



Inclusion Policy

Rationale

The Leigh Academy Inclusion Policy sets out a framework for promoting an inclusive education, and meeting The Academy governing body's legal requirements. The scope is wider than SEND to include the Additional Educational Needs (AEN) of a wide range of groups, including gender issues, disadvantaged students, gifted and talented students, students for whom English is not their first Language (EAL) and students from minority ethnic groups.

The document sets out The Leigh Academy's proposed strategic aims, which are to:

- Promote high standards of education for children with AEN within an increasingly inclusive framework
- Improve communication with, and improve the involvement of parents/carers
- Work more closely with other agencies, community and voluntary bodies to provide support for children with AEN
- Develop a co-ordinated professional development programme for teachers, support staff and Academy governors and the sharing of good practice
- Supporting early intervention with students and students with AEN via Pastoral Support Plans
- Encouraging children with AEN to participate fully in their school and community and to take part in decisions about their education
- Developing effective and efficient monitoring and evaluation of AEN, including objective measures of students' progress and value added

1. Vision, Aims and Principles

- 1.1 Educational inclusion is more than a concern about any one group of students such as those students who have been or are likely to be excluded from school. It is about high expectations, high achievement and equal opportunities for all students whatever their age, gender, ethnicity, attainment and background. Educational inclusion pays particular attention to the provision made for, and achievement of, different groups of students within a school or other education settings. The needs of all children must be recognised, as well as the needs of individuals.
- 1.2 The Leigh Academy Inclusion Policy sets out a framework for promoting inclusive education, and meeting the school governing bodies' legal requirements. It goes wider than SEND to include the AEN of a wide range

of groups, including gender, disadvantaged students, gifted and talented students, and students from minority ethnic groups.

- 1.3 Legislation (including the SEN and Disability Act 2001, the revised SEN Code of Practice (from Sept 2014) and the Disability Rights Framework) strengthens the right to a mainstream education for children with AEN and sets out the duties of Local Authorities (LAs) and school governing bodies in this regard.
- 1.4 Since September 2002 there have been new duties on LAs and school governing bodies not to treat disabled students less favourably than other students. The legal definition of disability goes beyond children with physical disabilities, to include students “with a physical or mental disability which has an effect on his or her ability to carry out normal day to day activities.” The disability must be substantial, adverse and long term.
- 1.5 Education inclusion covers the provision made for and the achievement of different groups of students within college as a whole. The groups of students could include any or all of the following:-
 - girls and boys
 - minority, ethnic and faith groups
 - travellers, asylum seekers and refugees
 - students who need support to learn English as an additional language
 - students with Special Educational Needs and a Disability
 - disadvantaged students
 - gifted and talented students
 - students for whom English is not their first language (EAL)
 - children in public care (“Looked After Children”)
 - other children, such as sick children, young carers, those children from families under stress, pregnant schoolgirls and teenage mothers
 - any students who are at risk of disaffection and exclusion.
- 1.6 Effective schools and LA services are educationally inclusive. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to students who may have experienced previous difficulties. This does not mean treating all students in the same way. Rather, it involves taking account of students’ varied life experiences and needs.
- 1.7 The National Curriculum 2014 incorporates a statement on Inclusion: ‘Setting suitable challenges’ and ‘Responding to pupils’ needs and overcoming potential barriers for individuals and groups of pupils’. This states that in planning and teaching the National Curriculum, teachers have responsibility for: setting high expectations; plan stretching work for students, respond to students’ diverse learning needs, and ensure that there are no barriers to learning and assessment for individuals and groups of students. The general and subject guidelines on planning, teaching and assessing the curriculum for students with learning difficulties, produced by the Department for Education can help differentiate the curriculum.

