to a broad and balanced curriculum.
- To identify particular needs as early as possible, so the learning experiences are appropriate to children's needs and abilities.
- To treat pupils as individuals, providing an education that is suited to their particular needs and abilities and ensure every child achieves as highly as they can in line with their abilities
- To ensure that all staff receive appropriate support and training in identifying and providing within an ethos of high expectations, putting this policy into practice.
- To provide information to parents, enabling and encouraging them to play an active role in their child's learning and social-emotional development in order to support the school's high expectations and drive to promote academic excellence.
- To work closely with outside agencies when necessary to make sure that the additional needs of the pupil are met.
- To ensure that the views of the students are taken into account when planning their educational provision

## **Definitions and Identification**

It's important to recognise that all pupils are individuals, with their own unique strengths and weaknesses. A child may be very able in some areas, but may appear to have additional needs relating to behavioural, social, physical/sensory or specific learning difficulties. Both SEND and AGT pupils have additional needs that must be catered to.

The purpose of identification is to have a deeper understanding about a pupil's profile, working out what action is needed to empower them in mainstream education. It is not to fit pupil into specific categories.

### **Special Educational Needs and Disability (SEND)**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than the majority of others of the same age.*
- *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

Children and young people who have SEND may also have a disability that is '*...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*' (Equality Act 2010).

Long-term is defined as a year or more, this definition includes sensory impairments such as those affecting sight or hearing and long-term conditions such as asthma, diabetes and epilepsy. These children do not necessarily have SEN but there can be a significant overlap.

### **Able, Gifted and Talented (AGT)**

It is generally agreed that there is no universally accepted definition of "giftedness".

The Department for Education defines Able, Gifted and Talented learners as those *children and young people with one or more abilities developed to a level significantly ahead of their year group or with potential to develop those abilities.*

- Able: Students who achieve or have the ability to achieve, above average in one or more academic areas, including areas outside the main school curriculum. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills.
- Gifted: Students with an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance.
- Talented: Students who excel in one or more specific fields:
  - Creative and Performing Arts – Art, Design & Technology, Drama, Music;

- Physical Education/sporting ability; and/or
- Extra-curricular pastimes – e.g. Chess.
- Dual Exceptionality: Students who are able, gifted or talented but also subject to a barrier of learning, such as dyslexia, Asperger's Syndrome, or a physical disability.

It is worth remembering that able pupils can also be:

- of high ability but of low motivation;
- of good verbal ability but have poor writing skills;
- very able but with a short attention span;
- very able with poor social skills; and/or
- keen to disguise their abilities.

The Code of Practice that ELIS works towards, provides an overview of the range of needs, which is divided into 4 broad categories. These areas are:

- Communication and Interaction (SLCN): This area includes speech, language and communication needs, which could mean difficulties with speech production, the understanding of language, the expression of language or a combination of all three. It also includes difficulties with the social use of language. Children with Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- Cognition and Learning (SpLD): Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs. Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).
- Behaviour, Emotional and Social Difficulties (BESD): Manifest in different ways; such as students becoming withdrawn or displaying challenging behaviour such as being disruptive or self-harming. Students who have difficulty paying attention, or forming attachments with adults also fall into this category. For some children with BESD, the nature of these difficulties will mean that they have learning difficulties, either temporarily or in the long term.
- Sensory and or Physical Needs: Students who require special educational provision because they have a disability that prevents them from accessing the educational facilities that are generally available.

These children do not necessarily have 'learning difficulties', in that their cognitive functioning may be average or above; some children do have associated learning difficulties.

## **Roles and Responsibilities**

**Pupils with additional needs are the shared responsibility of all staff.** All staff are expected to have an understanding and awareness of the impact of specific learning profiles on teaching and learning.

All staff should be aware of their particular responsibilities with respect to the Inclusion Policy.

They should seek advice from the Inclusion Department whenever necessary.

### **The Executive Principal:**

Determines the school's general policy and approach to provision for students with Additional Needs and reinforces the work of the Inclusion Department to ensure the implementation of the inclusion policy.

