



# CASTLE ACADEMY

## Inclusion Policy

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Next Scheduled Review	July 2023

## INCLUSION POLICY FOR CASTLE ACADEMY

### Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and pupils with reference to the following guidance and documents.

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) January 2015
- Ofsted Section 5 Inspection Framework April 2014
- Ofsted SEN Review 2010 “A Statement is not enough”
- Equality Act 2010
- Children and Families Act 2014

### Inclusion Statement

Castle is committed to promoting inclusion and removing barriers to learning and ensuring our school environment enables all children to have the opportunity to flourish and feel safe. Underpinning all our pedagogy is a deep respect of staff for all children and their families and the relationships foster high expectations for outcomes beyond the usual assumptions that students from such backgrounds would normally achieve.

Teachers provide differentiated learning opportunities for all the pupils within the school and provide materials appropriate to pupil’s interests and abilities. This ensures that all pupils have a full access to the school curriculum. We focus on individual progress as the main indicator of success with consideration of pupil achievement against age related expectations. We make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

English as an additional language (EAL) refers to learners whose first language is not English. The first language is the language which the child was initially exposed to during early development and continues to use this language in the home and community. Where needed, differentiated activities and individual learning opportunities are provided for pupils as part of our provision for vulnerable learners.

Pupil premium is additional funding given to schools to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers. Pupil premium was introduced in April 2011 and is allocated to school. The funding is used to target these children and support them in their learning and their wellbeing. Funding is allocated per year for the eligible pupils. It is for the schools to decide how the funding is best spent, due to their knowledge of the pupils needs.

We strive to make a clear distinction between “underachievement” and special educational needs. Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to identify this quickly and ensure that appropriate differentiation and interventions are put in place to help these pupils ‘close the attainment gap’.

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Other pupils will be recognised as having special educational needs and this may lead to lower-attainment, though not necessarily to under-achievement. It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the school budget.

### Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are to:

- provide curriculum access for all
- secure high levels of achievement for all
- meet individual needs through a wide range of provision
- attain high levels of satisfaction and participation from pupils, parent and carers
- carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention are leading to good learning outcomes
- ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- work in cooperative and productive partnership with external agencies, to ensure there is a multiprofessional approach to meeting the needs of all vulnerable learners
- “promote pupil’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014)

The Head teacher, head of school, governing body and trust members have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Inclusion Lead, Special Educational Needs Coordinator (SENCO) and Family and Child Support Lead.

The Inclusion Lead, SENCO and Family and Child Support Lead are responsible for reporting regularly to the head teacher and the governors and trust members with responsibility for all vulnerable groups on the ongoing effectiveness of this inclusion policy.

The Inclusion Lead also has the strategic responsibility for the inclusion of pupils who have EAL, and the achievement of vulnerable ethnic minority groups.

The SENCO, as pupil premium lead has the strategic responsibility for the inclusion of Pupil Premium children and their achievement. **Please see separate Pupil Premium Policy.**

The Designated Teacher for pupils, who are looked after, has strategic responsibility for the inclusion of pupils who are adopted or in local authority care.

**All staff in our school have a responsibility for maximising achievement and opportunity of vulnerable learners** – specifically, all teachers are teachers of pupils with special educational needs, pupil premium and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

## Contact Details:

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## Inclusion of pupils with Special Educational Needs and Disabilities

Castle Academy is committed to providing an appropriate and high-quality education to all the children attending our school. We believe that all children, including those identified as having special educational needs and/or disabilities (SEND) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and that they are fully included in all aspects of school life. At Castle we have a graduated approach to SEND, ensuring early identification of needs and a continuum of support for children to enable them to make progress. **Please see separate SEND Information Report and Special Educational Needs and Disability Policy.**

## Inclusion of pupils with English as an additional language

### Definition

A pupil who has English as an Additional Language is a pupil whose first language or home language is not English and who uses that language on a regular basis inside or outside of school.

### Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

## **Admissions**

Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English we endeavour to provide oral and written information and help in first language, which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

## **Provision**

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary additional support will be given to improve acquisition of English: this will be provided through quality first teaching and where appropriate targeted interventions.

The following provision can be expected:

- Initial assessment of EAL using the DFE 'Proficiency in English assessment' to record stage of language acquisition.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Differentiation will be made in order for all pupils to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against both DFE 'Proficiency in English assessment' and against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school.

## **Parental support**

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings.

## Inclusion of pupils who are Looked After in Local Authority Care

Our school recognises that:

- Pupils who are looked after in local authority care have the same rights as all pupils but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report :2003] why pupils who are looked after in local authority care often fail to make expected progress at school :
  - Placement instability
  - Unsatisfactory educational experiences of many carers
  - Too much time out of school
  - Insufficient help if they fall behind
  - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after pupils. (The designated teacher at our school is the SENCO). The responsibilities of our designated teacher include:
  - monitoring the progress of pupils who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
  - ensuring that pupils who are 'looked after' have access to the appropriate network of support
  - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
  - ensuring that information concerning the education of pupils who are 'looked after' is transferred between agencies and individuals
  - preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
  - discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team
  - liaising with the child's social worker to ensure that there is effective communication at all times
  - celebrating the child's successes and acknowledge the progress they are making

Our school will work closely with the county's The Virtual School (VS) for Pupils which promotes the educational needs of Looked After Pupils and monitors admissions, PEP completion, attendance & exclusions.

## Inclusion of pupils who are very able and/or talented

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those pupils who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- Physical talents - sports, games, skilled, dexterity
- Visual/performing abilities - dance, movement, drama
- Mechanical ingenuity - construction, object assembly, systematic, working solutions
- Outstanding leadership - organiser, outstanding team leader, sound judgements
- Social awareness - sensitivity, empathy,
- Creativity - artistic, musical, linguistic

We respect the right of all pupils in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all pupils. They also identify the commitment to giving all our pupils every opportunity to achieve the highest of standards.

### Identification

Before identifying any child 'very able' in a particular area, we aim to ensure that all pupils have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination
- peer nomination
- self-nomination

Each year the school will draw up a register of very able and/or talented pupils, this list will be kept under review. Provision for very able and/or talented pupils will be tracked on the school's provision map.

## Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our pupils. We give all pupils the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for pupil's learning by providing:

- a common activity that allows the pupils to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for pupils to progress through their work at their own rate of learning

Pupils meet a variety of organisational strategies as they move through the school. Each strategy supports all pupils in their learning, but gives due regard to the more able and very able learner.

We offer a range of extra-curricular activities for our pupils. These activities offer very able and/or talented pupils the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. School based provision includes opportunities for performance, artists in residence, specialist teaching and partnership with other primary schools.