

2018/2021

Inclusion Policy

Llanishen High School

This document contains the specific policy and associated information relating to Inclusion at Llanishen High School

Responsible staff member: Mrs J Pearce
Approved by Governing Body: 20 March 2018
To be reviewed: Spring 2021



INCLUSION POLICY

Section 1 : Rationale

1.1 An educationally inclusive school is one where the learning achievements and wellbeing of every young person matters. Educationally inclusive schools are effective schools. This shows in their performance, in their ethos and in their willingness to offer opportunity to pupils who experience difficulty in their learning. It means taking account of pupils' varied life experiences and their needs.

1.2 Llanishen High School is an inclusive school. We believe that all can succeed. The learning, achievements, attitudes and well-being of every pupil matter. In light of this we have developed a framework of provision through which we support the inclusion and achievement of pupils with a wide range of needs.

Section 2 : Aims

2.1 To enable each pupil regardless of ability and background, to achieve their potential and to do this :

- by encouraging the pursuit of excellence
- by enabling each pupil to develop his/her skills and an attitude of enquiry
- by assisting pupils to overcome learning difficulties
- by encouraging in pupils self-reliance and a sense of responsibility towards the school and the wider community
- by giving all pupils an awareness of their own worth and a sense of achievement and enjoyment in their own development
- by providing a caring atmosphere in which stable relationships can be formed
- by developing the partnership between home, school and the community
- by preparing young people fully for the world of work, or for further study or training beyond school.

Section 3 : Principles

3.1 We seek to provide a stimulating learning environment which maximises individual achievement and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life by:

- ensuring wherever possible that all pupils have equal access to all aspects of the curriculum and school life
- providing a curriculum which promotes a full range of learning, thinking and life skills
- providing a broad and balanced curriculum
- using flexible and responsive teaching and learning styles
- setting suitable learning challenges for all pupils
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment
- developing a close partnership with the whole community but especially with parents

- working with Cardiff County Council and drawing on the specialist services offered by the local authority and other agencies to support pupils with additional learning needs
- working with local medical services.

Section 4 : Identification of pupils with additional learning needs

4.1 Many pupils with additional needs are identified at primary school and their needs assessed in the course of transition from Year 6 to Year 7. As a result, arrangements for their support are considered before they arrive at Llanishen High School and they are included on the special educational needs (SEN) register on entry. Other pupils are identified through screening procedures on arrival and placed on the register. As pupils progress through school, parents and teachers contribute to the identification of a pupil's learning difficulties. These pupils are referred to the Additional Learning Needs Co-ordinator (ALNCo) or the Behaviour, Emotional and Social Difficulties (BESD) Team who use a graduated approach to meet their needs.

4.2 Each pupil entered on the SEN register is identified against one of three levels of support:

- ⤴ school action where pupils receive support that is different from and additional to the provision for pupils without additional learning needs
- ⤴ school action plus which includes the above plus additional support from an outside agency
- ⤴ statemented where pupils have undergone a statutory multi agency assessment and been denoted as requiring a full statement of educational needs which details both those needs and the provision to be put in place to meet them.

4.3 Pupils identified at any of these stages are required to have individual plans which set targets for improvement and monitor progress. Individual Education Plans (IEPs) set learning targets. Individual Behaviour Plans (IBPs) set behavioural targets. A pupil at risk of permanent exclusion is provided with a Pastoral Support Plan (PSP) which details the pupil's behavioural history and the specific behaviours causing concern. The plan sets out an action plan detailing contributions from pupil, school and parents to address concerns and to reduce risk of permanent exclusion. PSPs are reviewed every six weeks till the situation improves or the pupil moves to alternative provision.

4.4 Information and data relating to ALN is stored in the school's System Information Management System (SIMS) and is used when reviewing and monitoring pupils' progress. It is stored for the duration of the pupil's time at Llanishen High School, and as long as is necessary after pupils have left.

Section 5 : Involvement of parents and pupils

5.1 Staff work closely with parents/carers, listening to their concerns and views and discussing the needs of their child, the support strategies being used and the progress their child is making. The school reports progress to parents each half term. In addition parents are provided with a full report on their child's progress for discussion at an annual parents' evening. Parents and pupils are fully involved in setting and reviewing

targets in IEPs, IBPs and PSPs as well as playing a key role in the annual review process for those with statements.

Section 6 : Learning Support Provision

6.1 The school has a range of learning support facilities which currently support around 350 pupils who either have SEN statements or are at other levels on the school's SEN register.

