

Inclusion Handbook

There are 2 types of inclusion, academic and social.

Academic inclusion is a curricular responsibility and needs to identify and address barriers to learning and puts training, consultancy, strategies, support and intervention in place to address these barriers including:

- AFL;
- Secondary Strategy;
- Differentiation;
- In classroom intervention;
- Independent learning time – far more effective than booster classes. For example – teacher assessment will highlight underachievement, so if a group of Caribbean boys are under then a consultant is brought in to work with the teacher(s) to develop a range of strategies and may even support this group in class;
- Train TAs to identify, address, support and intervene.

Social Inclusion deals with those students who are unable to access the curriculum due to EBD. This is the domain of the SENCO:

- LSU – must be separate from internal exclusion room and must not be used for behaviour. This should support students with social difficulties to (re)integrate into the curriculum and will need a member of staff to run.
- Working with mentor, literacy coordinator, TAs and Educational Psychologist to provide social integration strategies which support pupils to integrate fully into the curriculum.

Gift and Talented managed by Director of Curriculum, lead by Leading Teacher.

Inclusive education is a step towards an inclusive society, where ‘standard’ provision allows for a diversity of need. St Mary Magdalene Academy values difference and aims to create an environment, which is enriching and beneficial to all. Inclusivity is a fundamental component of development at the Academy

Inclusive Learning Team

Pastoral Manager

PURPOSE OF THE POST

To support the Academy's stated aims and maximise the welfare and achievement of all students in the Year Group for which overall responsibility is exercised. The Pastoral Manager is responsible for the oversight of a designated Year Group.

ACCOUNTABILITY

Accountable to: Vice Principal

As Pastoral Manager, he/she is responsible for providing vision, gain commitment to the Academy's values and to guide and inspire the students within a year group. To liaise with teaching staff, teaching assistants, learning mentors and outside agencies who are involved in the educational and support provision for a given year group. To monitor and evaluate the quality of the welfare provision and student's achievement in this year group.

LEADERSHIP ROLE

To help formulate learning and pastoral policy in conjunction with Vice Principal, and to be involved with the monitoring and evaluation of the student's progress throughout the Academy.

KEY RESPONSIBILITY FOR HEAD OF LEARNING

1. LEARNING

- a) To maintain up-to-date records of students progress across all aspects of performance.
- b) To monitor students progress in the Year Group.
- c) To monitor behaviour, attendance and punctuality in relation to its effects on learning.
- d) To develop policy and practice in conjunction with Vice Principal to support the holistic development of individuals through pastoral support.
- e) To organise relevant meetings with parents/carers to disseminate information about students progress, students choices and parental involvement in the learning process.

2. ASSESSMENT

- a) To monitor student's achievement against school and national data at individual student, teaching group and subject level, and to take action to improve achievement and combat identified under achievement.
- b) To liaise with Directors of Learning regarding students causing concern.

3. RESOURCING

- a) To control and direct the ordering, storage and use of materials, equipment, books etc. and to account for spending within the budget.
- b) To ensure that pastoral areas present a stimulating environment for teaching and learning.

A Teaching Assistant:

- monitors student's progress and undertakes half-termly reviews;
- produces differentiated materials;
- works in partnership with the subject specialist;
- helps plans the curriculum with subject specialists;
- helps mark students work;
- assesses student attainment and achievement with the subject specialist;
- writes reports for annual review meetings and parents/carers' evenings;
- builds IEP targets with SENCO;
- monitors student's progress and provides half-termly feedback;
- uses and helps create differentiated materials;
- works with students;
- supports access to the differentiated curriculum;
- gives verbal feedback to students;
- passes on information about progress and concerns to teachers;
- attends annual review meetings;
- works to IEP targets.

Literacy Co-ordinator:

- monitors student's progress and provides regular feedback to teachers during home base meetings;
- responsible for literacy across the Academy curriculum and the Academy's literacy policy;
- attends home base meetings and helps devise differentiated materials;
- works with small focus groups outside and inside the classroom to raise literacy levels of targeted groups;
- sets literacy targets linked to NC levels;
- passes on information about progress and concerns to home base teachers;
- attends annual review meetings and parents/carers' evenings;
- works to IEP targets for statemented students.

A Learning Mentor:

- monitors student's progress and provides half-termly feedback
- may use differentiated materials;
- works with students;
- supports access to the differentiated curriculum;
- gives verbal feedback to students;
- passes on information about progress and concerns to teachers;
- attends annual review meetings and parents' evenings;
- works to IEP targets.

