

WEST LANCASHIRE COMMUNITY HIGH SCHOOL

A POLICY FOR THE INCLUSION OF PUPILS WITH SEN AND BEHAVIOURAL DIFFICULTIES

Introduction

As a school we are committed to valuing the individuality of all of our children. We give all of our children every opportunity to achieve the highest of standards. We do this by respecting and taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all our children. The achievements, attitudes and well-being of all our children are paramount. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background and that pupils have a common curriculum experience.

We actively seek to remove the barriers to learning and 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:

Objectives

The school will:

- ensure implementation of government and LA inclusion recommendations;
- ensure the school's inclusion policy is implemented consistently by all staff;
- ensure any discrimination or prejudice is eradicated;
- identify barriers to learning and participation and provide appropriately to meet a diversity of needs;
- ensure all pupils have access to an appropriately differentiated curriculum;
- recognise, value and celebrate pupils' achievements, 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.

Defining Inclusion

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any pupils irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers. As a school we also recognise that inclusion is a two way process of involving others to develop opportunities and skills both within and beyond our own setting, ensuring that all pupils experience equality and opportunity of access to learning

Co-ordinating Inclusion

The school, particularly senior staff are responsible for:

- induct new staff in the school's commitment to inclusion;
- monitor the inclusion policy and report annually to the governing body on its effectiveness;
- Work collaboratively to monitor pupil progress

- co-ordinate external specialist provision.
- work positively with all members of the school community to promote inclusion;
- monitor and assess inclusive provision by helping the school to establish indicators to judge its effectiveness in relation to inclusion;
- report annually on the efficient and effective use of resources for pupils;
- analyse with key staff the recording of incidents which may relate to bullying or discrimination of pupils on the grounds of SEN;
- liaise with parents;
- co-ordinate cross-phase / key stage transition;
- share inclusive expertise with, and support the professional development of classroom teachers and teaching assistants;
- liaise with the various Educational and Health Services and contribute to Pupils annual reviews

All staff are committed to meeting the needs of all pupils in their class and promoting the culture and ethos of inclusion within the school community.

Inclusive Provision

The school offers a continuum of provision to meet a diversity of pupils' needs. Class groups and departments are organised to best meet needs of pupils with an appropriate peer group. These groupings are revised regularly and adapted accordingly.

Class support is available in all lessons provided by teaching assistants (TAs). This additional support used and directed by the class teacher for individual pupils and small groups.

Access to learning is enhanced through technology and study aids, following outcomes of multi-agency collaboration and guidance obtained from medical, health and other education professionals.

A room is available for private treatment sessions(light room/sensory room) but therapy is often incorporated into classroom practice. The school has Specialist Trained staff who offer teaching and INSET support in local special and mainstream primary and high schools

Social Language Program (SLP) and SEAL groups are provided both within schools and in other local schools where pupils and staff are able to share skills and develop expertise in social language skills

Promoting an inclusive Curriculum

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

When setting suitable learning challenges, we aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.

When planning, we set high expectations and provide opportunities for all pupils to achieve. This is based on a system of tracking pupil achievement in order to ensure that pupils do not underachieve or fail to reach their potential. We respect and value pupils that bring to school different experiences, interests and strengths which will influence the way in which they learn. Our teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.

To ensure that we meet the full range of pupils' needs, our teachers are aware of the requirements of the equal opportunities legislation that cover race, gender and disability. We 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
- using appropriate assessment approaches
- setting targets for learning.
- providing for pupils who need help with communication, language and literacy
- planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
- planning for pupils' full participation in learning and in physical and practical activities
- helping pupils to manage their behaviour, to take part in learning effectively and safely, and at key stage 4, to prepare for work
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

External Support

The school will liaise and seek additional external advice and support from Lancashire Education Inclusion Service, Lancashire Schools Effectiveness Service, Health related services and the Learning Disability Team. Specialist teachers from these services provide intervention in the form of assessment of pupils' needs and progress.

The school also engages in collaborative partnerships with special and mainstream schools, local colleges and training providers to promote inclusive networked learning communities. The school has access to an Inclusion (SEN) adviser, educational psychologist, pupil access and educational welfare officer.

Resource Allocation

The school allocates some of its budget to resourcing educational curriculum/inclusion. In April the Headteacher, Deputy and SBM in conjunction with the Inclusion Leader/Support Leader will review monies allocated to each curriculum cost centre and with the governing body (based on the SIP), approve the necessary curriculum priority pending, that supports moving inclusive practice.

The Senior Management Team organise and plan the amount of additional in-class and external specialist support required for pupils. Pupils receive in-class

support from teaching assistants and / or direct small group teaching.

The Inclusion Leader will report annually on the efficient and effective use of resources for pupils and the development of Inclusion initiatives.

Assessment Procedures

We believe that all children and young people deserve to have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved.

The school uses an in house developed assessment system linked to the P Scales, PIVATS and National levels of attainment for all pupils across all key stages. Assessment for learning, as outlined in the national guidance from the Qualifications and Curriculum Authority (QCA), guides us in the process of seeking and interpreting evidence for use by learners and our teachers to decide where the pupils are in their learning, where they need to go and how best to get there.

All teachers monitor, review and analyse pupil progress in accordance with the school's assessment policy. In order to ensure accurate assessments are made, teachers continually moderate and standardise samples of pupils' work and achievements across the curriculum.

Updated: Spring 2016

Next Review: Spring 2018