



CASTLEMAN ACADEMY TRUST

POLICY :

Inclusion

Author: Inclusion Director/Chief Executive Officer

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CASTLEMAN ACADEMY TRUST
Inclusion Policy

Our policies refer to Senior Leaders. This can mean Executive Head Teacher, Head Teacher or Head of School.

This policy provides information on provision for all 'vulnerable groups' including children with special educational needs or disability (SEND), those who are gifted and talented (G&T), pupil premium children entitled to free school meals (FSM), pupil premium forces children (PPF).

This policy should be read in conjunction with our policies for Special Educational Needs and Disability Policy, equality, safeguarding, positive behaviour children who speak English as an additional language (EAL), children in care (CIC)

Our Aim:

To fully develop each pupil's personality and potential - intellectual, physical, aesthetic, emotional, spiritual, cultural, moral and social development so they become.....

A happy, successful and confident life-long learner who recognises and fulfils their responsibilities as a global citizen.

To achieve this we will endeavour to:

- Create a positive environment in which learning can readily take place underpinned by our values.
- Build on and develop the skills, knowledge and experience that pupils have previously acquired, thereby contributing towards their future economic well-being.
- Foster a safe, healthy, caring, courteous and happy community in partnership with pupils, staff and parents/carers.
- Promote inclusion and equality of opportunity.

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (September 2014)

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (Sept. 2014)
- School SEND Information Report Regulations (2014)

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision of and the achievement of different groups of learners:

- Girls, boys and adults
- Minority ethnic and faith groups, Travellers, asylum seekers, refugees and forces families
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs – on our Code of Practice.
- Learners with a disability
- Those who are “gifted and talented”
- Those who are looked after by the local or neighbouring authorities.
- Those who have a medical condition;
- Those who are young carers;
- Those who are in families under stress;

- Any learners who are at risk of disaffection and exclusion
- Pupil premium – Forces
- Pupil premium – FSMS

Up to date information about pupil premium arrangements can be found on the school website.

This policy endeavours to describe the ways in which we meet the needs of children who experience barriers to their learning. This list is not exhaustive – interventions are matched to individuals and these are specific to learners.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

The achievement of children in all vulnerable groups is tracked by the class tutors, the Headteacher and the Inclusion Leader.

In Castleman Academy Trust Schools, we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to their full potential. Not all learning needs will be categorised as “SEND”. From time to time, youngsters require additional support to be successful in their learning. This does not automatically mean that a child has “SEND”.

We see the inclusion of children identified as having special educational need/disability – on our code of Practice, as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are moving from a special educational needs approach that locates a problem with the child to looking at what additional provision we need to make for specific children learning.

Objectives

1. To ensure the SEND and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with SEND.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum* through differentiated planning by subject class teachers, Inclusion Leader, HLTAs and LAs as appropriate.
(*Except where disapplication, arising from a Statement occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)
5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEND.
6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of all children who live in our “locality” and transfer to us from other school settings.
8. To enable children to move on from us well equipped in their learning and social independence skills.
9. To involve parents/carers at every stage in plans to meet their children’s additional needs.

10. To involve the children themselves as much as possible, in planning and in any decision making that affects them.

Special Educational Needs Provision

In order to support those children with special needs, there is a range of SEND provision. SEND provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age.

The Trust follows guidance within the Special Educational Needs Code of Practice and National Curriculum guidance regarding Inclusion. Please refer to the Special Educational Needs and Disability Policy.

Co-ordinating Provision

The key responsibilities of the post of the Inclusion Leader include:

- 'overseeing the day-to-day operation of the school's Inclusion Policy
- co-ordinating provision for children with special educational needs
- liaising with the designated teacher where a looked after child (child in care) has SEND
- advising on a graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of children with SEND
- liaising with other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- being a key point of contact with external agencies, especially the Local Authority (LA) and LA support services
- liaising with potential next providers of education to ensure smooth transitions
- working with the Headteacher and the School Standards Boards to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all children with SEND up to date (DfE Code of Practice, 2014)

See 'Inclusion Leader Help sheet' for further information about how this will be delivered. (Appendix 1)

The Inclusion Leader works closely with the Headteacher, School Standards Boards and Trust Board, whose responsibilities include ensuring funding arrangements and maintaining appropriate staffing.

Role of Parents

Parent and school partnership is crucial to providing effective support for all children, and particularly those with additional needs and those in vulnerable groups. Any concerns regarding a child can be raised by the child's parent/carer or form tutor/subject class teacher, leading to ongoing discussions and a collaborative approach to identification of any SEND. We believe that parents know their children best and will seek to utilise their knowledge, working with them to plan interventions which will best suit their child. Teachers value the role that parents have and will seek to support where appropriate with difficulties at home, in particular when this is having an impact at school.

Parents will always be asked to attend key discussions regarding their child, and they will be invited to discuss and review individual targets (for SEND children) at individual meetings where these will be agreed

jointly. Parents can ask for an update of their child's progress at any point by contacting the class teacher. They can also seek pastoral support by speaking with the Pastoral Care Worker. All staff will endeavour to be flexible when meeting with parents in order to plan discussions at a time that is convenient to all parties.