### **The Head of Lower School, the Head of Secondary and Head of Sixth Form**

Are responsible for the implementation of the inclusion policy and provision, supervising and taking part in the decision process required to carry out this policy.

### **The Inclusion Co-ordinator (SENCO):**

The Inclusion Co-ordinator is responsible to shaping policy into practice.

Key responsibilities are:

- Identification of children with additional needs as early as possible.
- Supporting the class/subject teacher(s) in determining the kind of adjustments to the teaching that would be most effective and reviewing and tracking pupil progress on a termly basis.
- Leading, managing and co-ordinating the additional provision available.
- Liaising and managing Inclusive Support, offering advice and guidance.
- Liaising with parents/carers of children with individual needs, working closely attending and contributing to review meetings/parent meetings when necessary.
- Liaising with external agencies.
- Providing professional guidance and training to colleagues.
- Keeping the Senior Leadership Team (SLT) informed about provision, pupils' additional needs and changes to statutory requirements.
- Ensuring that the school keeps the records of all pupils with Inclusion Register up to date.

**The form tutor/subject teachers:**

- All teachers are teachers of pupils with additional needs, being aware of the procedures for identifying, assessing and making provision for pupils according to their needs, abilities and maturity, and involving themselves actively in the review process.
- They ensure that every child achieves as highly as they can, creating a culture of high expectations and aspirations, providing differentiated teaching according to pupil's needs, abilities and maturity and using enrichment/extension opportunities appropriately.
- Teachers engage parents and young people in decisions about matters that relate to their own or their child's additional needs, including how those needs should be met.

**The role of SEN Therapist:**

The **SENTh** is line-managed by the Inclusion Co-ordinator and is responsible for:

- Involvement in the day-to-day operation of this policy and its procedures.
- Providing practical and specialist provision for children with additional needs, co-operating with teachers and Inclusion Team.
- Involvement in testing of EY and Primary pupils.
- Managing and updating PLPs in coordination with the Inclusion Team.
- Liaising with parents of children with Additional Needs.
- Liaising with external agencies.
- Keeping the Inclusion Co-ordinator fully informed of the progress of the provision for Additional needs.
- Contribute in collaboration with the Inclusion Co-ordinator, providing professional guidance and training to colleagues.

**The role of Teaching Assistants (TA):**

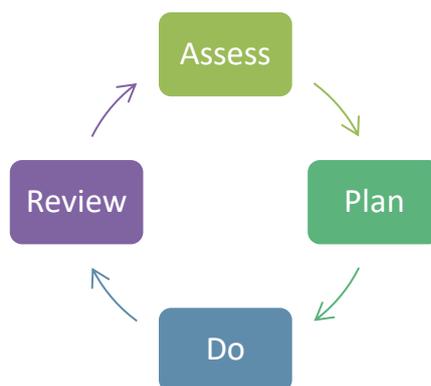
A TA has line-management input from the Inclusion Department and are responsible for:

- Identifying areas of concern regarding individual pupils.
- Managing and updating PLPs in coordination with the Inclusion Team.
- Ensuring that strategies or programmes of work put into place to support pupils are implemented and reviewed periodically.
- Maintaining records and keeping class files up to date.

## A GRADUATED APPROACH TO ADDITIONAL NEEDS SUPPORT

We adopt a graduated approach to ensure **both SEN and AGT pupils' needs** are identified and their potential is unlocked. All students throughout the school are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of any area of concern.

The stages of the graduated approach are:



### Assess

All students throughout the school are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of any area of concern since we consider this is the key to unlocking the potential of pupils who may have additional needs.

In identifying a child as needing additional support, the class or subject teacher, working with the Inclusion Team, carry out a clear analysis of the pupil's needs. The views and experience of parents, the pupil's own views and, if relevant, outside professionals from health or social services are considered essential in this stage.

