



# Inclusion Policy



# **The Grange Academy Inclusion Policy**

## **(For the development of high quality Inclusive Learning experiences for all within the school)**

### **Introduction**

The Grange Academy, in common with all other schools, faces significant challenges in preparing young people to meet the demands of the adult world. The key to success in meeting these challenges is the development of the skills and achievements of all pupils, including the more vulnerable in our society, so they may contribute effectively to the social and economic regeneration of the area and take their place as valuable and valued members of the community.

The school uses the local authority strategy for the inclusion for pupils with SEND as set out below

### **Strategic Objectives**

- 2.1 To see to improve levels of educational achievement and attainment for all pupils with SEND who may be at risk of underachieving.
- 2.2 To maximise opportunities for all pupils, including those with SEND, to be educated in their local mainstream school alongside their peers; to recognise this as their entitlement
- 2.3 To develop specialist provision to facilitate and promote inclusive practice.
- 2.4 To ensure pupils' needs are met early and effectively in line with a graduated approach.
- 2.5 To ensure that all SEND resources, including those held by the Local Authority and those delegated to schools are allocated consistently and efficiently.
- 2.6 To work in partnership with parents, carers and other agencies to deliver the Every Child Matters Agenda.
- 2.7 To work with partner agencies in ensuring pupils with the most complex SEND have access to appropriate highly specialist provision where necessary.

The school will provide a choice of high quality, accessible, flexible, inclusive and specialist educational opportunities to meet the needs of all within the school community.

To achieve our aims we work closely with our partners to ensure a challenging yet caring, structured approach to the development of the school. This policy builds on existing good practice within the school.

Every child has a fundamental right to education and must be given the opportunity to achieve and maintain acceptable levels of learning. Every child has unique characteristics, interests, abilities and learning needs; Education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs.

## DEFINITIONS

The Grange Academy currently has approximately one thousand four hundred young people from the age of 3 - 16 years. Many young people, at some stage in their educational career, experience barriers to or difficulty in their learning. It is expected that around approximately one fifth may be expected to experience longer-term difficulties accessing some part of the academic or social curriculum on offer in our school.

Barriers to participation and learning take many forms from:

- physical access problems,
- significant medical or care needs,
- sensory impairment,
- difficulties in accessing the curriculum,
- social and emotional difficulties,
- attendance issues,
- culture and language.
- Family breakdown or other welfare issues.
- Gifted and talented.

The above is not meant to be an exhaustive list but merely to show the range of challenges some of our young people face in accessing education. Legislation has offered us many definitions of barriers to learning. "Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority."

### **Definition of special educational needs (SEN), (Code of Practice on SEN, Section 1.3):**

A disabled person is defined as someone has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

### **The Equality Act 2010**

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation, providing a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

However some pupils are specifically outside the normal definitions relating to barriers to learning. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

Nevertheless children who present at school with little or no English language skills are at a significant disadvantage to their English-speaking peers. Similarly pupils from diverse cultural backgrounds can experience social barriers to their learning.

‘Inclusion’ must be a process, not a fixed state and can be used to mean many things, including the placement of pupils with special educational needs in mainstream schools; the participation of all pupils in learning which leads to the highest level of achievement, and the participation of young people in the full range of social experiences and opportunities once they have left school.” – Department for Education and Employment (DfEE, (now DfES) Meeting Special Educational Needs – A programme of Action, 1998).

## **STRATEGIC OVERVIEW**

This policy contributes to the School’s Strategy;

- Raising educational attainment;
- Access to new technology
- Community participation
- Improving performance and raising standards;
- Promoting development and lifelong learning;
- Enabling social inclusion;
- Reviewing and adapting the organisation, through supporting the delivery of high quality, accessible education to all.

The School, therefore, agrees with the descriptions of inclusion which are taken from a definition of “Inclusion in Education” as offered in the Index for Inclusion Education, March 2000 but adapted slightly to fit strategies within the Grange.

Inclusion in education involves the process of increasing the participation of pupils in, and reducing their exclusion from, the cultures, curricula and community of The Grange Academy.

Inclusion involves restructuring the cultures, policies and practices in school so that they respond to the diversity of pupils in our locality.

