



INCLUSION POLICY

July 2018

'Inclusion is a right, not a privilege for a select few' – Judge Geary, Oberti v. Board of Education

Introduction

At LEO Academy Trust, we value the individuality of all pupils. We are committed to giving all our pupils every opportunity to achieve the highest standards by making visible and appropriate progress each term. We take into account pupils' varied life-experiences and needs and provide a strong partnership between pupils, parents/carers and external agencies. We offer a broad, balanced and accessible curriculum and have high expectations of all our pupils. The achievements, attitudes and wellbeing are at the core of everything we do. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious and SMART. Potential areas of difficulty and barriers to learning are identified and addressed as they arise. Inclusive practice will allow all pupils to be able to access the full national curriculum and EYFS goals, with the necessary adjustments being made. We pride ourselves on providing opportunities to develop the whole child.

The Equality Act (2010) states that the following is unlawful: direct discrimination, indirect discrimination, discrimination arising from disability and failure to make reasonable adjustments for disabled people, which we have a statutory obligation to promote equality of opportunity for all pupils and review these in line with updated legislation.

At LEO Academy Trust, we strive to eliminate prejudice and discrimination and to develop an environment where all pupils can flourish and feel safe. We believe that educational inclusion is about equal opportunities for all learners. This policy helps to ensure that all pupils are equally valued in school. We pay particular attention to the provision for and the achievement of different groups of learners:

- SEND
- Disadvantaged pupils (DA)
- Able, G & T
- EAL (English as Additional Language)/New to English
- Pupils subject to Child Protection or Child in Need plans
- Emotional or Mental Wellbeing
- Girls and Boys
- Black, Asian and Minority Ethnic Communities (BAME)
- Faith Minority Groups

A Local Offer, which has information for families of pupils and young people with Special Educational Needs or Disabilities (SEND), is reviewed annually and made available on the Local Authorities' website. A SEND Information Report is available on the website of individual LEO schools.

Inclusive Planning and Learning

Our LEO staff plan a curriculum that meets the specific needs of individuals and groups of pupils. 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 influences the way they learn. Teachers plan their approaches to learning and teaching so that all pupils can take part in the lessons effectively, demonstrating strong inclusive practice. Teachers need to ensure that assistants have access to relevant planning so that they can support the pupils appropriately, allowing for the necessary amendments to be made.

Teacher 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 and setting appropriate learning challenges
- using appropriate assessment approaches
- setting targets for learning
- developing positive relationships with students
- responding to the diverse needs of the pupils
- overcoming potential barriers to learning and assessments for individuals and groups of pupils and
- providing other curricular opportunities to meet the needs of individual or groups of pupils.

Teacher lesson plans include details of differentiation to cater for all groups which demonstrates inclusive practice across the curriculum. Teachers seek out opportunities to encourage all pupils to engage with subjects through their strengths and interests, considering the value of using *multiple-intelligences* to nurture strengths and interests to ensure every child flourishes.



This can take many forms including:

Able and Gifted and Talented

- 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 to encourage pupils to impose meaning, make reasoned judgements or produce multiple solutions;
- The opportunity to take risks in an organised way, to learn from ‘failures’ (linked to Growth Mindset) and to work collaboratively;
- Learning which involves authentic tasks and opportunity for choice and personalisation;
- This could be reflected within the curriculum, enrichment opportunities and extra-curricular and extends beyond academic subjects.

The definition of ‘**higher order thinking skills**’:

Higher order thinking skills include critical, logical, reflective, metacognitive, and creative thinking. They are activated when individuals encounter unfamiliar problems, uncertainties, questions, or dilemmas.

Successful applications of the skills result in explanations, decisions, performances, and products that are valid within the context of available knowledge and experience and that promote continued growth in these and other intellectual skills. Higher order thinking skills are grounded in lower order skills such as discriminations, simple application and analysis, and cognitive strategies and are linked to prior knowledge of subject matter content. Appropriate teaching strategies and learning environments facilitate their growth as do student persistence, self-monitoring, and open-minded, flexible attitudes.