Data that has been collected by the school and any available information regarding existing additional need is used to gain a full understanding of progress and individual needs. Both qualitative and quantitative information is used for identification purposes:

- Standardised tests, e.g. GL Assessment, CAT, MIDYIS, YELLIS, ALIS;
- Additional assessment by the inclusion team;
- Data on the pupil's progress, attainment and behaviour;
- Information from previous schools for new pupils;
- The views and experience of parents;
- The pupil's own views;
- Observations in lessons;
- Criterion-referenced assessments and checklists;
- Class and playground observations;
- Sampling pupil work;

- In-class assessments;
- Discussions with Inclusion Support Team and;
- Outside agencies reports: Education or Clinical Psychologist, or Psychiatric Assessment; Neurologist; full Specialist Teacher assessment; local health services.

Identifying and assessing children or young people whose first language is not English requires particular care. The school looks carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from additional needs or a disability. Difficulties related solely to limitations in English as an additional language cannot be considered a learning difficulty per se.

## **Plan**

When a student has Additional Needs is referred to the Inclusion Team and their progress needs are monitored, carrying out inclusive strategies to day to-day class/subject teaching, involving Inclusion Support Teachers' intervention if it is considered necessary. At this stage they do not require a Personalised Learning Plan (PLP) but regular reviews will be carried out.

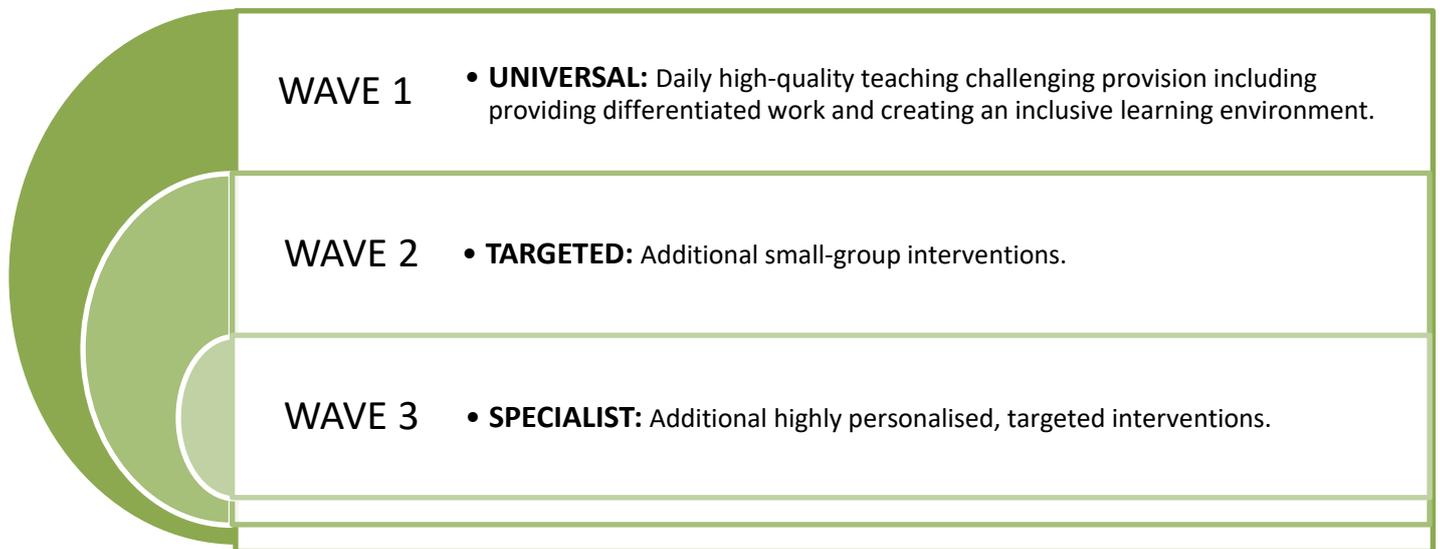
In cases where need for Additional Support has been identified, teachers and the Inclusion Team work in collaboration to respond to a pupil's identified needs, record strategies employed, and identify and share specific targets to enable the child to progress within a Personalised Learning Plans (PLP):

- PLP is a personalised learning plan and should set out targets and actions for the pupil that are different from or additional to those that are in place for the rest of the class.
- The PLP allows schools and staff to plan for progression, monitor the effectiveness of teaching, monitor the provision for additional support needs within the school, collaborate with parents and other members of staff, involving outside agencies when it is required and help the pupil become more involved in their own learning.
- Personalised Learning Plans are written by the Inclusion Team in partnership with the teachers and are reviewed periodically by all involved.
- Parents will always be informed of PLP and the outcome of the review meetings. They will be encouraged to express their opinions and support the school by implementing targets set for home.

