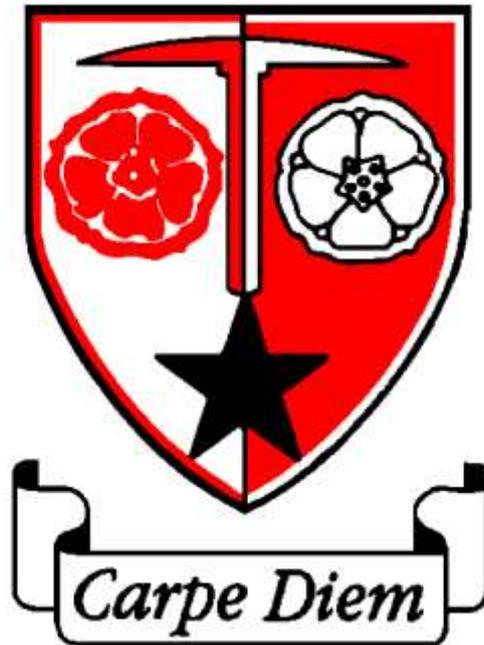


# Audenshaw School



## Inclusion Policy

This policy is reviewed every two years by the Standards Committee.

### History of Document

Issue No	Author/Owner	Date written	Approved by Standards Committee	Received by Governors	Comments
Draft A	Kelly Breakell	November 2012			
Issue 1	Kelly Breakell	27/03/2013	22/04/2013	27/09/2013	
Issue 1.1	Kelly Breakell	10/09/2014	22/09/2014	22/09/2014	
Issue 1.2	Kelly Breakell	01/09/2016	30/09/2016	30/09/2016	Minor amendments
Issue 1.3	John Tupman	15/10/2018	19/11/2018	19/11/2018	Amended to include staffing and structure changes.
Issue 1.4	John Tupman	01/12/2020	14/12/2020	14/12/2020	Minor amendments

## **OUR MISSION**

Our school aims to provide a quality education in a caring community based on values of respect, responsibility and resilience and a relentless pursuit of excellence in all that we do.

## **OUR VISION**

Our School will be recognised as a fully inclusive, aspirational, high achieving centre of excellence, firmly rooted in the local community.

We will create, develop and maintain a challenging and stimulating personalised learning environment where no student is overlooked or left behind and where teaching and learning is high quality, inspirational and innovative.

We will consistently have high academic standards and expectations for every individual and continue to place considerable value on sport and healthy living and developing strong links with the community.

All members of our school community will be valued and every success will be celebrated.

Our School will maintain a safe, secure and caring environment in which to work and learn.

## **AUDENSHAW SCHOOL SAFEGUARDING STATEMENT**

**This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

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## **1. INCLUSION**

- 1.1 Educational inclusion is concerned with ensuring equal opportunities for all students, whatever their ethnicity, attainment or background. Audenshaw School is an inclusive school and as such the governors and employees believe that the learning achievements, attitudes and well-being of all our young people matter. The School aims to provide a broad and balanced curriculum in a supportive and disciplined environment. Appropriate targets are set so that all students can reach their potential, whilst responding to the diverse learning needs of the school community. Students with additional needs and those identified as the 'most able' will be catered for through outstanding teaching with clear personalisation of lessons.
- 1.2 For the Learning Support Department, inclusion has two elements: firstly the identification of those students who have significant barriers to learning and participation and secondly the subsequent allocation of support to minimise these barriers and facilitate access to the whole secondary curriculum. The purpose of this Policy is to establish the framework within which this can happen. The department strives to achieve this through early identification of any barriers to inclusion and the implementation of effective strategies to support the student.

## **2. THE ROLE OF THE LEARNING SUPPORT DEPARTMENT**

- 2.1 To identify students with marked weaknesses in literacy or numeracy or social and communication skills and implement strategies to help such students to improve their skills in these areas.
- 2.2 To arrange and conduct review meetings for students with Education, Health and Care plans, liaising with parents, the LA and other support agencies involved in the educational welfare of these students.
- 2.3 To provide appropriate support to students with other special needs.
- 2.4 To co-ordinate the transition of students with identified special needs from primary to secondary school - liaising with primary school SENCO and teachers, outside agencies and Year 7 Year Leader at Audenshaw School.
- 2.5 To consult with parents/carers about their child's special needs and inform them as to how these needs are being met in School.
- 2.6 To inform employees at the School of students' special needs.
- 2.7 To offer assistance, advice and training to other employees on strategies to improve the learning of children with special needs in their classes.
- 2.8 To compile and maintain the School's Special Needs Register.
- 2.9 The SENCO oversees the day-to-day implementation of the School's Learning Support Policy by the department's staff, working within the guidelines of the Code of Practice.
- 2.10 To support and assist students during transition from KS4 to other educational providers ie. Colleges, apprenticeships etc.