We recognise that such learning experiences benefit all students, not just those identified as Gifted and Talented. Therefore, although at times G&T pupils will be offered special learning experiences, most often teachers will use an ‘open door’ or inclusive model of provision in which all pupils get an opportunity to participate in the above.

EAL and New to English

At LEO, we promote equality of opportunity for pupils who speak English as a new or second language.

These include:

- Access to dual language texts, posters and displays;
- Access to word banks;
- Opportunity for visual literacy techniques such as reading pictures and drama;
- Providing opportunity for **higher order thinking**;
- Opportunity for discussion and co-operative learning;
- Opportunities, where possible, to communicate in first or home language;
- Display artefacts and materials which reflect the pupils’ home background;
- Encourage pupils to write their own dual texts, where appropriate;
- Promoting and celebrating diversity whilst taking care to avoid stereotyping and
- Plan learning opportunities in lessons which reflect the backgrounds of the pupils in the class.

We believe that pupils learn English best when they are working collaboratively with English speaking pupils and immerse them in a language-rich environment, so we actively plan for and encourage this as far as possible. *See EAL policy.*

SEND

As above, but in addition:

- Differentiated success criteria;
- Adapted and differentiated printed texts to improve access and understanding;
- Graphic organisers and writing frames;
- Hands on equipment;
- Multi-sensory learning opportunities;
- Additional adult support (where possible/available);
- Additional visual cues;
- Learning opportunities which reflect IEP and EHCP targets;
- Mixed ability and homogenous groupings.

At LEO, we understand that not all disabilities are physical – some are cognitive or emotional. The school is committed to providing an environment that allows pupils full access to all areas of learning. The designated points of entry to our school allows for wheelchair access. Teachers modify learning and teaching as appropriate for pupils with disabilities, for example, they may give additional time for pupils with disabilities to complete certain activities. In their planning, teachers ensure they give pupils with disabilities the opportunity to develop skills in practical aspects of the curriculum.

See SEND Policy.

Assessment for Inclusion

Schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. Teacher and staff observations, records from previous schools and information from parents/carers can provide an overall picture of a child's challenges and needs. In every instance, where a need is identified, these must be raised with the Inclusion Leads. The school can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements.

Monitoring of Inclusive Practice

We achieve educational inclusion by continually reviewing what we do and by asking ourselves these questions:

- Do all our pupils achieve their best?
- Are targets set for pupils SMART?
- Are there differences in the achievement of different groups of pupils?
- What are we doing for those pupils who we know are not achieving their best?
- Are our actions effective and are pupils making progress?
- Are we successful in promoting harmony and preparing pupils to live in a diverse society?

Inclusive Learning and Teaching Styles

We aim to give all our pupils the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can and making progress. Teachers use this information when planning the learning and next steps. It allows them to take into account the abilities of all their pupils. For some pupils, we adapt programmes of learning from a previous phase delivered in age-related interest level.

When the attainment of a child falls significantly below the expected level – using formative and standardised assessments – teachers enable the child to succeed by planning work that is in line with the child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth and depth of work within the area or areas for which the child demonstrates a particular aptitude. Teaching and support staff are familiar with and agree to adhere to the *School's Equal Opportunities policy*.

They ensure that all pupils, both within the curriculum and through extra-curricular opportunities:

- Feel secure and know that their contributions are valued;
- Appreciate and value the differences they see in others;
- Take responsibility for their own actions and learning;
- Are taught in groupings that allow them all to experience success;
- Use materials that reflect a range of social and cultural backgrounds without stereotyping;
- Have a common curriculum that allows for a range of different learning styles;
- Have challenging targets that enable them to succeed;
- Participate as fully as possible, regardless of disabilities or medical needs;
- Have a growth-mindset and a strong belief in perseverance, seeing their mistakes as a step to success.

