

Hill Top Academy



'Every child, Every chance, Every day!'

Inclusion Policy

HILL TOP ACADEMY

Behaviour Policy

Compiled by M Hodgson/K Adams

Dated: November 2015

This policy was reviewed by Governors on 10/01/2017 and agreed that the policy be reviewed on a 3 yearly basis

(Reviewed: 3 Yearly) October 2018

To be reviewed October 2021

Inclusion Policy

At Hill Top Academy we are committed to meeting the needs of all pupils, ensuring that they make progress. In line with academis core principles we value all children within our academy community. Hill Top Academy is an academy with positive values and behaviours, where everyone enjoys learning and achieving success. We commit to valuing the individuality of all of our children, giving them the opportunity to achieve the highest of standards. We do this by respecting and taking account of pupils' varied life experiences and needs. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that our academy promotes the individuality of all our children irrespective of ethnicity, attainment, age, disability, gender or background and that all pupils are equally valued within academy. We will strive to eliminate prejudice and discrimination and develop an environment where all children can flourish and feel safe. This policy should be read in conjunction with the following academy policies.

- SEND Policy
- Child Protection Policy
- Accessibility Policy
- Equal Opportunites Policy
- Behaviour Policy

Hill Top Primary Core Principles and Objectives.

- ❖ All share a relentless drive to support every child to make better than good progress in their learning to reach their full potential – **Raising Standards**
- ❖ Have the highest expectations of all children and staff – **Raising Expectations**
- ❖ Ensure all children become highly motivated and can challenge themselves to meet high expectations and aspirations – **Raising Aspirations.**
- ❖ Help children develop high self-esteem-respecting and taking responsibility for themselves, others and the environment – **Raising Confidence**
- ❖ Recognise and reward success – **Rewarding Success**
- ❖ Deliver consistently high quality lessons which enable students to learn well – **Teaching and Learning**
- ❖ Develop independent learning, communication, literacy and numeracy skills across all subject areas – **Core Skills**
- ❖ Provide a creative and challenging curriculum which is personalised to meet the needs of all students – **Curriculum**
- ❖ Create a variety of opportunities to promote students' spiritual, moral, social and cultural development – **SMSC**
- ❖ Learning partnerships between academy, home and the community – **Community Cohesion**

We will continually strive to achieve the academy's aims through the formal curriculum and through all the other experiences offered to our children. High quality education will **raise the children's standards of attainment**, enabling them to:

- develop their use of English and Maths which provide the foundation for all their other learning
- learn social skills that encourage agreeable interactions between their peers as well as adults
- treat everyone in an equal manner, irrespective of gender, race, class or disability
- develop personal and moral values that are respectful of others, leading to their appreciation and toleration of other religions and other ways of life
- learn in a safe and secure environment, in keeping with Health and Safety Regulations that are in the interests of all whom work in the academy.

Educational Inclusion is about opportunities for everyone but at Hill Top Academy we pay particular attention to certain vulnerable groups and their families.

- Girls, boys, women and men
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners need support to learn English as a second language Learners with physical and or sensory difficulties and disabilities
- Learns with educational needs including those recognised as gifted and talented
- Those who are looked after by the local authority
- Those living with illness either themselves or where they are a young carer
- Those who are families under stress
- Learners who are at risk of disaffection and exclusion

We recognise that pupils learn at different rates and that there are many factors affecting achievement. Many pupils, at some point, experience difficulties of a long or short term nature requiring support. We aim to identify these needs as they arise and provide for them so that the learner still has the chance to fulfil their potential. Hill Top Academy has a flexible and efficient system of provision in place to offer support to those who are in need which can be withdrawn when appropriate.

The current Inclusion Manager works alongside the Principal, SENCO and the Office Manager who is also responsible for overseeing the monitoring of pupil attendance.

Objectives

We recognise that all children, their families and visitors to the academy have the right to move around the academy building safely and to share in all aspects of learning according to their child's needs.

- Ensure that all SEND and Disability Acts guide policy are implemented effectively across the academy, ensuring priority throughout the Accessibility Plan.
- Ensure equality of opportunity for, and to eliminate prejudice and discrimination against, any individual or group.
- Continually monitor the progress of all pupils, to identify need as it arises and to provide support of the most effective kind
- To provide full access to the curriculum through differentiated planning by subject co-ordinators, class teachers and support staff. This may include access to a curriculum year group which may not be that of the child's actual age.
- To provide specific input, matched to the needs of the individuals and groups, in addition to the adult support for differentiated class work that all classes have on a daily basis.
- To ensure that all members of the academy community are perceived in a positive manner.
- To involve parents and carers at every stage in plans to meet a child's need and to involve the child, as far as possible, in any planning and decision making that affects the.
- To develop effective liaison between academies to ensure there is continuity on transfer for vulnerable pupils and the maximum on-going support from existing outside agencies.
- To provide training and access to course for all staff depending on the current and future needs of the academy and training needs of individual staff.