### **3. STRUCTURE**

Mr J Tupman - SENCO, Teacher of Mathematics and Design Technology.

#### Pupil Premium Support

Mr C Burks – Numeracy  
Mrs T Chisnall – Literacy

#### Learning Support Assistant's

Mrs S Norry – Year 7  
Miss S Ridler – Year 8  
Mrs R Butt – EAL and Year 9  
Miss R Hall – SEMH and Year 10

### **4. IDENTIFICATION OF STUDENTS WITH SPECIAL NEEDS**

#### **4.1 English**

4.1.1 Initial screening of students is carried out on entry into Year 7 but students may be referred for assessment at any point during their school career, the procedure being similar in both cases. The Learning Support Department works closely with members of the English department to identify those students with significant difficulties in this area. Information is gathered from a variety of sources, analysed and action taken as appropriate. These sources of information on students are as follows:

- Key Stage 2 SATs Results - Levels and Raw Scores.
- Information from primary school, parents / carers and the LA as appropriate.
- NFER Group Reading Test administered to some students in September of Year 7.
- Vernon Spelling Test administered to some students in September of Year 7.

4.1.2 The results of these assessments determine which students are to receive support from the Learning Support Department, what form that support takes and how long support should continue. As a crude benchmark, students with standardised scores below 85 receive support in the form of teacher directed intervention strategies, in-class support from learning support assistants.

4.1.3 Provision for identified students is dependent on need but includes one or more of the following strategies:

- Inclusion in the Year 7 or Year 8 and 9 English Support Groups as an alternative to mainstream English lessons
- Withdrawal from form time for for small group tuition following the Lexia programme, reading for purpose and English comprehension.
- Handwriting sessions
- Inclusion in the Reading Leaders Scheme, once or twice a week during Form / Registration periods
- Literacy LSA working with KS4 students in lessons and withdrawal groups.

4.1.4 Reading and spelling progress is monitored by assessment at regular intervals (at each school assessment point and in June of each year). When students achieve functional levels (approximately above a standardised score of 85 for reading and spelling) they may be returned to mainstream classes as considered appropriate.

## **4.2 Mathematics**

4.2.1 The Learning Support Department works closely with employees from the maths department to identify those students with significant difficulties in this area. In a way similar to English, information is gathered from a variety of sources, analysed and action taken as appropriate. These sources of information are as follows:

- KS2 SATs Results - Levels and Raw Scores
- Information from primary school, parents / carers and the LEA as appropriate
- Maths Department internal test administered to all students in September of Year 7
- WRAT 5 Numeracy tests

4.2.2 These assessments determine which students are to receive support from the Learning Support Department and what form that support will take.

4.2.3 Provision for identified students is dependent on need but includes one or more of the following strategies:

Inclusion in the Year 7 or Year 8 and 9 Maths Support Groups as an alternative to mainstream maths lessons

- Small nurture maths groups.
- Use of targeted LSA support in class to revise and consolidate rules of number
- SSER numeracy programme
- Withdrawal from form time to receive specialist numeracy support. Numeracy LSA working with KS4 in students lessons and withdrawal groups.

4.2.4 Progress in numeracy is monitored by whole school assessment data and is reported to parents every 6 to 8 weeks. Appropriate interventions and support are discussed as part of the school's Alert Evenings.

## **5. OTHER SPECIAL NEEDS**

5.1 The department also provides support for students who do not require literacy or numeracy support, but who do have conditions which present them with significant barriers to learning and progress. Students who fall into this category include children who have hearing or visual impairment, cerebral palsy, ADHD, dyspraxia, SENH, or who are on the autistic spectrum. The following strategies may be used to aid learning:

- visual aids to orientation given to student – colour coded timetables, maps and equipment check sheets;
- Learning Support Assistant timetabled to attend Form / Registration periods to monitor transition (and beyond if necessary);
- students offered use of the 'Chill Zone' (a quiet area in the Learning Support Department, available during break and lunchtimes for a small number of students);

- students attend an end of day Homework Organisation session in the Learning Resource Centre with LSA's – to check and clarify homework requirements and help prioritise homework;
- students may be allowed to borrow one of the department's Cromebooks for use during lessons;
- students invited to attend a Games Club at lunchtime. This is supervised by the SENCO and students are encouraged to play board games/card games. This provides an opportunity for students to improve their social skills and ability to co-operate and build friendships with others.
- invitation for students to attend a SEAL Programme - This is run for half a term by one of the LSA's.
- Counselling session and support by SEMH LSA.