Inclusion is concerned with the learning and participation of all pupils’ vulnerable to exclusionary pressures, not only those with impairments or those who are categorised as having ‘special educational needs’.

Inclusion is concerned with improving school for staff as well as for pupils.

A concern with overcoming barriers to access and participation of particular pupils may reveal gaps in the attempts of school to respond to diversity more generally. Diversity is not viewed as a problem to be overcome, but as a rich resource to support the learning of all.

Inclusion is concerned with fostering mutually sustaining relationships between school and the community.

The School, therefore, promotes high standards of education for all children, including those with SEND and other barriers to learning, through:

- Providing access to specialist staff who are able to offer advice and guidance to support pupils with defined low incidence needs; for further information please see SEND Policy.
- Resourcing Inclusion to meet the diverse needs of our pupils promptly and effectively;
- Providing timely advice and guidance to parents, pupils and staff.
- Promoting the recognition and sharing of good practice amongst local schools and other educational providers.

- Working in partnership with outside agencies and services for transition pupils to identify and assess for special educational needs.
- Working in partnership with associated outside services to deliver effective programmes that support appropriate education.
- Working in partnership with parents, providing clear, accurate advice to empower their role in developing educational and social opportunities for their children.  
Empowering pupils to contribute effectively, participate fully, offer opinions and make choices in their education.
- Effectively monitoring the delivery of educational programmes.
- Regularly auditing, monitoring and reviewing the volume and diversity of pupil need and the provision required to meet that need.
- Monitoring the educational outcomes for pupils with identified barriers to learning

## **SERVICES IN PARTNERSHIP**

Halton LA maintains a range of specialist educational services to support schools in the delivery of educational and social programmes for young people. Services include those delivering specialist advice and guidance for parents and schools on low incidence needs, such as visual or hearing impairment and ASC, support for pupils with generalised or specific learning difficulties, motor and speech problems, educational psychology, support for pupils with physical and medical need, school attendance difficulties and emotional, social or behavioural difficulties.

In order to provide effectively for pupils who present with additional barriers to educational and social inclusion The Grange Academy relies on its mutually supportive relationships with other areas of Halton Council, such as Social Care, associated statutory agencies, such as the health service, and local and national voluntary agencies. Officers of the LA and our school staff work in partnership with these agencies to share information and good practice, develop policy, provision and procedures to support inclusive educational and social opportunities for young people in The Grange Academy.

Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LAs and others. The role of parents/carers in supporting their child's development and progress is paramount. The School strives to highlight this relationship in all advice and guidance provided in meeting the needs of pupils who present barriers to their learning. The School endeavours to engage parents/carers in planning for their child's social and educational development, and involve parents in planning to meet a child's special educational need.

Children who are capable of forming views have a right to receive and make known information, to express an opinion and to have that opinion taken into account in any matters affecting them. The School engages the child, having regard to their age and ability, in their Individual Education Plans, including setting targets for progress. We seek and record the views of the child with regard to their progress, new targets, level and deployment of additional support.

The School will always engage pupils and their parent/carer in major decisions relating to the provision of educational services for pupils with SEND. The School has a well-established School Councils and pupils are encouraged to take on new initiatives that affect their education.

## **ACCESSIBILITY**

The Special Educational Needs and Disability Act 2001 requires LAs and schools not to discriminate against disabled pupils and prospective pupils in the provision of education and associated services in schools, and in respect of admissions and exclusions.

There are two key duties in ensuring that disabled pupils are not discriminated against:

- Not to treat disabled pupils less favourable; and
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (This is known as reasonable judgements).

In planning support for disabled pupils education authorities and schools are required to draw up accessibility strategies (LAs) and accessibility plans (schools) to improve access to education and schools over time.

Strategies and plans have three distinct elements:

- Improvements in access to the curriculum;
- Physical improvements to increase access to education and associated services; and
- Improvement in the provision of information in a range of formats for disabled pupils

## **PHYSICAL ACCESS**

The guidance document 'Accessible Schools-Planning to increase access to schools for disabled Pupils' – July 2002 [DfES] describes the planning duty on LAs and schools which include the need to improve the physical environment of the school and physical aids needed to access education. Para 3.10

## **PUBLICATION AND REVIEW MECHANISMS**

This Policy has been developed through published articles on Inclusion and other educational services providers. This policy will be regularly reviewed particularly at times of significant legislative change or change in service delivery.