Roles and Responsibilities

a.) Inclusion Manager/Inclusion Lead (including SENDCo, EAL and DA Lead)

- To ensure that an efficient and coherent system is in place, which all staff understand, to identify and meet the needs of all pupils within the school.
- To ensure that the individual pupil journey and progress is captured in pupil files which are kept up-to-date and data protected (GDPR)
- To ensure that meetings take place regularly to review the progress of pupils on the Inclusion register (see groups in 1.3).
- To ensure that targets set for Inclusion pupils directly correlate to the identified needs and are sufficient to ensure good progress (SMART).
- To ensure that practical advice and support is given to staff to promote the learning and progress of all pupils on the Inclusion register.
- To monitor and study data to ensure that the various cohorts within Inclusion are progressing well and that gaps are being diminished.
- To liaise with the parents/carers of pupils on the Inclusion register, from discussions with the Class Teacher and Head. (Parents/carers must be closely involved and their insights included in the process.)
- To liaise with external agencies, as agreed from discussions with the Class Teacher, Head and parent/carer.
- To ensure that policies and practices are up-to-date and in line with statutory requirements.

- Along with the class teacher, to organise and supervise the work of assistants or Teachers providing interventions.
- To ensure accurate and up-to-date registers and timetables are maintained.

b.) The Class Teacher

- To understand and adhere to the school's policy for identifying and supporting pupils on the Inclusion register.
- To provide high quality learning experiences, as outlined above, through intelligent planning based on an understanding of the needs within the class.
- To deliver a differentiated programme to the pupils on the Inclusion register as identified in the IEPs, EHCP and personalised targets.
- To evaluate pupil progress by reviewing targets and their effectiveness, with the Inclusion Leads.
- To seek advice and support from any of the Inclusion Leads.
- To maintain good communication with parents/carers on the provision for and progress of the child.

c.) The Parent/Carers

- To work in partnership with the school and external agencies to support the progress of the child, as outlined in the personalised targets/IEPs/EHCP.
- To maintain good lines of communication with the school, being sure to inform of any factors that could affect outcomes and attend all appropriate meetings to inform or be kept up to date.
- To carry out suggested activities at home to support the child's development.

d.) The Pupils

- To understand the significant role they play in ensuring their own progress and growth through Growth-Mindset, perseverance and seeing their learning as a journey.
- To work in partnership with parent/carers, class teacher, assistants and external agencies to set, evaluate and review targets and their effectiveness.
- To demonstrate appropriate behaviour for learning, to ensure opportunities provided inside and outside of the classroom to flourish as a learner.

e.) The Headteacher/Head of School

- To ensure that the leadership and management of Inclusion is effective and impactful.
- To rigorously monitor and utilise data to assess the effectiveness of Inclusion provision at the school and to alter provision where needed.
- To utilise data to set targets for Inclusion within the school.
- To advise and support the Inclusion Manager in their role.
- To ensure that Inclusion features within the School Development Plan and remains a significant driver in pupil progress.
- To report to the Governors on the effectiveness of Inclusion in relation to pupil progress and well-being.

f.) The Governors

- To ensure that Inclusion provision is of a high standard.
- To have regard for the code of practice and statutory requirements when undertaking Governing responsibilities for Inclusion.
- To monitor and report on the effectiveness of the Inclusion provision and the Inclusion Policy.

At LEO Academy Trust, we value each pupil as a unique individual. We will always continue to strive to meet the needs of all our pupils. We adopt a whole school approach in which the admission of any

individual is considered in the context of ensuring the child's needs can be met, and that the provision is compatible with the efficient education of other pupils and is an efficient use of resources (The Green Paper 2011).

'Instead of pupils saying IMPOSSIBLE, we strive to teach them that the word itself means I'M POSSIBLE!'

DRAFT

Commissioned by LEO Inclusion Team: CM, RM, HS, SK, AR, AB

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Appendices:

- *The Green Paper (2011):* <http://www.educationengland.org.uk/documents/pdfs/2011-green-paper-sen.pdf>
- *SEND Code of Conduct (2015):* <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- *The Equality Act (2010):* <https://www.legislation.gov.uk/ukpga/2010/15/contents>