



**Diamond Academy**

**INCLUSION POLICY**

**Signed.....E. Culley....Chair of Academy Council**

**Date...Sept 2020**

**Date for Review.....Sept 2021.....**

**AIMS OF THE POLICY:**

- to explain the ethos and rationale behind provision for Inclusion at Diamond Academy
- to outline the nature of the provision for Inclusion at Diamond Academy
- to set out the roles of the class teachers and coordinator in relation to provision for Inclusion
- to foster the involvement of parents at all stages of provision for pupils with educational needs

## **INTRODUCTION**

As an academy we are committed to giving every child an opportunity to achieve the highest standards regardless of their age, gender, ethnicity, attainment, disposition or background. We recognise that there is a diversity of special needs including learning, health, behavioural, emotional and physical. We aim to provide for pupils who are more able and recognise that they may need specific provision. We also recognise that pupils for whom English is an Additional Language may also have learning needs which must be supported to enable them to access the curriculum. We are clear at the academy that the need to learn English is not a special need in itself but may or may not be associated with an additional special educational need.

Diversity is valued as a rich resource, which supports the learning of all. In this academy, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents, and personal qualities.

## **INCLUSION MONITORING**

These 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
- pupils who have Special Educational Needs and Disabilities
- pupils who are more able
- pupils who are subject to Child Protection or Child in Need plans
- pupils who are at risk of disaffection or exclusion, young carers, sick children, including children with mental illness and children from families under stress
- pupils with emotional and behavioural difficulties

## **ORGANISATION OF LEARNING**

The academy offers a continuum of provision to meet the diversity of pupils' needs. Although all classes are mixed ability class teachers have the flexibility to set smaller ability groups.

Additional in-class support provided by Teaching Assistants is available in all classes, including delivery of Wave 2 and Wave 3 support when appropriate. This additional support is usually targeted at individual and small groups of 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. Interactive whiteboards are available in every class, as well as laptops and tablets being centrally located and are used regularly to provide additional support and challenge. Because some of the students at Diamond Academy have English as Additional Language, teachers sometimes include EAL teaching strategies with all students in all lessons. At Diamond Academy we believe that children learn English best when they are working collaboratively with English speaking children, so it is not our practice to withdraw children who are just beginning to learn English.

### **PLANNING OF LEARNING**

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 academy which influence the way they learn. Teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. To ensure that they meet the full range of pupils' needs, teachers should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability.

Teachers need to ensure that teaching assistants have access to relevant planning so that they can support the children appropriately.

Teachers 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
- using appropriate assessment approaches
- setting targets for learning.
- developing positive relationships with students

Teacher lesson plans include details of differentiation for more able and SEND. This can take many forms including:

#### **More Able**

- 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 and uncertainty to permit pupils to impose meaning, make reasoned judgements or produce multiple solutions
- the opportunity to take risks in an organised way and sometimes to fail and to work collaboratively
- learning which involves authentic tasks and opportunity for choice and personalisation

At Diamond Academy we recognise that such learning experiences benefit all students, not just those identified as more able. Therefore, although at times more able children will be offered special learning experiences, most often teachers use an 'open door' or inclusive model of provision in which all students get an opportunity to participate in the above.

### **EAL**

- access to dual language texts, posters and displays
- 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
- opportunities to communicate in their first/home language
- display artefacts and materials which reflect the children's home background
- encourage children to write their own dual texts, when appropriate
- participate in Black History Month and Refugee Week and Traveller Week
- plan learning opportunities in lessons which reflect ethnic minority backgrounds

### **SEND**

As above, but in addition:

- differentiated learning objectives and/or success criteria
- adapted and differentiated printed text to improve access and understanding
- graphic organisers and writing frames
- hands on equipment
- multi-sensory learning opportunities

- extra adult support
- additional visual cues
- learning opportunities which reflect individual targets
- mixed ability and homogeneous groupings
- specialised targets which are reflected in planning
- differentiated homework

## **EXTERNAL SUPPORT TO ENRICH LEARNING**

The academy has close links with external support agencies such as Speech and Language and Health services. Through the LA we have access to services such SEND and EAL advisors. The academy is also supported by an Educational Psychologist (EP), Speech and Language Therapist and advisors.

The EP are able to provide advice and guidance on issues related to curriculum provision, more able pupils, gender issues, and identification and assessment of pupils' individual needs.

The Special Needs and Disabilities Coordinator (SENDCo), , organises and plans the amount of external specialist support required by pupils at Special Needs Support and with an Education, Health and Care Plan. Support readers, prompters and bilingual assistants will be arranged to support children who are eligible during SATs.

At Diamond Academy it is recognised that experiences outside the classroom and support such as visiting specialist teachers are invaluable in terms of providing enrichment, not only to more able students but to all students. The academy aims to provide such experiences regularly.

## **RESOURCES AND BUDGET**

The academy allocates a proportion of its budget to resourcing education inclusion. In liaison with the SLT, the SENDCo organises and plans the amount of additional in-class and external specialist support required by pupils at Special Needs Support and those with an Education, Health and Care Plan.

The academy has a wide range of resources to support children with SEND, EAL and more able children. These resources are managed by the SENDCo and are audited at the beginning and end of each year. When not distributed they are kept centrally.

## **ASSESSMENT PROCEDURES**

All teachers monitor and review pupil progress and attainment. In order to ensure accurate assessments are made, teachers are supported by

SLT and they are given opportunities to moderate samples of work and achievements across the core subjects.

