

Inclusion Policy

Llanwern High School

November 2016

Date Agreed by Governors:

Chair of Governors:

Ann Lewis

Headteacher:

Robert King

Date to be Reviewed:

Inclusion Policy

Introduction

Inclusion is a prominent principle of government policy at both a national and local level. Within Llanwern High School we aim to implement this principle by, focussing on individual well-being, encouraging pupil participation, celebrating achievement and viewing diversity as a rich resource to support the learning of all.

The Council for Disabled Children define inclusion as '*A philosophy which views diversity of strengths, abilities and needs as natural and desirable, bringing to any community the opportunity to respond in ways which lead to learning and growth for the whole community and giving each member a valued role. Inclusion in the school context requires striving for optimal growth of all pupils in the most enabling environment by recognising individual strengths and needs.*' We would also emphasise respecting our pupils and their right to participation in planning for their education.

There are some pupils for whom integration into a mainstream setting with a view to being fully included in that provision is considered appropriate, there are others for whom the opportunity for social integration into the community is offered on a more limited basis, and for some pupils inclusion involves an entitlement to experience meaningful activities with others in specialised provision

Our policy on inclusion aims to ensure appropriate learning and positive experiences for all pupils. This process involves structuring the environment, culture, curriculum and classroom organisation so that we are able to respond to the diversity of pupils and take into account the views and experiences of child and young adult. This distinguishes it from integration, which focuses on the placement of an individual or group having to adapt to what the school is able to offer. Inclusion at Llanwern High School is seen in the widest possible educational context.

Roles and responsibilities

- **Head of Inclusion:** Stephen Bevan, who is a member of the Senior Leadership Team and reports regularly to the team on inclusion.
- **AEN co-ordinator:** Lucy Pearse who reports to Stephen Bevan.
- **AEN governor:** Mr Mal Scofield (Vice Chair)

The Teaching Assistant team consists of 17 Teaching Assistants who are either assigned to a department in line with their subject specialism or assigned to an individual pupil. There is also a Higher Level Teaching Assistant who oversees the co-ordination of Launch.

Stephen Bevan is responsible for overseeing the whole inclusion agenda.

Lucy Pearse is responsible for the day-to-day operation of the school's ALN policy and for organising a variety of learning strategies and resources throughout the school.

The ALN team, together with Heads of Faculty co-ordinate the education of pupils with ALN.

The Principles

The following principles underpin this policy:

- We include and educate all pupils in a community in which they are encouraged to show respect for human rights. They are valued and listened to and all are expected to contribute to the well being of others.
- We respect and value all pupils equally and we view the diversity of cultures and needs within the school as a resource.
- We regularly review the environment, buildings, rooms and resources and adapt to ensure inclusion for all pupils. We allocate resources in a way that makes the commitment to inclusion explicit and transparent.
- We aim to overcome physical and developmental barriers and offer all pupils access to an appropriate curriculum and social activities.
- We develop specialist and multi-agency support, which enables pupils to engage with the curriculum, in the life of the learning community and the life of the wider local community.
- We promote parents'/carers' and pupils' involvement whenever possible in decisions that affect learning and future placement. Staff and parents act as advocates for those pupils who are not yet able to formulate their own views.

These principles are reflected throughout the school day in the way we value all pupils and endeavour to overcome barriers to learning.

Promoting an Inclusive Environment

In order to promote and achieve an inclusive environment for pupils overcoming barriers to learning and participation for all we:

- Ensure the early identification of need through on-going assessment. This is followed by careful planning and evaluation of individual learning programmes and behaviour support plans.
- Actively and creatively seek pupils' views and provide advocacy for those pupils not yet ready to formulate their views. Wherever possible pupils participate in the development of learning programmes, are included in developing their individual education programme, particularly by contributing a personal target. Pupils' views and opinions are also expressed at a Schools Council meeting.
- Ensure that high expectations of pupils are established and specific, achievable targets are evident.

- Plan for teaching and learning so that pupils are increasingly able to make choices, express opinions and pursue interests.
- Provide and reinforce the importance of continuing professional development, which fosters best practice for all members of staff.
- Endeavour to work in partnership with parents/carers and the pupils to provide opportunities, choice and a response to diversity.
- Encourage flexibility in rules, routines and curriculum. Every care is taken to ensure that all pupils experience the full range of curriculum activities.
- Implement group and individual educational planning for all learners Learning programmes fulfil learners' curriculum entitlements and are differentiated according their needs.
- Offer a range of appropriate and meaningful educational placements; for some pupils this means working, studying or experiencing community life.
- Plan for and design quality environments to enable access to all facilities and resources. This means reviewing existing provision, making adaptations where necessary and designing new facilities to meet the very special needs of our pupils.
- Expect quality service from all professionals working with the learner across a wide range of subjects and settings. We endeavour to develop and maintain a supportive, cooperative network for the pupil through a multi-professional approach. Members of staff work with external agencies to promote education, well-being and independence of the pupil.
- Encourage proactive approaches to facilitate social integration, develop life skills, independence and autonomy and transitions. Links are made with local community events and we encourage visitors from the local community to attend functions in school.
- Endeavour to provide age-appropriate resources.
- Plan for displays, events and educational programmes to reflect our diverse community.