## **Do**

At ELIS Villamartin consider that the key element in making effective provision for pupils with additional needs is getting to know each child's strengths and weaknesses and formulating appropriate expectations. Creating a climate where 'having a go' is valued as much as 'getting it right' is an important part of meeting individual needs, as is a shared understanding that mistakes can be a force for good if we learn from them.

We use a simple categorisation of students which helps provide a consistent and understood language.



### **Wave 1: Universal and inclusive environment**

Our objective as a school is to continue moving forward to provide a broad and balanced curriculum that encourages all pupils to pursue and develop their individual interests and abilities recognizing best practice. For the majority of pupils identified as Additional Needs, provision will be made within normal curriculum planning, differentiation and assessment for learning strategies. Opportunities for differentiated work, extension and enrichment are built into all lessons, schemes of work and all classrooms provide an effective learning environment offering them opportunities to thrive through:

- An enriched, stimulating and relevant curriculum;
- Regular reinforcement of high expectations;
- Opportunities for pupils to work outside their usual working environment, where possible (e.g. regional enrichment events or workshops);
- Independent and collaborative learning activities;
- The focus on thinking and study skills, including metacognition;
- Pupils self-assessing and evaluating their own work; and
- Encouraging risk-taking and the experience of setbacks to develop resilience.

### **Wave 2: Targeted. Additional intervention**

This is organised in the form of workshops or in-class support and is carried out by a member of the Inclusion team. There is no requirement that the students should have an PLP in order to benefit from Wave 2 provision.

### **Wave 3: Specialist intervention**

This provides support and specialized advice and / or long-term regular support from the therapist for additional support to achieve the best possible learning outcomes for students who progress more slowly despite high quality teaching and targeted intervention. Learners receiving Wave 3 support will always be placed on an PLP.

The form tutor and subject teacher are responsible for working with the child on a daily basis. They work closely with any member of the Inclusion Team involved, to plan and assess the impact of support and interventions. The Inclusion Co-ordinator supports the teacher and Teacher Assistants in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed in accordance with agreed dates.

The form tutor and/or subject teacher, working with the Inclusion Team, revise the impact and quality of the support and interventions in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

If the difficulties persist over a period of time and/or it is decided that the needs of the child are not being met by the school alone (i.e. little progress is seen or the child needs psychological support), the Inclusion Co-ordinator and form tutor together will ask the child's parents to consult an outside agencies, such as:

- Education or Clinical Psychologist, or Psychiatric Assessment;
- Neuropaediatrician assessment;
- Full Specialist Teacher assessment;
- Local health services involvement.

Parents have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Using all the information gathered at this stage, the process of applying new strategies and reviewing progress will continue.

### **Recording pupils with additional needs.**

The Inclusion Department will keep an Inclusion Register and files on each child identified as having additional needs, The Inclusion Registers are updated termly by the Inclusion Co-ordinator in association with pupil progress, departmental and/or staff meetings and published electronically.

All records will be made available to teachers on a need to know basis, respecting confidentiality and are stored in line with data protection legislation.

A student's strengths and weaknesses arise at different times due to physical, emotional or intellectual development, and as new opportunities arise. Therefore, forming part of the Inclusion register is not permanent. If the parties perceive that inclusion is no longer beneficial, students may withdraw, temporarily or permanently. Such changes to the record will be discussed in parallel with the student and the parents.

Written by the Inclusion Coordinator and Executive Principal.

Next Review: July 2019