- The Learning Support Department supports pupils with a range of additional learning needs. It is led by the ALNCo, who manages a team of teaching assistants (TAs) assigned to support pupils in each year group. In 2017-18 the Department is working with around 220 pupils and has 15 TAs (not all full time). The main strands of their work include speech and language development and development of literacy and numeracy skills.
- A Hearing Impaired (HI) resource base for pupils with moderate to profound bilateral sensorineural hearing loss which has a measurable effect on their ability to communicate and access the curriculum. As a result their progress is hampered, especially when concepts have a high linguistic content, and they need support to access learning in a mainstream classroom. All of the pupils have SEN statements and use specialised amplification equipment. Numbers of pupils fluctuate but in 2017-18 there are 15. There are 2.7 teachers of the deaf and a team of 8 specialist TAs who can provide support via British Sign Language or Signed Supported English. The base is an authority-wide facility, the only one at secondary level. It is directly funded by Cardiff County Council and draws pupils from across the city.
- An Autism Base for pupils who have social communication/interaction difficulties, often with additional sensory needs. The base offers a consistent provision which acts as a 'safe haven' from the hustle and bustle of the mainstream school. Pupils are supported in classes by a team of specialist staff. All of the pupils have SEN statements and are placed by the local authority. It is one of three such bases directly funded by Cardiff County Council. Numbers of pupils fluctuate but in 2017-18 there are 29 pupils who are supported by 2 specialist ASC teachers and 15 full time TAs.

6.2 The teams working in these bases provide :

- in-class support across the curriculum;
- withdrawal from class for one-to-one and small group literacy, numeracy and social skills support;
- specialist language teaching to support the curriculum and address the linguistic delay associated with hearing impairment;
- differentiated curriculum provision for years 7 to 13 according to need;

- a place where pupils can spend time before school and in break and lunchtimes – with extra-curricular activities on offer to support their learning and the development of independent living skills.

6.3 The teams liaise closely with colleagues teaching mainstream classes attended by pupils with additional learning needs to ensure that the pupils are able to access the curriculum and their special requirements are addressed. They also work with the Examinations Officer to ensure that the regulations applying to access arrangements and reasonable adjustments for candidates with disabilities and learning difficulties as outlined by the Joint Council for Qualifications (JCQ) are adhered to when such pupils sit exams or undertake controlled assessments.

6.4 All staff teaching or supporting pupils with additional learning needs are responsible for helping to meet those needs.

Section 7 : Behaviour Support Provision

7.1 The school's behaviour policy sets out expectations for pupils' behaviour and details a graduated response to poor behaviour. Class teachers, subject leaders and year team leaders are responsible in the first instance for addressing behaviour issues. However pupils whose behaviour presents a more significant challenge are referred to the BESD Team. The team also supports pupils with emotional or medical issues which result in poor attendance.

7.2 The BESD team operates out of the Behaviour Support Base which provides:

- breakfast, and break and lunchtime accommodation for pupils who need support in modifying their behaviour
- a range of six week intervention programmes focussing on emotional and behavioural needs for which pupils are withdrawn from mainstream lessons
- access for pupils requiring more long-term support to a Behaviour Specialist Teacher who works in the school two days a week and helps pupils to recognise triggers for their behaviour and develop strategies to modify their behavioural choices

7.3 Support for those pupils at risk of a permanent exclusion is set out in individual PSPs. Those who fail to improve despite this level of support are guided towards alternative provision.

- At Key Stage 3 pupils can be removed from timetable for half a term to work exclusively within the Base's Revolving Door programme. If successful this enables them to reintegrate into mainstream classes.
- At Key Stage 4 pupils can be sent to alternative off-site provision run by an external body.

7.4 The numbers of pupils supported by the BESD team and in outreach (see below) varies throughout the year but averages around 75 pupils at any one time. In 2017-18 the provision is staffed by 10 TAs..

Section 8 : Outreach and Home Tuition

8.1 Key stage 4 pupils with anxiety or medical issues who struggle to attend school can be assigned to the school's off-site Outreach Programme run by the Home School Liaison officer with support from a second TA. The programme provides a core curriculum designed to enable the pupils to achieve 5 GCSEs.

8.2 The Home-School Liaison Officer also runs a programme of home tuition for pupils who are not in school and are either awaiting a move to alternative provision or have medical conditions which mean they are unable to attend school. The tuition is adapted to the needs of the individual pupil but concentrates on the core areas of literacy, English, maths and numeracy.

Section 9: English Additional Language (EAL) Provision

9.1 The school provides support to pupils whose English is not fluent through a programme tailored to develop their acquisition of the language. Pupils are supported in accordance with their level of language acquisition in a variety of ways

- differentiation of materials or teaching style
- support sessions from a specialist Ethnic Minority and Traveller Achievement Service (EMTAS) teacher
- extra-curricular activities and
- in-class support.