Equal opportunities

Inclusion is discussed at every Annual Review Conference and the teacher records on the conference forms the ways in which it will be promoted. There is a continuum of need across Llanwern High School and this should be reflected in the wide range and focus of the inclusion programmes.

All targets are written in jargon free language and presented in a 'child friendly' format.

We ensure that all displays, equipment and materials reflect our inclusive community.

Evaluation and Monitoring

The effectiveness and usefulness of inclusion arrangements will be monitored and evaluated by the Senior Management Team and those responsible for monitoring teaching and learning practice. Evidence will be available in annual review reports, visible around school through display and display presentation and through the educational programmes in the class.

Additional Learning Needs Policy

At Llanwern High School we believe that all children, including those who have an identified Additional Learning need, have a common entitlement to a broad and balanced academic and social curriculum, which is fully accessible to them. Furthermore they will be fully included in all aspects of school life. At Llanwern High School we ensure any necessary provision is made for individuals or groups and staff are aware of pupils' Additional Learning Need.

We at Llanwern High School believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination and to maintain an environment where all pupils can flourish and feel safe.

Meeting the needs of ALN pupils requires partnership working between all those involved - LA, school, parents, carers, students and all external agencies. Llanwern High school is committed to welcoming all students. Adjustments will be made where necessary and where possible to enable all students to access lessons and social time. Needs and adjustments will be considered on an individual basis.

Fundamental principles

Llanwern High School believes educational inclusion is about equal opportunities for all learners. This encompasses;

- Girls and boys
- Minority ethnic and faith groups
- Travellers, asylum seekers and refugees
- EAL pupils
- ALN pupils
- Disabled pupils
- MAT pupils
- LAC pupils
- Those suffering from immense social or emotional problems eg young carer or medical conditions
- Pupils at risk of disengagement or exclusion

Llanwern High school aims to ensure that;

- All teachers have relevant information and strategies for pupils with ALN
- ALN pupils have their needs met
- Parents / carers contribute to and are kept informed of their child's needs and progress
- Pupil voice is accounted for in IDP meetings, their education and provision
- Parents / carers are supported and play a key role in their child's needs
- Work with external agencies to best support the pupil or parents / carers
- Transition is integral to engagement and welfare
- Ensure parents / carers are aware of any ALN and how their child is being supported
- ALN pupils are offered access to a broad, balanced and relevant education

Legislative framework

Llanwern High School policy for ALN is governed and informed by the statutory framework set out in:

- Education Act 1996
- SEN Code of Practice 2001
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010

Definition of ALN

Students have ALN if they have a difficulty which calls for special educational provision to be made for them e.g. which is in addition to or different from differentiated curriculum plans.

Identification and Assessment of Special Educational Needs

Llanwern High school will adopt a **Graduated Approach** to the identification and assessment of ALN. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may experience.

The 4 stage Graduated Approach:

Differentiation - The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved.

School Action - A child receives additional support in class and/or in intervention groups. A provision map completed or an IEP may be written.

School Action Plus - Outside agencies are consulted and support the school in allocating resources.

Statemented provision - A child receives specific support in class funded by the LA or withdrawal support.

School Action

- The triggers for intervention through School Action could be the teacher's or others' concerns, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities:
- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not alleviated by the behaviour management techniques usually employed in the school;
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.
- Has been identified as Gifted or talented (See Gifted and Talented policy).

School Action Plus

The school's Educational Psychologist and any other assessing professionals should be involved in considering whether to proceed to School Action Plus.

At School Action Plus external support services, both those provided by the LEA and by outside agencies, will usually see the child in school if that is appropriate and practicable, so that they can advise teachers on IDP targets and accompanying strategies.

The triggers for School Action Plus:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.

- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Interventions put in place at SA have had little or no impact on learning or progress.

Progression to Statutory Assessment

If after advice from the EP or other professionals, the school and Parents consider that help is needed from outside the school's resources the AENCO completes the form requesting Statutory Assessment by the Authority.

Papers are forwarded to the Case Officer for the school, who with the Panel will decide whether to proceed with Statutory Assessment.