SEND/Inclusion Provision

Monitoring:

- The progress of all children including vulnerable young people is reviewed termly. Children making less than expected progress are identified and strategies to improve progress are discussed. These children will be monitored closely and other performance indicators will be used where necessary to track progress. Parents of these children will be invited to discuss further steps alongside class teacher and other education and or healthcare professionals where relevant.
- SEND children are identified through seeking evidence from parents, previous settings, class teachers and other professionals and are monitored closely by the Inclusion Manager and SEND Leader throughout the year. Children making slow progress are identified and meetings will be arranged with parents/carers to discuss strategies to support them in helping their child increase their progress.
- Class teachers have the opportunity to discuss SEND children with the Inclusion Manager and observations and support will be implemented.
- Monitoring of SEND children also takes place through reviewing of SEN support plans and provision maps on a termly basis.
- If the progress of SEND or vulnerable children is of a particular concern then a meeting of professionals may be called by the Principal or the Inclusion Manager to look at support from outside agencies.
- The SENCO and Principal will monitor the quality and effectiveness of provisions for pupils with needs, monitoring is carried out daily by teachers and support staff.
- Resources for additional needs and Inclusion are purchased as appropriate and are matched to recurring needs throughout the academy. Specific individual purchases are purchased where this is viable, specialist resources being accessed where advised.
- All members of staff including outside agencies regularly liaise and share developments in order to inform reviews and forward plan. Outside agencies include: ASD team, Speech and Language Service, Behaviour Support, Children's Physiotherapy and Children's Occupational Therapy.

Assessment and Reviewing

Children have SEN if they have a significantly greater difficulty in learning than the majority of others the same age (SEN Code of Practice July 2014)

Hill Top Academy has a clear system in place for observing, assessing and recording the progress of all children in academy, this used to identify any child who is not progressing satisfactorily and who may have additional needs. This includes reference to information provided by baseline assessment, termly class assessments, observations of behaviour and social development, existing statements and assessments that are carried out by a specialist. We recognise the benefits of early identification and ensuring that effective provisions are made at the earliest point to improve long term outcomes.

Parents/carers will be informed by the class teacher and/or SENCO of any additional support that their child is to receive.

Quality Teaching

In order to make progress a child may require differentiation of the plans for the whole class. This may include learning objectives that have been modified or a slightly different approach to the style of teaching strategy. Differentiation is visible within the teacher's planning. Progress monitoring will be carried out and this will be used for future planning. We will review the child's progress at the same intervals as for the rest of the class and decisions will be made about how satisfactory the level of intervention is proving. The Code of Practice defines adequate progress as being that which:

- Closes the attainment gap between the child and their peers, or prevents the gap from widening
- Is similar to that of peers starting at the same baseline assessment, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help skills or independence
- Demonstrates an improvement in the child's behaviour

In line with the SEN code of Practice July 2014 all children will be referred to as SEN Support there will no longer be a distinction between SEND children receiving support from specialist services and those receiving in academy interventions exclusively.

Children may be identified as SEN support if they:

- Continue to make little or no progress
- Continue to work at a substantially lower national curriculum level than that of their peers
- Continue to have difficulty developing skills within numeracy and literacy
- Have emotional and social needs which interfere with the child's learning or that of others.
- Have sensory or physical difficulties that require visits from specialised services
- Have a barrier to learning due to continued communication needs.

The provision and progress of children identified as SEN support will be recoded on an SEN support plan. These plans will contain specific short term on long term targets for these children. Review of plans is discussed with parents/carers on a regular basis.

Education, Health and Care Plan

SEN support should be adapted or replaced depending on how effective it has been in achieving agreed outcomes. Where, despite having taken relevant and purposeful action to identify, assist and meet the needs or that the child has not made expected progress an Education, Health and Care Plan may be requested.

SEN and Inclusion Training

Where possible, the SENCO attends the termly SENCO network group and pyramid liaison meetings to hear about updates and the latest national developments. Meeting additional needs and inclusion issues are targeted each year through the Academy Development Plan. Inclusion training is carried out by the Inclusion Manager, specialist agencies and professionals are invited into staff training sessions. CPD opportunities are available to all staff, especially where a particular training session is relevant to a pupil.

Support services and outside agencies

The academy works together with outside agencies to support the inclusion of all children.

- Service level agreements with all regular outside agencies are agreed and signed for at the start of each academic year.
- The Education Psychologist service can offer support to children and academy as identified by the SENCO
- Specialist direct knowledge and direction is provided by a variety of services where we do not have the necessary in-house expertise eg, children on the autistic spectrum or with severe behavioural and emotional issues, children who have a visual or hearing impairment, child/ren who require physiotherapy.
- The SENCO and Inclusion Manager liaise frequently with a number of other outside agencies, for example: Social Care, Education Welfare Service, School Nursing Team and other medical professions, Speech Therapy, Physiotherapy and Occupation Therapy.
- Parents/Carers are informed where outside agencies are to be involved with their child and meetings may take place within academy as well as the home or clinic.