Decision Making

Key decisions regarding provision and resourcing for Inclusion across the school are made jointly by the Inclusion Leader, leadership team, governors, teachers and support staff. Parents play an important part in this process

Provision for Inclusion at Castleman Academy Trust Schools

We seek to ensure that all children are included in all areas of the curriculum, and that teachers adapt teaching and learning to suit the needs of the individuals within their class. Individual provision maps outline the support given to SEND learners.

Special Educational Needs and Disability

During the day staff work within a specific area to deliver intervention across certain Key Stages or the whole school. This enables them to develop an area of expertise (e.g. Speech and Language or Numeracy), utilise resources and maintain effective links with outside agencies who support different areas. We endeavour to ensure children are always working with their peers in the class setting, however it may be more appropriate to work in another area of the school, dependent on the need of the child or the task to be completed. The Pastoral Care Worker works throughout the school day to support children with a variety of needs both in groups and individually. Additional work may also happen with the Emotional Literacy Support Assistant (ELSA). Work with children with social, emotional and mental health needs will be planned, often using role play, art and other activities as a vehicle for intervention.

Gifted and Talented

CAT Schools recognise Gifted children as those who "need to be catered for outside the normal differentiation and enrichment activities offered by the school". Talented children are those who show a natural 'flair' or passion for an area, this might be in music, art, sport or practical subjects such as design and technology along with other subjects not taught directly at school. Talented children will show natural ability in an area or this may be acquired through regular practice and support; it is not simply extra exposure to activities outside school.

Gifted and talented children are supported through targeted differentiation (guided group teaching) in class, extension activities and opportunities to apply and broaden learning across all subjects. Booster groups will run in some year groups from time to time, to support children with potential of reaching the highest levels. The school supports talented children through encouragement and celebration of their talent. Choices of home learning projects give a chance for children to excel in their chosen area of strength as do the variety of clubs and music tuition available at school. Talents will be celebrated within class and at whole school level as and when this is appropriate. Schools will also seek where possible, to collaborate with other gifted, talented and able children from other schools both in working directly with them and by signposting to open days and holiday activities aimed at Gifted and Talented pupils.

English as an Additional Language (EAL)

Children will be supported in basic conversational English as required and through targeted intervention. Children with English as an Additional Language who are not achieving in line with expectations will be monitored and tracked using the schools systems. Bilingual Teaching Assistants may be used where the child is experiencing complex or ongoing difficulties due to a language barrier.

Children in Care (CIC)

Every child who is looked after by the Local Authority (children in care) has a Personal Education Plan (PEP). This is reviewed and updated regularly in conjunction with the child's social worker. These children may receive support from the Pastoral Care Worker or Emotional Literacy Support Assistant (ELSA) if appropriate. Schools will endeavour to provide a designated teacher who will lead CIC liaison.

Attendance

Senior Leaders, with the School Attendance Worker (SAW), monitor attendance and groups of children with a high percentage of absence or lateness are targeted to improve this. The school supports work with parents to minimise absences in order for children to be in school and achieve well.

Access

CAT schools are committed to ensuring adjustments to the environment are made to accommodate individual's needs. For example, accessible toilets and chair lift facilities are installed where practical to enable children with physical disabilities to have full access to the entire school site where possible. CAT Schools ensure that DDA and H&S requirements are met to ensure they provide safe access to school sites for all.

Specific site issues are addressed with either adjustments being made to the environment or day to day practical arrangements being put in place to ensure safe access (for example, timetabling so that all lessons take place on lower ground floors).

Extra-curricular activities

Children with SEND have equal access to extra-curricular clubs and support necessary to enable their attendance will be arranged in conjunction with parents as appropriate.

Funding

The Local Authority uses a formula to calculate funding which is received by the school to support children identified as having SEND. Additional funding is given to support SEND children who have the highest levels of need identified by an Education, Health and Care Assessment. Looked After Children (including those who have been adopted from care), those currently and previously entitled to free school meals and children with parents in the forces also attract funding (Pupil Premium) and so the school endeavours to ensure these are identified correctly on entry to school through admission information.

Funding for vulnerable children contributes to the whole school budget. It is not allocated to individuals but is used to support vulnerable children in a variety of ways. A large proportion may be allocated to providing staff to support vulnerable children throughout the school and some to employ the Inclusion Leader, Pastoral Care Worker and other key staff with responsibilities relating to inclusion such as a proportion of the English Leader's time delivering booster lessons. Further funding is used to purchase

resources for individuals, groups and classes to make the curriculum accessible for all and to 'buy in' external support e.g. private speech and language therapy, SEND assessment testing and training etc.

Families who qualify for PPG funding may use £125 to personally support their children with regard to provision in school (e.g. school trips, uniform).