Should the Panel decide against statutory assessment it is then up to the school to look again at provision for the child and to formulate new strategies and IDPs.

If the Panel agrees to proceed with Statutory Assessment the AENCO prepares further documentation about the child, which is sent to the Special Needs Section where, in consideration with similar documents from other involved professionals, a Statement of Special Educational Needs is completed.

The class teacher and teaching assistant, in conjunction with the AENCO is then responsible for drawing up an IDP to meet the objectives set out in the Statement.

The Statement must be formally reviewed at least annually. The Annual Review is chaired by the AENCO.

Admission Arrangements.

All pupils are admitted to the school in accordance with the school's admissions Policy.

Issues related to access.

Llanwern High School has been built in accordance with current legislation and therefore has lift facilities, disabled toilets, wide door access and wheelchair access. Extensive computer facilities are available in several areas of the school and are intended for the use of all pupils. Specialist equipment is used as and when necessary.

Arrangements for providing curriculum access

Within the context of the whole school approach to ALN, all teachers are deemed to be teachers of children with additional learning needs. Each faculty has a designated member of staff with responsibility for pupils with ALN and, together with the Head of Faculty and AENCO, are responsible for developing strategies to meet the additional learning needs of pupils in line with all pupils' right to a broad, balanced and appropriate education.

Integration

All pupils with ALN are integrated within their peer groups with those pupils experiencing the greatest difficulties receiving support from the ALN team, subject faculties and the pastoral teams. The varied provision of the ALN department includes learning support lessons, support teaching for pupils in mainstream classes, team teaching, smaller differentiated groups based on ability, differentiated material, individual programmes of work, together with individual tuition and counselling. There are also Literacy and Numeracy programmes which involve all learners. Pupils are encouraged to work to their full potential and fully participate in all aspects of school life, staff recognise their strengths as well as appreciating their ALN.

Criteria for evaluation

The school evaluates the success of its ALN policy by:

- close monitoring of the use of resources;
- regular reporting from support staff;
- having effective assessment and identification procedures;
- maintaining individual programme and results;
- keeping detailed records of ALN pupils;
- monitoring the number of pupils on the ALN register and the numbers of

pupils at each stage of the ALN register and the numbers of pupils at each stage of the code.

In the event of any complaint regarding pupils with ALN contact should initially be with the AENCo who will try to resolve the situation. Should this prove unsatisfactory, the complaint would be referred to the Headteacher.

ALN training development forms an important part of the school's INSET programme of staff development for the whole school, faculties and the ALN team. There is a planned programme of INSET designed to meet current needs and proposed future developments.

ALN staff are encouraged to obtain further qualifications as part of their personal and professional development.

Regular contact is made with ALN pupils' parents / carers both on an individual basis and as part of the school's established programme of parental meetings. Good working relationships are developed with parents and close and positive links are maintained. Parents discuss particular issues and make useful contributions and their children's progress is regularly reviewed in line with the Code of Practice.

Specialised provision

Links and integration programmes have been established when appropriate with other mainstream schools such as the Bridge Achievement Centre. Llanwern High School works closely with Social Services where appropriate, various health services and the educational welfare services. Within the school there is also the LSC provision and the ASPIRE project.

Llanwern Aspire Policy

Name of project: Aspire Project

Aim of project: The aims of the project are:

To deliver a tailored alternative educational programme to students of Llanwern High that are of high risk of:

- **Low/poor attendance**
- **Anti-Social behaviour**
- **Social exclusion**
- **Disengagement**
- **NEET prevention**

The aim of the project is to encourage more young people to give education a higher priority. For them to aim for qualifications to enable them to progress on to further education, training or employment to avoid them becoming NEET. The aim is to achieve the following:

Increased school attendance

- Improved academic performance
- Improved behaviour in school

All students on the project to work towards:

- GCSE Maths
- GCSE English Language
- BTEC Level 1 Certificate in Vocational skills
- SWEET Level 2
- BTEC Level 2 Certificate Work skills
- Vision 2 learn level 2

To deliver a series of pastoral sessions that focus on:

- Health and Engagement
- Prosperity
- Learning
- Employment

Brief outline (Location, client group, activities etc.):

- KS3 and KS4 students of Llanwern High School as identified by the school
- The programme will engage with and support all pupils who are at risk of or who already are disengaged
- The programme will aim to improve the wellbeing and GCSE results of young people in the cluster and offers an alternative to mainstream education by delivering a flexible programme that provides an appropriate bespoke package for each young person.

