

2015-2018

# Inclusion Policy

## Llanishen High School

This document contains the specific policy and associated information relating to provision for pupils with additional learning needs at Llanishen High School

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# **Inclusion Policy**

## **“We believe all can succeed”**

An educationally inclusive school is one where the learning achievements and well being of every young person matters. Effective schools are educationally inclusive schools. This shows not only in their performance but also in their ethos and 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.

### **Llanishen High School Inclusion Statement**

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 additional needs.

### **Aims**

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 when and where these occur
- by encouraging in pupils a sense of 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.

### **Principles**

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 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 to support pupils with additional learning needs
- working with local medical services

## **Identification of pupils with additional learning needs**

Many pupils with additional needs are identified at primary school and their needs identified 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 ALNCo or the Behaviour, Emotional and Social Difficulties (BESD) Team who use a graduated approach to support their needs.

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 non- SEN pupils
- ⤴ school action plus which includes the above plus additional support from an outside agency
- ⤴ stated where pupils have undergone a statutory multi agency assessment and been denoted as requiring a full statement which details both their educational needs and the provision to be put in place to meet the identified needs.

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 deemed to be 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 parent to address concern and to reduce risk of permanent exclusion. PSPs are reviewed every six weeks till the situation improves or the pupil moves to Alternative Provision.

See Appendix 2 for more information on identification of pupils.

## **Involvement of parents and pupils**

Staff work closely with parents/carers, listening to 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 Individual Education Plans, Individual Behaviour Plans and Pastoral Support Plans as well as playing a key role in the Annual Review process for those with Statements.

## **Learning Support Provision**

The school has a range of learning support facilities which currently support to around 400 pupils who either have SEN Statements or are at other levels on the school's special needs register.

- The Additional Learning Needs (ALN) base supports pupils with a range of additional learning needs. It is led by the Additional Learning Needs Co-ordinator [ALNCo], who manages a team of teaching assistants [TAs] assigned to support pupils in each year group. The main strands of their work include speech and language development, which is led by two specially trained TAs, development of literacy and numeracy skills and teaching of English as an additional language – delivered by a specialist Ethnic Minority and Traveller Achievement Service (EMTAS) teacher
- A Resource Base for pupils with Hearing Impairment (HI) and associated learning needs, led by an HI Specialist teacher, with one teacher of the deaf and a team of TAs. 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 (see appendix 1).

- A Resource Base for pupils with Autistic Spectrum Condition and associated needs, led by an ASC Specialist teacher and a team of TAs. Again this is an authority-wide facility, one of three at secondary level. It is directly funded by Cardiff County Council and draws pupils from a wide area (see appendix 1).

The teams working in these bases offer:

- In-class support across the curriculum;
- withdrawal from class for individual and small group literacy, numeracy and/or social skills support;
- 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 living skills.

The teams also 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 Exams Officer to ensure that special consideration is given to the needs of pupils with additional learning needs when they sit exams or undertake controlled assessments.

### **Behaviour Support Provision**

The school's positive 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.

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 ten 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 per week and helps pupils to recognise triggers for their behaviour and develop strategies to modify their behavioural choices

Support for those pupils at risk of a permanent exclusion is set out in individual Pastoral Support Plans. 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, currently provision run by Positive Outlook - or in the case of those with anxiety or medical issues to the school's Outreach Programme, run by the Home School Liaison Officer at the Powerhouse Community Centre in Llanederyn.

### **English Additional Language (EAL) Provision**

A lack of fluency in English, regardless of how long a pupil has lived in the UK, is a barrier to learning. We provide support to new entrants to the school through a tailored programme to develop their acquisition of English. Pupils who are further on in learning English are supported across the curriculum in a variety of ways - differentiation of materials or teaching style, EMTAS support sessions, extra-curricular activities and in-class support. The constant focus is on the successful acquisition of English in order to enable these pupils to access the whole curriculum.

### **Looked After Children (LAC)**

Looked after children often experience disruption in their education because of their family situation. This can involve periods of absence and changes of school. Accordingly 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 Sarah Tyler. All LAC pupils have a Personal Education Plan which is reviewed every 6 months by their 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 ALN team.

### **More Able and Talented Pupils (MAT)**

MAT pupils are identified as the top 20 percent in the school and the exceptionally able as the top 2 percent. 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 More Able and Talented pupils.

### **Disability Discrimination**

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. Llanishen High is mindful of its responsibility to make reasonable adjustments for these pupils and avoid unfavourable treatment. Accordingly reasonable adjustments are made for these pupils and they are given 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.

### **Monitoring & Review**

Monitoring of ALN provision is overseen by the Assistant Head – Inclusion (AHI) who works closely with the members of the Inclusion team to ensure parity between each of the strands. Each inclusion base undertakes its own annual self-review which contributes to the whole school self-review and is submitted to the local authority to form part of its review of additional learning needs provision.