## **POLICY INTO PRACTICE**

### **School Provision**

The school reviews provision at least annually and makes all necessary changes when required. The School would, for example, make adaptations to the height and position of towel rails, handrails, lockers, access to a disabled toilet or the provision of appropriate floor covering. Over a period of time the school would purchase chairs, desks, work tables which could be adapted for use by disabled pupils. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits, including emergency escape routes, internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, signs, interior surfaces, floor coverings, room décor and furniture. Improvements to physical access might include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds and induction loops.

## **CURRICULAR ACCESS**

### **School Provision**

School will provide, for example:

- Photocopying for enlarging print
- Enlarged keyboards and computer screen
- Concept keyboards and simple switches
- Magnifiers, specialist pens and pencils
- Individual reading programmes general information and communications technology such as small laptop computers appropriate support for a school visit e.g. Field study or theatre visit (including a risk assessment)

Before embarking on any physical or curriculum adaptations for pupils with a disability, advice can be sought from Halton LA.

The majority of pupils with special educational needs (SEND) have their needs met within their local mainstream school. Each school has a designated Special Educational Needs Co-ordinator (SENCO). Parents who are concerned about their child's progress in school should first discuss those concerns with their child's Progress Tutor, Pastoral Support Coordinator, Progress Leader who will discuss the concern with the school's SENCO and or Senior staff.

All local mainstream schools have identified funding within their school budget to meet the SEND of their pupils, without reference to the LA for statutory assessment of the need to provide a Statement of SEN. The deployment of these funds is the responsibility of the School's Governing Body and Head teacher.

The Grange Academy makes the following provision from within our own budgets for pupils with

SEN but without Statements of SEND:

- An Individual Education Plan for each pupil with special educational needs at School Action and School Action Plus, that records key short-term targets and strategies for individual pupils that are different from or additional to those in place for the rest of the group or class;
- The arrangement of class or teaching groups, for the whole or part of the school day, that take into account the needs of pupils with SEND, including arrangements for the teaching of literacy and numeracy in accordance with the national strategies;

- Access to specialist services provided by the LA, such as the Behaviour Support Service or the Educational Psychology Service, to support the design and implementation of education and social skills programmes to support pupils with SEND;
- The design and implementation of individual programmes of study relating to the pupils' SEND;
- Appropriate differentiation of curriculum, or part of the curriculum;
- School policies and programmes that enable pupils with SEND to be fully included within the social and academic life of the school, including the use of resources that reflect inclusivity for all pupils;
- Referral to appropriate agencies of the LA or partner agencies, such as the Primary Care Trusts, where these may support the school in meeting the pupil's SEND;
- Appropriate training of staff within the school to enable them to deliver programmes of study related to pupils with SEND;
- Specialist teaching for part of the school week to support particular difficulties on an individual or small group basis, where deemed appropriate by the school;
- Additional support for part of the school day for individual or small groups of pupils from a learning support assistant either in class or on a withdrawal basis, working under the direction of the class or specialist teacher, where deemed appropriate by the school;
- Additional non-teaching support to assist pupils with health or self-care needs, where these relate to pupils needs;
- The provision of specialist resources to enable pupils with SEND to access the curriculum, such as individual reading programmes, photocopied enlargements for the visually impaired or simplified diagrams;
- The provision of smaller items of equipment to enable individual pupils to access the curriculum, such as access to information and communication technology, adjustable lighting and specialist seating;
- Close liaison with parents/carers to support the pupil with SEND, including their involvement in the design of Individual Education Plans.

The Grange Academy makes the provision from its central budget for pupils with SEND but without Statements of SEN:

- Specialist support for pupils with visual impairment.
- Specialist support for pupils with hearing impairment.
- Specialist support for pupils with social communication difficulties.
- Access to specialist staff to advise on physical access, moving and handling of pupils and access to the curriculum for pupils with physical impairment and significant medical needs;
- Access to advice from the LA's approved centre for access and communication technology for pupils with significant communication difficulties;
- Support from specialist subject advisers to advise on access to the curriculum for pupils with SEND;
- Specialist services for school, such as the Behaviour Support Service, Education Welfare Officers and Educational Psychology Service, that may be accessed on demand or through service agreements between the LA and school;
- Support from the staff of special schools to advise colleagues on programmes of study to support pupils with SEND;



- Major adaptations to the physical environment of the school as part of the School's Access Plan.