Support Teaching can take many forms

The choice of model of support will vary according to: -

A TA will be attached to every home base group for all lessons. Where classes are not taught in home base groups, support will be provided via:

- the needs of the students;
- the strengths of the staff;
- the content of the curriculum;
- the environment of the lesson (space, time of day etc).

Teaching Assistants

How a Teaching Assistant may work with students...

- Supporting the whole class;
- Supporting mixed ability groups of students;
- Supporting groups of targeted students;
- Supporting individual students;

- Breaking down tasks into achievable steps;
- Acting as a scribe;
- Demonstrating activities and joining in role plays;
- Taking part in assemblies;

- Promoting a positive image of learning;
- Supporting students in moving towards greater independence.

How a Teaching Assistant may work with staff...

- Liaising with teachers to give information on students' progress;
- Writing positively phrased comments on students' work to inform the teacher of the context of the attainment and awarding merits;
- Raising possible concerns about the expectations in some lessons;
- Discussing alternative approaches to certain concepts with the subject teacher;
- Contributing to Annual Reviews;
- Attending department and ILT meetings.

How staff should work with a Teaching Assistant...

- **Ensure that the TA is provided with the S.o.W. and the aims of the lessons;**
- Ensure that there is appropriately differentiated work for all students;
- Check the progress of the targeted students;
- Discuss any withdrawal work with RB or leading teacher;
- Discuss your preferred ways of working with the TA;
- Do not let the presence of a TA prevent you from developing a relationship with the targeted students;
- Ask the TA how the student works in other lessons.

It is intended that all students will set and review personal targets at the end of every CU and that students with additional needs will benefit from an additional and more detailed planning process designed to meet their individual need through meetings with the Guardian, Learning Mentor, SENCO and Pastoral Manager.

It is the responsibility of the Inclusive Learning Team to ensure that the statutory support requirements of individual students are met and that all staff are able to share the responsibility for developing styles of teaching and learning which benefit all students, ensuring success within the National Curriculum at the appropriate level.

Individual student records and staff handbooks ensure that clear procedures are followed which have regard for the DfES Code of Practice for Special Educational Needs while promoting inclusive practice.

The development of good communication and a sharing of skills and expertise aim to support specialists and subject teachers to work together in partnership.

Sharing Information with Staff

- All staff have access to the student's IEPs and background information through open ICT systems. The ILT support timetables are available to the whole staff through the common folder and are updated and circulated each CU.
- Hard copy files containing the current IEPs for students supported at 'school action plus' and for those with statements of special educational need are available in the staff workroom.
- Class lists giving SEN, EMTAG, Literacy, Medical and Learning Mentor involvement are regularly updated and circulated at the start of each CU.
- Essential medical information is held in the Academy office and circulated on a need to know basis.
- Profiles of Need for all students with a statement of special educational need are regularly updated and circulated to Leading Teachers, Pastoral Manager and Guardians.
- Other information is disseminated through the staff bulletin, staff briefings and when necessary confidential information sheets.

Support Provision

- Each student follows a curriculum appropriate to his or her needs.
- The Inclusive Learning Team includes the Pastoral Manager, SEN, TAs, Learning Mentor and Heads of House.
- Teachers and Classroom Assistants from the LA Education Support Service work with students at stage 5 of the Code of Practice, Special Educational Needs.
- Students who have an entitlement to speech therapy receive specialist support from the Local Health Authority speech and language service who work in the Academy as part of the Inclusive Learning Team.
- Students who have an entitlement to support from the Occupational Therapy Team receive specialist support from the Local Health Authority who also work closely with the Academy, providing advice and guidance to staff.
- The Educational Psychology Service works closely with the Academy to provide guidance, assessment and direct work with staff and students.
- Pastoral Managers and the SENCO liaise with the School Nurse (or equivalent) to ensure students' medical needs are met.
- The Director with responsibility for Access and Inclusion, Pastoral Manager, Heads of House, the SENCO, the Learning Mentor and the EMAG Coordinator liaise with the EWO regarding attendance and welfare issues.
- GRO (Director of Learning for Primary) oversees the provision for Looked After Children with the aid of a Support Worker and is the designated teacher for Child Protection.

Such provision includes: -

- Partnership teaching;
- In-class support, individual or small group support from a Teacher.
- In-class support, individual or small group support from a Speech Therapist.
- Support from a Learning Mentor; individual or group work.
- Support from an external counsellor; individual or group work.
- LSU set up explicitly at the end of year 3. All withdrawals managed 'in house' till then.
- Individual timetables including, where necessary a reduced day.
- Curriculum development and differentiation of access

All students have a full access to the National Curriculum and work at a level appropriate to them. Where students are withdrawn from mainstream classes for specific support projects they maintain their NC entitlement in all subject areas across the Key Stage.