The teams work closely with the LA to share best practice and are scrutinised by LA specialist staff throughout the school year.

The Inclusion team have a link governor who contributes to development of policy and review of provision: and the Governing Body Teaching Learning and Evaluation Committee receives an annual report on inclusion provision.

**RELATED POLICIES**

This policy should be read in conjunction with the following policies:

Behaviour Policy

Child Protection Policy

Equality Policy

More Able and Talented Policy

Pupil Grouping for Learning Policy

Teaching and Learning Policy

**Appendices**  
**Appendix 1 – Specialist Resource Bases for Hearing Impairment**  
**& Autistic Spectrum Conditions**

Purpose and Aims

To provide

- flexible resource bases which are responsive to individual & group needs
- environments in which children with complex learning needs can make progress through a broad and balanced curriculum, including access to the National Curriculum
- age appropriate learning opportunities to develop a range of language, literacy, numeracy and social skills
- a safe & empathetic environment for pupils with complex learning needs

To establish and maintain strong links with mainstream peers and provide opportunities

- to practice and develop social and communication skills
- to develop the skills required for effective learning and teaching in larger groups

To work in partnership with parents and other professionals

Admission

Pupils admitted to the 2 specialist resource bases all have SEN statements; and there is substantial evidence that their needs can only be met reasonably in a specialist setting. The school is consulted on all pupil admissions.

The placement of pupils in the bases is subject to annual review.

Accommodation

Each resource base has dedicated accommodation.

Needs of HI Pupils

Each pupil

- has significant long-term hearing impairment affecting access to the whole curriculum
- either the pupil's progress is significantly slower due to hearing impairment barriers with the pupil working 1 or 2 levels below their key stage peers or the pupil is attaining the expected level for the key stage but struggles to access learning in a mainstream classroom without high levels of specialist support for communications
- has a range of additional needs, notably speech and language development; social, emotional and behaviour needs; physical or mental difficulties
- may use specialist equipment such as hearing and/or communications aids requiring specialist monitoring.

HI Base Numbers of Pupils and Staffing

The base is resourced and staffed for up to 24 pupils – actual numbers fluctuate year on year.

The staffing model is 2.7 specialist teachers and 5-7 specialist TAs according to need.

Needs of ASC Pupils

Each pupil has

- significant long-term difficulties in social communications and understanding, affecting access to the whole curriculum
- either the pupil's progress is significantly slower because of behavioural features and learning styles with the pupil typically working 1 or 2 levels below their key stage peers or the pupil is attaining the expected level for the key stage but struggles to access learning in a mainstream classroom for sustained periods due to sensory or behavioural issues
- a range of associated difficulties may be apparent, notably sensory/perceptual difficulties; delays in some aspects of self-help; behavioural difficulties.

ASC Base Numbers of Pupils and Staffing

The base is staffed and resourced for 12-16 pupils – actual numbers vary year on year but are growing.

The staffing model is 1 lead teacher (possibility of a second as numbers grow), 5-7 TAs and 1 midday supervisor.

## Appendix 2 Identification of pupils with SEN – Learning Support

Pupil has a standardised score of less than 85 in either Literacy or Numeracy. Or, the pupil has a need in another area such as a social, emotional or behavioural need. This stage can be a result of either a teacher request or a parent request.

Pupils are offered appropriate interventions to meet their needs. If their need was Literacy or Numeracy based and they have achieved above the score of 85 they move to the remit of the Literacy or Numeracy Coordinator.

If pupil does not progress then a second, different intervention will be offered until the pupil is progressing at an age appropriate level.

If the second intervention does not help the pupil to progress then a SA+ referral will be made to the appropriate team/agency.

Pupil is at the School Action Plus stage as interventions at School Action have not worked or there are other professionals involved with the pupil.

School to offer the interventions appropriate to need and work alongside other agencies and parents to ensure a full package of support is offered to the pupil.

If the SA+ intervention is not meeting the need of the pupil then a Statutory Assessment may be considered, in conjunction with parents, in order to get a Statement of Educational Needs for the pupil.

Pupil has a Note in Lieu.

School to offer intervention and support as outlined in the Note in Lieu. School to work alongside other agencies to provide for the pupil. School to undertake annual review to ensure the Note in Lieu remains appropriate each year. This review will include the pupil, parents and agencies involved.

Pupil has a Statement of Educational Needs.

School to offer intervention and support as outlined on the statement of need. School to work alongside other agencies to provide for the pupil.

School are legally obliged to undertake an Annual Review to ensure the Statement remains appropriate each year. This review will include the pupil, parents and agencies involved.

**LHS believes that pupils have their needs best met with the full involvement of parents and as such welcome a strong working relationship between home and school for all pupils on the SEN register.**