The above provision is accessible through the school and parents who feel that their child may benefit from access to such services are advised to contact the school's SENCo

## IDENTIFICATION OF NEED

Identification of barriers to learning, short-term or more substantial, educational and social, may occur at any stage in a child's education. Once those barriers have been identified it is imperative that appropriate support is provided quickly to ameliorate those difficulties. The Grange Academy Transition Teams and our SENCs identify at an early stage SEND before the student start at The Grange Academy.

The school is highly skilled in identifying barriers to learning amongst our pupils, particularly for pupils presenting with SEND. Support and intervention takes many forms and we believe that school and other educational providers are best placed to determine the form of intervention, its duration and links with the curriculum. To support staff in the identification and amelioration of these barriers the LA provides advice and guidance to school through specialist teachers, the Educational Psychology Service, Behaviour Services and support teams for pupils with low incidence needs, such as visual impairment, and associated services, such as the; Education Welfare Service to support school attendance. General advice and guidance to school on identifying needs is available at any time from Halton SEND Team.

## MONITORING OF ADMISSION ARRANGEMENTS

Halton LA has working protocols to ensure that the parents of pupils with identified barriers to learning, including special educational needs and disability, have a comprehensive choice of educational provision for their child, including their local mainstream schools. The protocols ensure that children with; Statements of Special Educational Need (Statements of SEN) are not disadvantaged in their choice of schools on admission to nursery and reception or transfer to junior or secondary education.

The Grange Academy is best able to prepare and plan to provide for pupils with additional barriers to learning, when we receive advance notice and information on a child's needs. The School works to establish a good transfer of information on pupils who present with barriers to learning, especially those pupils who do not have formalised Statements of SEN.

## ASSESSMENT OF NEED

The majority of pupils with SEN have those needs met in the school from within the resources of the school, supported by the LA's central services where appropriate. For a small minority of children their needs and progress are such that the LA may be required to intervene through a formal assessment of educational need. The School believes that timely, efficient assessment of educational need is essential to ensure pupils make appropriate progress and that parental and pupil anxiety is minimised.

## PROVISION OF SUPPORT

The Grange Academy allocates funding to Inclusion so we may act promptly and flexibly to meet the changing needs of pupils. The School carefully monitors referrals for formal assessment

of educational need, including their source, whether from parents, outside agencies such as health, or schools and the outcomes of such referrals to inform target setting and planning provision within the School. Similar monitoring occurs on the outcomes of statutory reviews, including the ceasing of Statements of SEN when pupils have met the objectives set within the statement. The Grange, as do all schools, are required to submit a report of each review meeting to the LA, where officers in the SEND Team evaluate each pupil's progress against the targets set at the last review, the objectives set in the Statement of SEN and the continued suitability of the educational placement in meeting the child's needs.

## TRAINING, ADVICE AND SUPPORT FOR STAFF

Training, advice and support for staff takes many forms. Often the informal advice sessions sought by school to meet individual pupil need provides the most effective staff training, particularly when that advice is provided in relation to classroom teaching and management. The Grange Academy continues to develop in-house training for all members of our Inclusion team, delivered by appropriate staff within the school together with outside speakers from supportive agencies. This programme is planned and the course content published to the school staff as a whole and strives to enhance the skills of teachers and learning support assistants across a wide spectrum in preference to working in isolation with an individual pupil. Such one-to-one work is, sometimes, necessary to understand the child's needs and to introduce new approaches but emphasis is placed on providing staff with the tools to empower them in managing the child's needs, and hence other children who present with similar barriers to learning, throughout the teaching day.

The LA delegates resources to schools so that Special Educational Needs Co-ordinators (SENCOs) may be provided with appropriate professional development and non-contact time in order to fulfil their duties. Financial support for training is provided through that element of the Standards fund that is developed to schools to support the meeting of pupil need.

## REVIEW OF POLICY

This policy will be reviewed regularly, at least every three years, and at times of significant legislative change or change in service delivery and must be seen in conjunction with the SEND Policy.

Review Date: September 2014.