Assessment

- The assessment of all students at the Academy follows the philosophy and procedures set out in the Whole School Assessment, Recording and Reporting Policy.
- For those students on the Academy's Special Educational Needs register, the ongoing process of assessment – action – review is carried out through the development of individual development plans having regard to the DCSF Code of Practice for students with Special Educational Needs and Statutory Requirements.
- For those students at an early stage of English acquisition the ongoing process of assessment – action – review is carried out with regard to 'Learning for All – Standards for Racial Equality in Schools' (CRE 2000).

How do we measure attainment and achievement?

All students with additional needs are included in the whole school programme of assessment and student profiling. Further information may be gathered through: -

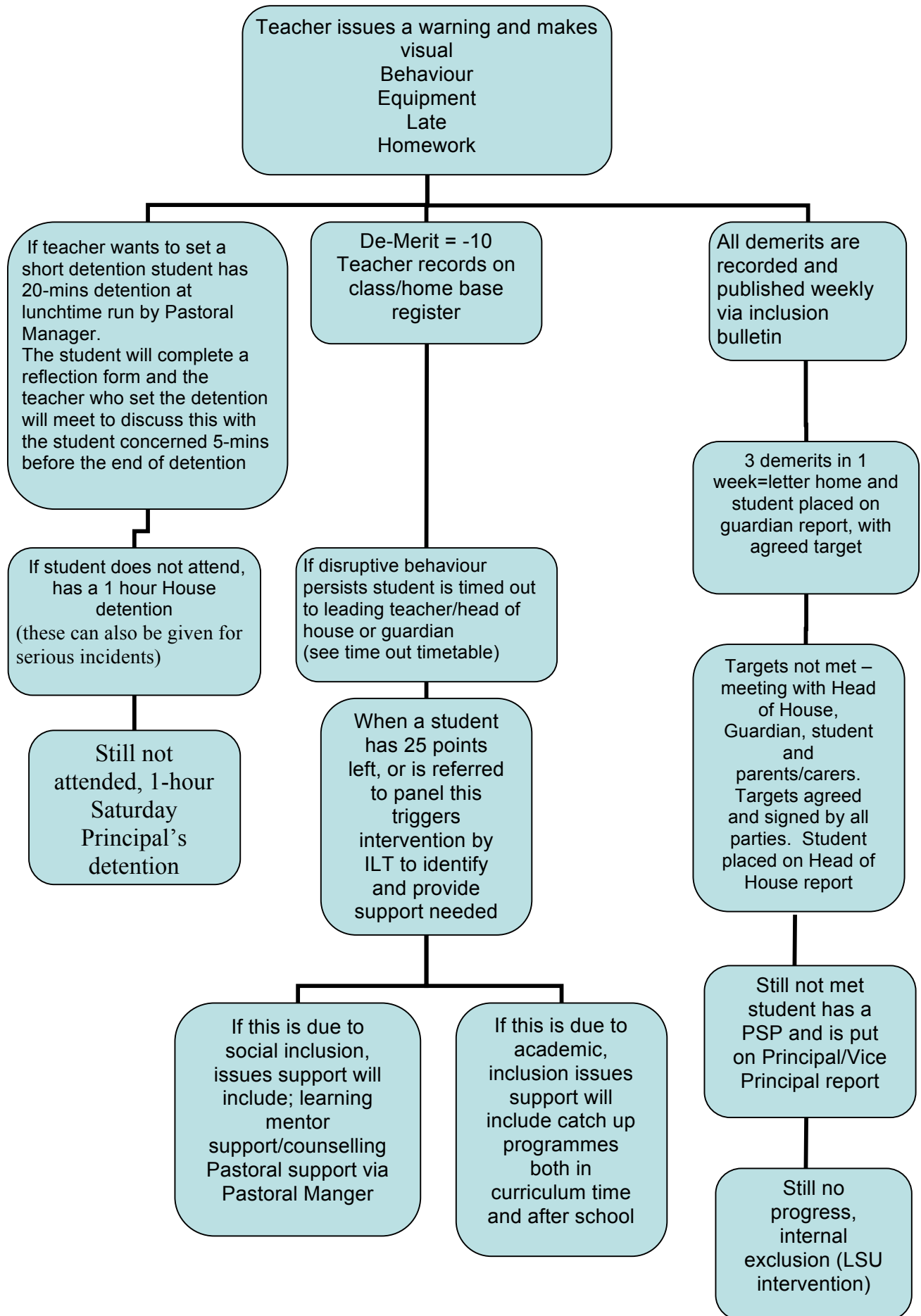
- Classroom observation;
- Gathering information from relevant staff;
- Interviews with students in preferred language;
- Interviews with parent/carers in preferred language;
- Student self-assessment;
- Detailed literacy assessment;
- Diagnostic assessment, in or out of lessons, to determine the nature of difficulty and appropriate action;
- Sampling students' work;
- Teacher assessment;
- Educational Psychologist assessment;
- Speech therapist assessment;
- Assessment of audio logical need.