Partnership with Parents/Carers

Parents are encouraged to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education
- Have knowledge of their child's entitlement within the SEN framework
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about SEN provision (Code of Practice)
- Staff and parents/carers will work together to support pupils identified as having additional needs.
- An appointment will be made by the class teacher to meet all parents/carers whose children are recognised as having additional needs. This could be at Parents Evening or when an IEP has been reviewed and the SENCO can attend any meeting where it is appropriate to do so.
- We make sure that all parents/carers of children with additional needs are given details of local support networks
- Parents/carers will be encouraged to attend termly review meetings to discuss their child's strengths and any areas for development. Suggestions may be made as to how parents/carers can help their child at home.
- Parents/carers are asked to contribute their views at review meetings; this can be done during the meeting or alternatively can provide a written report. All SEN support plans and minutes of reviews are posted home as is legally required.
- Parents/Carers may work at times alongside their child in class where appropriate.
- Parents are regularly signposted to other Networks such as the local Children's Centre
- Parents Evening provide regular opportunities to discuss concerns and progress. Other appointments are always available on request. Concerns are acted on promptly but, if this is not to the satisfaction of parent/carer a complaint can be made to the Head or the Governing Body.

Governing Body Responsibilities.

- To ensure that all legislations are met with regard to Race Relations, Disability and SEN especially the new SEN Code of Practice 2014
- To ensure that the academy acknowledges government and local guidance and makes every effort to take account of this.
- To identify governors with specific responsibility for monitoring inclusion and equality issues, including SEN, Disability Gifted and Talented and exclusions
- To ensure that pupils with additional needs are identified assessed so that appropriate provision can be made for them and reviewed to ensure successful outcomes.
- To support the LA in promoting the educational achievement of looked after children
- To ensure that parents/carers are fully involved in all of these processes.
- To ensure that other agencies are involved where necessary
- To report to parents/carers on the implementation of this policy
- To ensure that all pupils are included in all activities, as far as it is practicable
- To ensure that funding is used appropriately and creatively, to meet statutory obligations and maximise the efficient use of staffing and resources.
- To ensure that inclusion issues remain an integral part of the Academy Development Plan

- To ensure that admission processes are fully inclusive and that appropriate provision is available on entry to the academy. This is especially true of children with Statements of SEN, unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.
- To ensure that all pupils with an EHCP have their explicit entitlement met.
- To Consult the LA and governing bodies of other academies when necessary, in the interest of co-ordinated special educational provision.
- To ensure that inclusion is recognised in all academy policies and practices

Specific guidance on the role of SENCO/Inclusion Manager

SENCO and the Inclusion Manager play a pivotal role, co-ordinating provision across the academy and linking class and subject teachers with SEN specialists to improve the quality of teaching and learning. Both are valuable members of the senior leadership team, and are able to influence the development of policies for whole academy development of policies for whole academy development.

Principal responsibilities (some with SENCO support)

- To ensure that the policy and its related procedures are implemented
- To ensure that all staff are aware of their responsibilities and given appropriate training and support to carry out their duties.
- To ensure all teachers set suitable learning challenges, respond to diverse needs and help pupils to overcome potential barriers to learning
- To ensure that disciplinary action is taken against staff or pupils who contravene the policy
- To ensure issues of equality, inclusion and diversity are addressed within the curriculum, primarily in PSHE
- To ensure that identified funding is used appropriately and creatively to meet statutory obligations and maximise learning opportunities for all
- To ensure that other policies are regularly reviewed in light of changing inclusion needs
- To ensure that multi-agency work within the academy is co-ordinated effective and meeting the need
- To manage transfer of pupils both coming into and leaving the academy
- To ensure that all incidents of bias and discrimination are dealt with
- To ensure that specific Inclusion responsibilities are undertaken by a qualified and experienced SENCO/Inclusion Manager.

Staff responsibilities

- To set suitable learning challenges, respond to diverse needs and help pupils to overcome potential barriers to learning
- To cater for different learning styles, abilities and preferences. This includes giving enrichment and acceleration activities to gifted and talented children
- To safeguard and promote the welfare of all children
- To ensure that everyone is dealt with fairly, promoting race and ability equality and appreciation of diversity
- To monitor the progress of all children, in line with academy policy

Evaluating the success of the academy's SEN and Inclusion policy

- Analysis of data is compiled on an annual basis by ourselves and the data we receive from the local authority, comparing ourselves to national data and similar academies. This analysis informs future planning. The provision map is scrutinised and checked against assessment results to find our most effective provision and how it might be extended. Individual targets from IEP's are reviewed as explained in previous sections of this policy.
- At any time the SENCO is able to provide the governors with numbers of children receiving extra provision from in-class support to Statements. The SENCO and Inclusion Manager are able to keep the governors up to date with new inclusion developments either through written reports, attendance at meetings or in conversation with the governor responsible for Inclusion
- Whole academy monitoring and evaluation procedures will include sampling of work and observations, following the agreed timetable for this. Outcomes relating to SEN provision and planning will be taken forward by the whole staff and used to build successful practice.