Staff Development

The Inclusion Leader will keep up-to-date with local initiatives and information by attending the termly SEND briefings run by the Local Authority. Teachers and support staff will be given individual and relevant support and CPD training to enable them to support individuals in their class. All teachers will be kept up-to-date with provision, resources and intervention for children with additional needs through staff meetings and INSET.

Preventing children in vulnerable groups from being treated less favourably

Children with SEND and those in other vulnerable groups are given equal opportunity to hold roles of responsibility e.g. school councillors and class monitors, as all children. With an inclusive ethos, CAT Schools encourage all children to respect each other celebrating diversity in all of its forms. Schools have robust anti-bullying policies with any incidents logged and tracked by staff with responsibility for behaviour. Where required, interventions may be put in place after discussion with senior staff. Children identified as having a disability are also subject to reasonable adjustments in order for the school to provide an equitable platform.

Support is available to any pupils who may need help to communicate difficulties and time with staff is used if necessary to help disabled pupils to build self-esteem and confidence to tackle any problems arising. Staff pay particular attention to vulnerable children during playtimes and work to ensure they build skills to play with peers successfully.

Transition in school

Towards the end of the summer term children spend a day with their new form tutor/subject class teachers for the following year. Current form tutors meet with the teacher/s whose class the child will join to discuss all children, with a particular focus on those in vulnerable groups. Information is shared about the level of support individuals received in their previous class and resources and techniques that have been successful. Individual records are also passed on so new teachers can see the history of involvement with any child.

To/from other schools

We link with a variety of local schools in the area, across phases and authority boundaries. In line with privacy and confidentiality restrictions, we share records of all children on the SEND Code of Practice when children transfer. In particular cases, where transition could be challenging, additional visits may be arranged with the school in order to ensure a positive experience of transition for the child. This will be managed alongside a programme of pastoral support if appropriate.

Regardless of the school or setting a child comes to us from, there may be times where a more personalised and bespoke transition programme will be put in place. This will be discussed with parents and those staff involved in the child's learning.

Complaints

If concerns arise through the application of this process, individuals may make a complaint through the school's complaints procedure (policy) in the following order:

- Discussion with the child's form tutor/subject class teacher
- Arranged meeting with class teacher and Inclusion and Transition Leader
- Arranged meeting with Head of School
- Arranged meeting with governor with responsibility for SEND

Equality Impact Assessment

This policy has been reviewed with the equality impact considerations as laid down in the Trust's Equality Policy.

Acronym Key:

SEND – Special Educational Needs and Disabilities

ELSA - Emotional Learning Support Assistant

EP – Educational Psychologist

EHCP – Education and Health Care Plan

SALT – Speech and Language Therapists

FOW – Family Outreach Worker

SAW – School Attendance Worker

SENDIASS – Special Educational Needs and Disabilities Information and Advisory Support Service

PLP – Personal Learning Plan

LAs – Learning Support Assistants

ASD – Autistic Spectrum Disorder

FFT – Fischer Family Trust Education



CASTLEMAN ACADEMY TRUST

SEND Helpsheet for Parents and Carers

At our school we really want to work in partnership with parents and carers to help us do our very best for your child

As Inclusion Leader at your child`s school, I will do my very best to:-

1. ensure you are informed if your child or young person is newly identified as needing additional help - usually described as them having special educational needs (SEND)
2. ensure that I am as accessible to parents and carers as possible – details of how to contact me are on this helpsheet (please be aware that I may not always be available immediately)
3. listen to parents and carers and use your information to help in planning support for your child
4. give parents the opportunity to be aware of what you can do at home with your child to echo the support and strategies in school and help to be consistent
5. try to organise meetings with parents at a time to suit everyone who is coming, including parents, and I will carry out the actions agreed at the meeting (or let you know why I cannot)
6. ensure that your child or young person`s identified, individual needs are met with appropriate support - regardless of whether they have a diagnosis of a particular condition
7. read any reports about your child sent to the school by professionals or other services, share them with other staff as appropriate, and act on them as soon as possible after I receive them
8. give parents the opportunity to be involved in planning support and in reviewing their child`s progress towards the targets in the plan
9. inform teaching staff, and others working with your child (for example office, lunch staff), of your child`s general special needs, any special support needed, and what works for them
10. work with parents and others involved to carefully plan your child`s move into our school (or from our school) according to their individual needs

As a parent or carer, it would be helpful if you would keep in touch and:

- a) let the school know if anything has happened that is likely to upset or affect your child in school - whether this is likely to be for just one day or for the longer term
- b) tell us if your child`s special needs have changed in any way, or if you receive a professional report that may help us in planning to meet your child`s needs in school
- c) let us know if you have concerns or worries so that we can try to sort these out together
- d) if you want to meet us, then please make an appointment in advance, whenever possible – it is difficult to talk things through properly in the playground, especially when school staff may have to rush away to deal with something else or to teach a class
- e) when asking for a meeting with the Inclusion Leader, please let us know briefly what you want to talk about, when it would be convenient for you to meet, and roughly for how long
- f) if we ask to meet you, please make sure you come along to the meeting or contact us in advance so that we can re-arrange the timing to enable you to be there if possible