Monitoring, Review and Evaluation

- Subject teachers monitor progress through National Curriculum Teacher Assessment procedures.
- ILT teachers support this process and monitor progress against IEP targets.
- IEP targets and support timetables are monitored every CU and reviewed at least twice a year.
- IEP profiles of need are reviewed yearly.
- GCSE and National Curriculum Test analysis by Leading Teachers, addressing the success rate of students on the SEN register.

Below are a series of flow charts that identify ILT's role in the Sanction and Anti-Bullying process

The ILT's Role in the Sanctions Process



What is Bullying?

Bullying is a willful, conscious desire to hurt, threaten or frighten someone and is:

Persistent, premeditated and intentional

Intimidating, fearful, stressful

There are 2 main types of bullying

Name Calling and Physiological Harassment

Hiding Possessions

Making someone do something they don't want

Spreading rumours

Teasing about race, gender, class, personal appearance, academy performance, disabilities

Distributing notes, writing graffiti

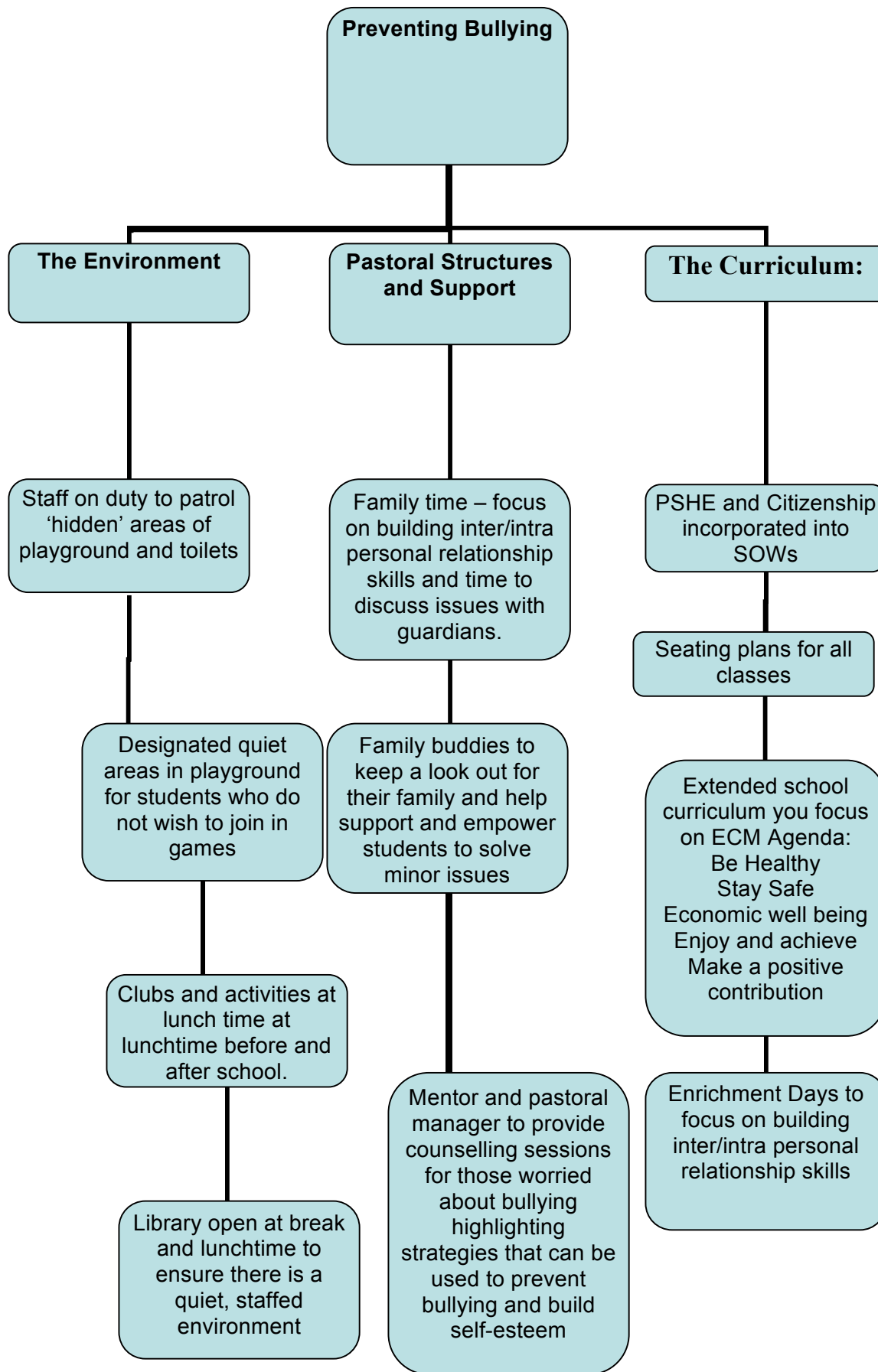
Physical Violence and Intimidation

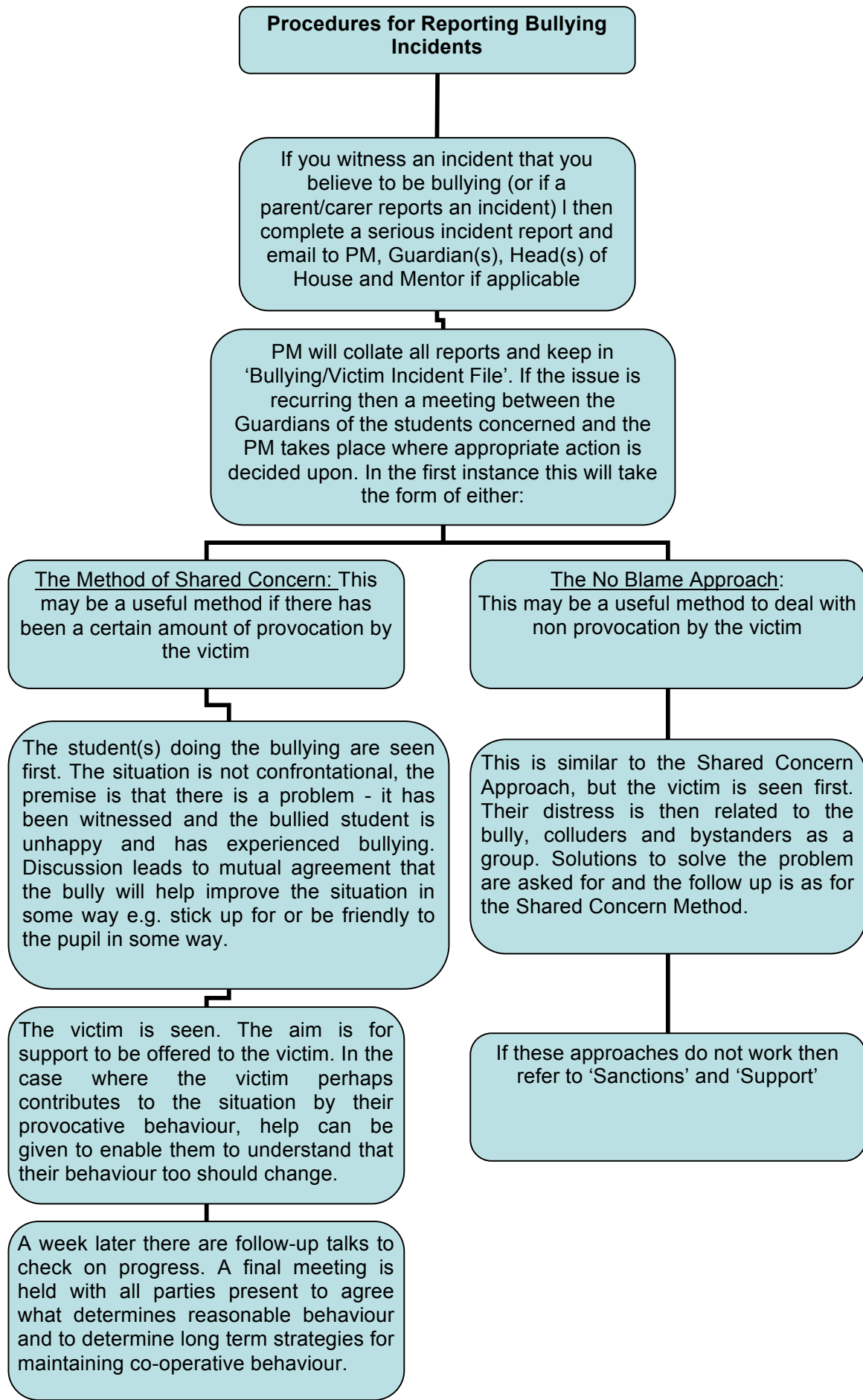
Demands for money or possessions

Threatening Behaviour

Making someone do something they don't want

Any form of physical contact that makes someone feel uncomfortable in any way





**Sanctions
For Severe and Persistent Cases of Bullying**

Verbal apology and assurance that bullying will not continue. This is to be made in front of Guardian/Pastoral Manager.