- 1.8 General guidance on inclusion has been issued by OFSTED (Evaluating Educational Inclusion – Guidance for Inspectors and Schools and “Handbooks for Inspecting Schools”). The DfES issued guidance to LEAs, schools and other agencies “Inclusive Schooling” in November 2001, and this includes a list of useful documents and further reading.
- 1.9 Part one of this Inclusion Policy gives The Leigh Academy context for Inclusive Education. The remaining sections of the strategy focus more particularly on Special Educational Needs and Disability provision.
- 1.10 The needs of any of these groups of students could be described as “Additional Educational Needs”, of which students with Special Educational Needs and a Disability are a subset.
- 1.11 The strategic aims are to:
- raise the achievement of children with AEN within an increasingly inclusive framework
 - improve communication with, and involvement of, parents’/carers,
 - work more closely with other agencies, community and voluntary bodies to provide support for children with additional educational needs
 - develop a co-ordinated professional development programme for teachers, support staff, and school governors and sharing good practice within and outside The Leigh Academy
 - reduce the level of paperwork associated with students with AEN
 - support early intervention with students and students with AEN
 - develop effective and efficient monitoring and evaluation of additional educational needs provision, including the development of objective measures of student progress and value added by the school (using national comparators)
 - encourage children with AEN to participate fully in their school and community and to take part in decisions about their education
 - implement the requirements of the SEN and Disability Act 2001 and the Government’s Disability Discrimination Framework
- 1.13 The fundamental principles upon which this policy and all its aims, tasks and intended outcomes are based are:
- a child with additional educational needs should have their needs met;
 - the special educational needs of children will normally be met in a mainstream school;
 - the views of the child should be sought and taken into account;
 - parents/carers have a vital role to play in supporting their child’s education, and;
 - children with special educational needs should be offered, wherever possible, full access to a broad, balanced, differentiated and relevant education, including their foundation stage curriculum and the national curriculum.

2. Critical Success Factors

2.1 The critical success factors that must be met are as follows:-

- The Academy and feeder primary schools will work together to ensure that any child's needs are identified and assessed early, and that barriers to learning are addressed;
- The Academy and feeder primary schools will exploit best practice in planning interventions;
- the culture, practice, management and deployment of resources in The Academy will be designed to ensure all children's needs are met;
- all teachers or learning support staff will support students to express their opinions, and take account of these;
- education professionals will work in partnership with parents/carers and take into account the views of individual parents/carers in respect of their child's particular needs;
- interventions for each student will be reviewed regularly to assess their impact, the student's progress and the views of the student, their teachers and their parents/carers;
- there will be close co-operation between all the agencies concerned and the multi-disciplinary approach to the resolution of issues;
- formal assessments will be made in accordance with the prescribed time limits;
- where the authority determines a child's special educational needs, statements will be clear and thorough, made within prescribed time limits, specifying monitoring arrangements, and reviewed annually;
- all teachers will take responsibility for all students within an inclusive framework;
- all students at all phases will receive their full entitlement to education and;
- all support services will be reviewed to assess an impact on standards, effectiveness, supporting students and promoting inclusion.

2.2 There needs to be close links between The Leigh Academy's Inclusion Policy and its Pastoral Support Provision. It is recognised that including students with behaviour difficulties is a challenge for The Academy. Teachers often find managing students with behaviour difficulties harder than managing those with other special educational needs. The Academy's capacity to manage behaviour will affect its capacity to develop inclusive practice for all children. The strategy for supporting the effective management of student behaviour in The Leigh Academy, *as described in its pastoral support provision has*, therefore, a close relationship with the Inclusive Educational Policy. There may be concerns that students with provocative difficult

behaviour can be detrimental to the performance of other students because of their demands on teacher time.

- 2.3 This strategy takes account of and is consistent with, the [suggested] charter for inclusion.

3. Inclusion Priorities for 2015/2016

- 3.1 The following actions have been identified as the most urgent, and which must be addressed as a matter of priority from 2015-2016 onwards:

- designing, developing and implementing an evaluation scheme to enable The Leigh Academy to assess the attainment and progress of students with Additional Educational Needs
- projecting accurate figures for students with special educational needs
- implementing the revised SEN Code of Practice including Education Health Care Plans
- ensuring that all practices and policies take into account the Human Rights Act and the SEN and Disability Act 2001
- reviewing admissions criteria for the Hearing Impaired Unit
- improving support for parents/carers, including the development of the policy statements that sets out student entitlement, arrangements for conciliation and full information to parents/carers about their rights
- supporting governors – especially SEN link governors – in fulfilling their role, by setting out clearly what it is, and offering appropriate programmes for training
- undertaking detailed short and medium term and financial planning that is linked to this strategic plan and annual action plans
- working with colleagues to support self evaluation and identifying needs and develop training provision, and guidance on Academy policies and strategies that, if implemented, will help to raise the attainment levels of all students within an inclusive setting
- to monitor attainment by ethnicity
- providing guidance for teachers on matters relating to gifted and talented students
- issuing procedures on reporting and acting on racist incidents
- commissioning and co-ordinating comprehensive professional development programmes to support inclusion
- ensuring that student participation and rights of students to express their opinion and to have their opinions taken seriously is incorporated in to all aspects of Academy life