9.2 The constant focus is on the successful acquisition of English in order to enable these pupils to access the whole curriculum. Currently around 160 pupils are supported by two EMTAS teachers and a TA.

Section 10 : Looked After Children (LAC)

10.1 Looked after children often experience disruption in their education because of their family situation. This can involve periods of absence and changes of school. The school is required to have a staff member designated to oversee provision for looked after children and ensure their needs are addressed. The designated staff member is Mrs Jackie Pearce. All LAC pupils have a Personal Education plan which is reviewed every 6 months by Head of Year. They may also have a TA to act as a mentor. Where they have an Additional Learning Need they are supported by the appropriate team.

Section 11 : More Able and Talented Pupils (MAT)

11.1 MAT pupils are identified as the top 20 percent in the school and the exceptionally able as the top 2%. The ALNCo is responsible for overseeing provision for these pupils which is focused on offering sufficient challenge and stimulus to ensure they achieve their full potential. These pupils are offered a variety of opportunities outside the classroom to enrich and promote wider learning. Further information is given in the separate policy on MAT pupils.

Section 12 : Support Services

12.1 The school makes full use of outside agencies to support the needs of pupils with additional learning needs. These include the local authority's Achievement Service, the Education Welfare Office assigned to the school by the authority, paediatric medical experts at St David's Hospital, speech therapists, the School Nurse, Cardiff Council Social Services and the assigned educational psychologist.

Section 13 : Pupils with protected characteristics

13.1 Many of the pupils identified as having additional learning needs, particularly those with SEN statements, are likely to be regarded as disabled within the terms of the Equality Act 2010. The school is mindful of its responsibility to make reasonable adjustments for these pupils and avoid unfavourable treatment. Accordingly reasonable adjustments are made and the pupils have equal access to all services and activities provided by the school, including trips and clubs, in line with the provisions of the Act and in compliance with the school's equality policy.

13.2 Another protected characteristic under the Equality Act 2010 is pregnancy/maternity. The school strives to ensure that girls who become pregnant or have young children are able to continue their education. Depending on the particular circumstances they may attend on-site classes, attend the Outreach Programme or receive home tuition.

Section 14 : Allocation of resources

14.1 The bulk of the annual funding for the school is provided by the local authority through the school's delegated budget. This includes an element distributed by formula for the costs of meeting additional learning needs. The school receives further ring-fenced funding from the local authority for the HI Base, the Autism Base, EAL staff costs and pupils with statements who are not in the HI or Autism bases.

14.2 Funding for additional learning needs provision met from the delegated funding is allocated by the Governing Body in the school's annual budget.

Section 15 : Staff training

15.1 Teaching and support staff have access to relevant INSET which may be delivered by the local authority's inclusion team. Staff can identify any training needs that they have through their Performance Management Review meetings. The ALNCo attends the local authority's ALNCo professional development course on a termly basis.

Section 16 : New Legislation

16.1 The Additional Learning Needs and Educational Tribunal (Wales) Act 2018 is replacing the current legislation (the Education Act 1966 and the 2004 SEN Code of Practice for Wales). The new Act and a new Code of Practice are expected to come into

force in September 2020. The school is already moving towards the more integrated approach required under the new Act. The Autism Base in particular is trialling new documentation for Individual Development Plans which will replace IEPs and IBPs.

16.2 This policy will be reviewed in light of the new requirements in due course.

Section 17 : Monitoring & Review

17.1 The Assistant Head Inclusion (AHI) monitors ALN provision and works closely with the members of the teams to ensure parity between each of the inclusion strands. Each base undertakes its own annual self-review which contributes to the whole school self-review and the School Development Plan. The review draws on pupil progress data collected each half term for all pupils. This is separately analysed for pupils with additional learning needs and their progress checked against the objectives set in IEPs and IBPs.

Information from the annual review is submitted to the local authority (LA) to inform its review of additional learning needs provision across Cardiff. The teams work closely with the LA to share best practice and they are scrutinised by LA specialist staff throughout the school year.

17.2 The teams have a named link governor for ALN (Mrs Elizabeth Taylor) who contributes to development of policy and review of provision. The Governing Body's School Community and Wellbeing Committee receives an annual report on inclusion provision. The Governing Body's annual report includes information on provision for pupils with additional learning needs.

Section 18 Related Policies

Behaviour
Child Protection
Equality Policy and the annual Strategic Equality Plan
More Able and Talented
Pupil Grouping for Learning
Teaching and Learning
Curriculum

An equality impact assessment has been carried out for this policy and as necessary changes made to mitigate any identified negative differential impact on individuals having one of the protected characteristics contained in the Equality Act 2010.