AREAS/LOCATIONS

Llanwern High School, NP182YE. Provided by Llanwern High

ACTIVITIES

The content of the programme will include (but will not be limited to) the following support:

- Timetabled Core subjects (6 x 1 hour lessons per week) at Llanwern High School
- Issue based workshops (Covering Drugs & Alcohol/ Sexual Health/Anti-social behaviour/ Smoking/ Barriers to learning etc)
- Community Projects
- Healthy Lifestyles (Covering cookery lessons/ exercise classes/ healthy eating workshops)
- Preparation for work
- Work placements
- Trips and visits (Both educational and motivational)
- Summer engagement programme (School, Communities 1st & Partner organisations)

Project Objectives:

- Engage with the identified students
- Assist young people to gain a minimum of 3 BTEC Qualifications
- Assist young people to gain a GCSE Maths.
- Assist young people to gain a GCSE in English Language
- Assist young people to gain Workskills
- Raise aspirations of young people to continue with education or further training
- Address health education and to provide advice on sexual health & substance misuse
- Signposting of young people to relevant school staff/organisations
- Ensure all pupils have a clear and positive progression on completion of Y11

Key services/activities to be provided include:

Llanwern High will identify the students that this project will work with. Llanwern High will be responsible for the timetabling of members of their staff to work in partnership with Communities' 1st staff to deliver all qualifications.

To ensure the highest quality of learning environment for pupils Llanwern High will ensure that all the necessary student support is allocated for the duration of the project. This will include community based sessions and alternative provisions such as Coleg Gwent courses.

Leon Andrews will attend and give feedback at any meetings that are required, including Governors.

It will be the responsibility of Llanwern High to register all pupils on the relevant courses and to provide the delivery team with any resources required to deliver the training to the highest standard possible.

Community Projects/Events – As part of giving something back to the local areas the pupils of Llanwern High School will take part in any community projects or events organised by Communities' 1st. It will be the responsibility of Communities 1st to promote these events.

Students attending the project will be required to fill out the CEMP registration form for each participant which will be of data protected and securely filed. This to allow community development monitor relevant success of the project.

Sharing of information of participants engaged in programme Completing.

Project/ Programme outcomes:

Year 11 students will achieve a minimum of the equivalent of 5 GCSE's. This is dependent on the students having an overall attendance of 85%.

Other Special Requirements:

- All staff to have current CRB checks.
- All staff must receive support and regular supervision. Any supervision must be recorded and maintained.
- The project must as a minimum maintain a catalogue of policies to include Health and Safety policy, Lone Working policy, Complaints Policy, Code of Conduct Policy and Equal Opportunities Policy.
- Llanwern High must provide staff to deliver timetabled core subjects.
- Llanwern High must provide student support staff at all times.
- Project leads/staff must attend relevant meetings as requested.

Learning Support Centre (LSC)

The Learning Support Centre, LSC, is based on the top floor, North, in Llanwern High School. A departmental register and 'Pupil Log' is kept for each student attending the LSC, whether for support or for internal exclusion.

Mrs J Mayes is the manager of the LSC and reports weekly to Steven Bevan, Head of Inclusion, who reports back to the Senior Leaders Team

S1.21 – ‘Nurture Room’

Students are referred to the Nurture Room via Head of Inclusion following an IDP meeting with Head of Year/pupil/parent/(and/or) AENCO. Students attend this room for varying reasons:

- Academic
 - Support for students not attending certain lessons;
 - Support for students who have already achieved GCES's in certain subjects;
 - Vision 2 Learn – ‘on-line’ provision.
 - Catch-up lessons when a student has been off school for a while.
- Emotional
 - Medical;
 - If students have had a falling out;
 - Bereavement;
 - Students who are emotionally challenged.
- Integration - New students to the school access S1.21 as a base/support.
 - Re-integration - If a student has been absent for a period of time they re-integrate mainstream via the LSC.

This room is also open to referred students during break and lunch times.

N2.19 – Learning Coach Room

Accessed by Mrs Mayes and Mrs Wiltshire as Learning Coaches when working with Year 10/11 students. Students can self-refer or can be referred by a member of staff. This role covers academic and emotional support, specifically for students who:

- Need help reaching their full potential,
- Want to learn new skills in order to improve grades,
- Need help catching up with work
- Are worried about revision
- Need someone to help plan study time
- Need help/guidance on courses. E.g. Options for 6th Form, college etc.
- Assist in the completion of application forms, in particular FE college.

Within the LSC Mrs J Mayes, as in line with school policy, liaises with outside agencies and makes referrals when necessary; these referrals are copied to the AENCO to maintain the student's ALN status within the school, and inform provision mapping.

Examples of regular agencies working within the LSC are:

- Youth Service
- Young Carers
- MIND
- Education Social Worker