Written apology as above.

Allocation of place in classroom by Teacher.

Placement on report to PM. (Please refer to interventions).

Withdrawal from social areas at break and lunchtimes.

Withdrawal from extra-curricular activities.

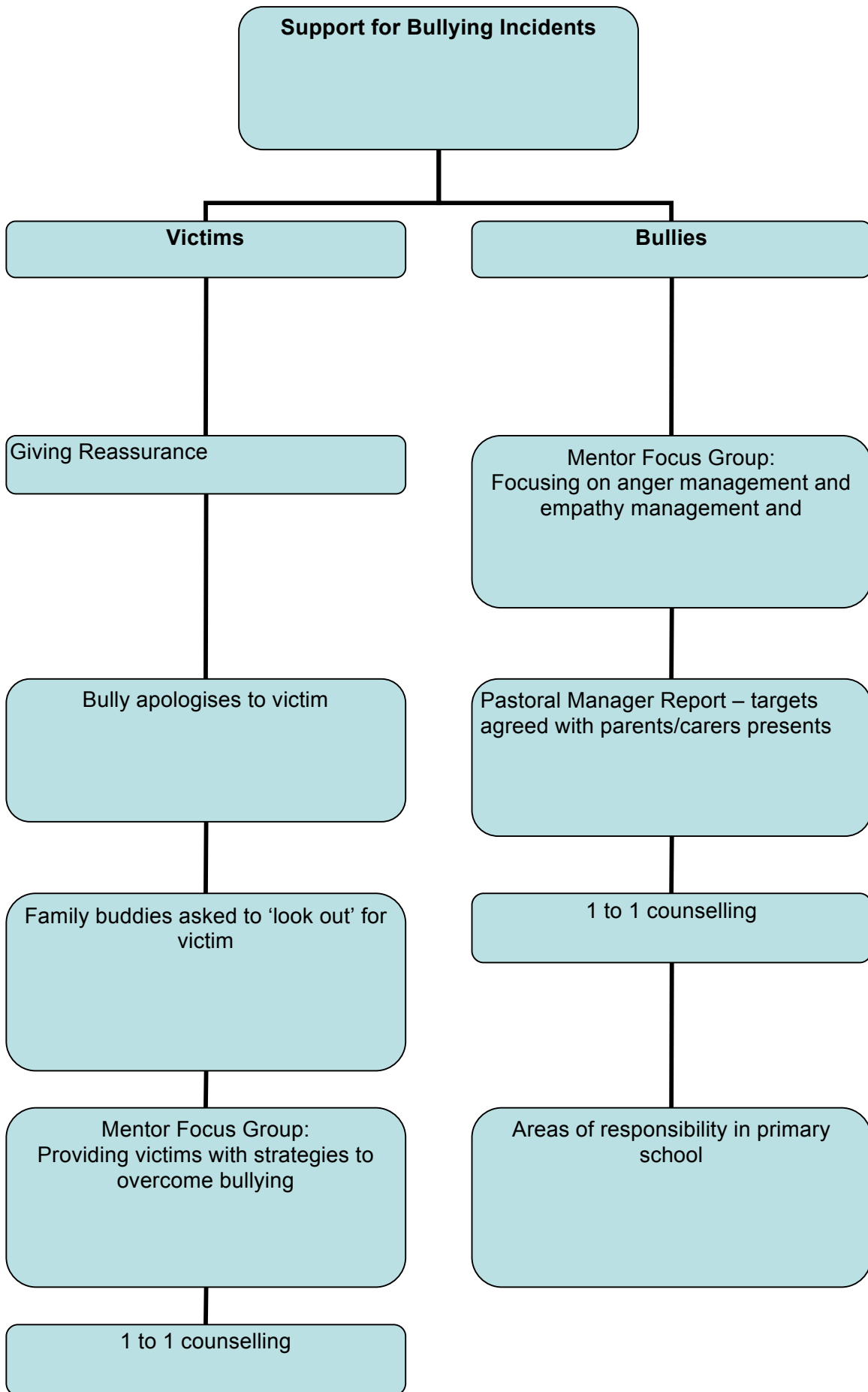
Pastoral Manager detention.

Saturday detention.

Internal exclusion.