With specific reference to SEND children the assessment procedures are carried out by the class and supported by the SENDCo. Information from the parents is also sought and valued.

Formal assessments may also be administered by outside agencies supporting the child. The class teacher, SENDCo and SLT continually monitor and assess pupils' progress. Education, Health and Care Plans (EHCPs) are reviewed regularly throughout the year.

Newly arrived pupils are initially assessed using the procedures found in the document, 'Ensuring an Inclusive Induction.' Where it is necessary to determine whether a pupil's difficulties are due to SEND or EAL then a more in-depth assessment may be required. EAL children will be assessed in line with EAL Language Levels and through the whole academy assessment procedures. Teachers assess EAL children when they enter the academy and it is sometimes necessary to buy in a first language assessment.

## **IDENTIFICATION OF UNDERACHIEVING SEND and MORE ABLE PUPILS**

Children with special educational needs and disabilities have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age

The academy aims for early identification of special educational needs. This is done through monitoring of achievement and teacher observation. It is the role of the teacher to inform the SENDCo of concerns regarding a children's learning. The SENDCo then ensures further assessment and support.

## **PROVISION FOR THE MORE ABLE**

At Diamond Academy, it is likely that students identified as more able will have high achievement compared to their peers in at least one area of the curriculum. However, a pupil may be considered more able even if he/she is not yet showing high achievement if there is consensus that the child has the *potential* to achieve.

At Diamond Academy we understand that for successful identification students must have access to a varied, challenging and engaging curriculum which allows more able students to 'show their potential.'

## **REGISTERS AND RECORD KEEPING**

The SENDCo holds and updates SEND, More Able and EAL registers. Teachers are responsible for the completion of all appropriate paperwork for children who are at the levels of Special Needs Support, as well as annual teacher reports for children with EHCPs. The SENDCo is responsible for completing the paperwork required for Statutory Assessment requests and the annual review of EHCPs.

Class teachers are responsible for completing the paperwork relevant to supporting pupils with EAL needs at all stages of achievement.

Children and parents are part of the target setting and reviewing process for EHCPs

Information and assessment records pertaining to children with EAL, SEND and or More Able are to be kept in the relevant class folder. All records are considered to be confidential and are only accessible to concerned professionals and parents. The SENDCo keeps copies of SEND documents.

Electronic provision maps for each class are used to record support which is different from or additional to normal provision.

## **MONITORING OF WHOLE ACADEMY EFFECTIVENESS**

The SENDCo, Principal, Academy Council and Trust are responsible for reviewing the overall provision for EAL, SEND and More Able children. To support this, pupil's progress is tracked at a number of levels:

- the class teacher formatively assesses children's progress against targets
- there is a review of progress that children have made towards EAL stages twice a year
- there are annual review meetings for children with EHCPs
- all lesson observations include comment on provision and progress of pupils with different or additional needs.
- TAs are formally observed delivering interventions
- The effectiveness of interventions is monitored
- the SENDCo updates the provision map each term

Whole academy effectiveness is measured by monitoring children on the inclusion register who are:

- completing EHCP targets
- making progress through a more specific measure of progress

- making progress through the EAL stages
- achieving their Age Related targets
- achieving or exceeding their SATs targets
- ready for a reduction in the quantity of support they require

### **ROLE OF HEAD OF ACADEMY**

The Head of Academy has responsibility for managing the work of the SENDCo. They must keep the academy's governing body fully informed and work closely with the SENDCo.

### **ROLE OF (SENDCo)**

The SENDCo role includes the work of the SEND, EAL, ore Able coordinator. The key aspects are:

- updating the inclusion policy
- reporting to the governing body on academy effectiveness
- monitoring and assessing inclusive provision
- identifying children's barriers to learning and providing staff with appropriate strategies
- sharing inclusive expertise with classroom teachers and TAs
- working with coordinators to purchase appropriate resources
- monitoring pupils progress
- liaising with parents
- co-ordinate cross phase/ cross academy transition
- liaising with and co-ordinating external specialist provision.
- managing inclusion resources
- organising appropriate training
- line management of teaching assistants
- assisting in Child Protection procedure
- Currently at Diamond Academy, the SENDCo is Andy Johnson.

### **ROLE OF CLASS TEACHER**

It is the responsibility of the class teacher to

- provide an atmosphere that reflects the multi-cultural ethos of the academy
- proactively identify special educational needs
- ensure that all children have access to a broad and balanced curriculum
- differentiate tasks and select strategies that support the learning of EAL, More Able and SEND children
- discuss specific strategies used with these pupils at parents' evenings

- complete required Inclusion and Special Needs documentation as directed by the SENDCo

### **ROLE OF Academy Council**

The Trust have statutory responsibilities outlined in the Special Needs and Disabilities Code of Practice. They are responsible for providing a named Trustee responsible for Special Needs and for reporting to parents on the fulfilment of the academy's Inclusion Policy. There should be a nominated member of the Academy Council responsible for having an overview of Special and alternative provision within the academy.

### **ROLE OF PARENTS**

The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process and are encouraged to keep in regular contact with the academy regarding their child's progress. Parents are invited to meet with the class teacher and discuss their child's progress towards their EHCP targets in the Autumn, Spring and Summer terms. Parents' evenings are held two times per year. The SENDCo meets with parents regarding their child's additional needs and provides support and information as required.

Please also see the Diamond Academy Special Needs Information Statement.