5.2 the department recognises the need to handle these situations sensitively and consult with parents/carers as to which of these strategies would benefit their child.

## **6. SUPPORT ACROSS THE CURRICULUM**

- 6.1 Students identified as having particular weaknesses in literacy and maths need to be supported in other curriculum areas if they are to access the secondary curriculum effectively. Additionally, students with other special needs (as outlined above) may require support to access the curriculum.
- 6.2 The department provides the following for such students:
- teaching assistant in-class support in a range of curriculum areas;
  - students attend Homework Organisation/Mentoring sessions to check homework is accurately recorded and understood and to ultimately develop a good independent homework routine.

## **7. SPECIAL NEEDS REGISTER**

7.1 Students receiving intervention from the Learning Support Department are entered on the Special Needs Register. Students with an Educational Health Care Plan are entered on the register as EHCP. The department maintains the Special Needs Register and it is reviewed at least once a term. Information about all students with special needs is collated and disseminated to staff in the form of an 'Alert Letter' which is regularly updated throughout the year and gives a brief summary of each child's needs. This document, the Special Needs Register itself and reading and spelling test scores are available to staff via the school's "Shared Area" on the network.

## **8. IEPs**

8.1 The Learning Support Department produces Individual Education Plans (IEPs) for some students who are statemented or have an EHCP. IEPs identify areas of concern, set targets and outline measures to achieve these targets. As of September 2014, students IEP will

follow the assess, plan, review and do model as set out in the new SEN code of Practice. This will have a clear focus on ensuring all interventions have positive impact and ensure student progress. They may be reviewed more frequently than an IEP as they could, for example, follow a short reading or spelling intervention.

- 8.2 The IEPs are made available to all teaching staff via the on-line Special Educational Needs handbook, so that IEP targets can be integrated into the individual teacher's strategies to meet a student's needs.
- 8.3 IEPs are produced biannually and parents / carers are invited into school to discuss these with the Learning Support Teachers at these times.
- 8.4 All students on the special needs register have an IEP.

## **9. OTHER AGENCIES**

- 9.1 The school welcomes colleagues from support agencies who come into school to support our students who are generally at the SA+ (SEN support from September 2014) or Statement of Education. Health and Care level on the register. This may take the form of individual tuition or in-class support, working directly with the student, or may be offering advice and assistance to staff. Agencies currently involved in school are:

- The Educational Psychology Service Tameside.
- SENSU - Tameside Sensory Support Service (Hearing Impaired Service & Visual Impairment Service)
- HYM - Healthy Young Minds
- MST – multi systemic therapy team
- CAMHs - child and adolescent mental health services
- ISCAN - Integrated services for children with additional needs
- Gateway
- Tameside SEN Support service
- SALT – Speech and language Therapy
- MAAT – Multi Assessment Team
- CLASS – Communication Language and Autistic Spectrum Support
- Tameside College
- Adult community learning disability team

The school also employs a Parent Support Advisor and Inclusion Officer who can support students with educational barriers and develop social and emotional literacy through small group withdrawal and in class support.

## **10. INFORMATION SHARING**

- 10.1 Whilst recognising the need for confidentiality, the members of the department often need to discuss specific students or incidents with colleagues in order to find the best way to move forward and help an individual. On a formal basis the SENDCo meets weekly with Learning Support Assistants to discuss any issues or matters arising from the week and the teacher meet at regular departmental meetings. Informally employees may meet at irregular intervals to discuss issues as need arises.

## **11. TRAINING**

- 11.1 Employees attend INSET on any issues or topics where it is felt there is an acknowledged need. An audit of staff development needs takes place every year and opportunities for staff development are shared with Brad Cunningham, Assistant Principal (Quality of Teaching) a programme of CPD and training is then drawn up from this feedback.

## **12. EVALUATION**

- 12.1 At the end of each academic year, data is collected on all students' reading and spelling scores to monitor both progress of individual students and evaluate success of the strategies put in place by the department. As students progress through the School, KS3 Teacher Assessment scores and GCSE grades are tracked and analysed as a further method of monitoring the effectiveness of the early intervention strategies used by the department.