Fixed term exclusion.

Permanent exclusion.



Induction Information

Identification of Student Need

How do you know who has additional needs in your class?

- Lists circulated to all staff;
- Profiles of Need/Strategies for students with a statement of special educational need circulated to all curriculum teams and year teams.

How does the Academy identify students who need extra help with literacy?

- NFER CAT tests – Autumn/Spring Term Year 7.
- Previous school records / primary liaison – KS2 N.C. levels English.
- CU Assessments – end of Y7 and Y8.
- Subject teacher referrals to PANEL.
- Student referrals/ Parent/Carer referrals to PANEL.

How do we identify students with English as an additional language?

- Admission interview with Head of House.
- Previous school records / primary liaison – KS2 N.C. levels.
- Progress Tests – end of Y7 and Y8.
- Subject teacher referrals to PANEL.
- Student referrals/Parent/Carer referrals to PANEL.

How do we identify students who are Gifted and Talented?

- Primary liaison/previous school records.
- Subject teacher/tutor referrals.

How do we identify students with S.E.N. (previously unidentified needs)?

- Admission interview / previous school records – K.S. 2 N.C. Tests.
- CU Assessments.
- Subject teacher referrals to PANEL.
- Student referrals/Parent/Carer referrals to PANEL.

How do we decide what support is allocated and who monitors the IEP?

- All referrals go to the PANEL which meets every week to discuss new referrals and review existing provision.
- The PANEL is a multi-disciplinary group including; Director of Learning responsible for Access and Inclusion, SENCO, Learning Mentor, Pastoral Manager, Heads of House and relevant Guardians.
- Teachers only need make one referral to the PANEL who then decide which team will lead the support.

How do you refer a student if you are concerned?

- There are two referral routes in the Academy.
- 1 – Referral to PANEL – ...???
- 2 – Child Protection referral – CONCERN referral form in staff workroom (see Child Protection Procedures).

Meeting Student Needs

How do you encourage students with SEN and early stage English learners to take an active part in the day-to-day life of the Academy?

- All activities open to all students – transport/support arranged where necessary.
- Students asked individually – parent/carer contacted as necessary.
- Participation in school activities built into IEP targets.

How do you promote positive role models and counter negative attitudes towards disability, race, gender, sexuality and income?

- Encourage students to reflect upon why they have the expectations they have?
- Challenge offensive language – highlight the issues sensitively – redirect from the victimised student(s) to yourself (e.g. “I find that offensive” rather than “How do you think ... feels?”).
- Remove offensive graffiti and investigate.
- Use display / resources to reflect the range of ability and diversity within society.
- Promote abilities of all students in the class.
- Answer questions about disability etc. or refer to someone who can – always address and respond issues raised in some way.

How does the school encourage regular attendance?

- Regular Individual target setting.
- Regular tutor group target setting.
- Posters highlighting the amount of learning time lost.
- Letters to parent/carers in appropriate language.
- Same day calling by Support Workers.
- Discussion of importance of attendance at all parents/carers’ evenings and meetings.
- Termly attendance reports sent home via Bromcom.
- Heads of Year, Learning Mentors, SENCO and Vice Principal – Inclusive Strategy meet regularly with EWO’s.

How do you include students with very challenging behaviour?

- Follow the school Behaviour Policy.
- Each lesson is a new start – do not carry on issues from previous lessons.
- Have clear seating plan(s).
- Be positive – make them welcome - assume they will work well this lesson.
- Watch your body language – it is easy to unconsciously sigh and drop the shoulders when they arrive.
- Follow any guidelines produced as part of a Pastoral Support Plan or their IEP.
- Have clear targets and expectations for the lesson which are positively phrased.
- Liaise with the tutor, Pastoral Manager, ILT teacher or Learning Mentor as appropriate.
- Use departmental procedures if they are preventing the lesson continuing at an appropriate pace or if they are being offensive to other students or to you.

How do you differentiate objectives within one lesson?

- When the aims of the lesson are given at the start of the lesson, use of ALL, SOME– SOME model to identify differentiated objectives.

What resources do you have to support students with additional needs?

- The Literacy Coordinator, TAs, the SENCO and Learning Mentors are a resource in themselves. Discuss how you work together in order to get the most out of the support allocation.
- Ask ILT for guidance even if they are not in the classroom with you.
- Use ICT, the blank screen is often less threatening than the blank page. Identify suitable ICT software in S.o.W.
- Writing frames – cartoon blanks – DARTS often start the more able off as well as provide an essential structure for lower attainers.
- Provide practical objects, pictures, display of previous students' work, videos, tapes.

How can you check the IEP targets of students with additional needs?

- ICT network path in staff workroom.
- File in staff workroom.
- Ask ILT staff supporting in your lesson.

How do you include quiet students with additional needs in class discussion?

- Ask for agreement or disagreement.
- Check whether they agree with a correct answer.
- Reframe an incorrect contribution and praise the student for contributing.
- Be alert for very small signs of wishing to contribute.
- Be alert for specific skills and build on these potential areas of self – confidence.

How do you group / seat students to support those with additional needs?

- This will vary according to the needs of your lesson and the subject.
- Check class list for any physical/sensory needs (e.g. hearing loss on one side).
- Question – if in mixed ability groups – why?
- Question - if in similar ability groups – why?
- Set up different fixed seating plans e.g. home groups – mixed ability and expert groups – similar ability (check gender/race balance).
- A good homework for a new or lower attaining student is to fill in and decorate your seating plans for the wall.
- If a student has a TA allocated make use of the resource for other students requiring additional support.

How do you reflect IEP targets in your lesson planning?

- IEP targets for all students at stages 2 (school action) are their targets from the Consultation days. They all have literacy and attendance targets. Encourage the students to share their targets with you. You may wish to group them accordingly (*either separating or keeping together students with similar targets*).
- IEP targets for students at stages 3, 4 and 5 (support plus and statemented students) can be found on the network and in the staff work room.
- Select the most appropriate target for the term and include in your mid-term planning. **You are not expected to try to address all the targets for one student in your subject area.**
- If you have support in your lesson, share the planning, resources and ideas.

- Identify students with similar needs.
- Common targets will refer to literacy/concentration/working with others. Include differentiated work in your planning to meet these needs.

Monitoring Student Progress

How do you differentiate assessment for students with additional needs?

- Departmental marking policy.
- Inclusive assessment methods which include all N.C. levels W – 8.
- Partnership teaching with support ILT.
- Ask for support from student's IEP coordinator.
- Take care when writing written comments in books – can they be understood?
- SMART targets as part of diagnostic marking.
- Plan tests or modular assessments with support teachers.

How do you contribute to the annual reviews of students with additional needs?

- The majority of annual review meetings follow the production of the school report so that subject teachers' assessment and feedback are included.
- Where this is not possible support teachers will request information from subject teachers for inclusion in the report. N.C. levels or expected GCSE grades are essential and will be taken from centrally held data.
- All Guardians will be invited to the review meeting and where cover allows, are encouraged to attend.

How do you know if students with additional needs are making progress?

- Monitoring performance data, as with other students.
- Impassive assessment (against previous performance not the performance of others).
- Against subject set goals and targets.
- Against IEP targets.

How does the performance data help you to meet students' particular needs?

- Hidden needs can be highlighted, particularly girls who often have good peer support in lessons.
- Hidden abilities can be highlighted, particularly where students present challenging behaviour or have become disaffected.
- Performance across all subjects can be useful when looking for ways to re-engage or motivate disaffected students.

How do we monitor the progress of students with additional needs?

- IEP targets – Every CU feedback and review for statemented students.
- PANEL review process.
- Departmental analysis of exam results.
- Inclusive Learning Team departmental KS3 audit.

How do you plan to meet the needs of students with additional needs?

- S.o.W. created with all abilities in mind.
- Implicit differentiation built in to S.o.W.
- Following planned S.o.W. so that ILT staff can produce additional support materials which can be shared across the department.

- Sharing lesson plans and mid term planning with ILT staff.
- **Stating the aims of the lesson at the start**, to benefit both students and support staff.
- When reviewing S.o.W. invite key members of ILT to contribute with regard to differentiation.
- Use student data to build a profile of the class/generalise issues for differentiation.
- Time for liaison with support teachers is an issue in all schools. Share written plans and try to allocate 10-mins at the end of one shared lesson each week.

What is an annual review?

Who has them and how do you contribute?

- It is a yearly meeting to review the statement of special educational needs of students with statements (Stage 5 Code of Practice S.E.N.).
- Attendance varies – usually included are; student, parents/carers, SENCO, support teachers, main support worker, Pastoral Manager, Guardians and Heads of House, other professionals involved from Health and Social Services.
- The outcome of the meeting is sent to the LA.
- The Special Needs Panel make any decisions regarding any changes based on the outcome of the meeting.
- To ensure all staff can contribute, annual reviews are timed, as far as possible, to follow school reports. If this is impossible the teacher compiling the report will gather information from subject teachers and school data.
- Guardians and Heads of House are invited to the review meeting.
- The dates for the annual review meetings are set at the start of the school year. They are circulated to staff.