

TIBSHELF COMMUNITY SCHOOL INCLUSION

Ratified: March 23

(Tibshelf Policy)





Contents:

Statement of intent

Legal framework

Roles and responsibilities

Aims and objectives

Planning and teaching

Pupils with SEND



Statement of intent

Tibshelf Community School has high ambitions for all its pupils and expects them to participate and achieve in every aspect of school life. Our commitment to equal opportunities is an important aspect of our overall commitment to be a fully inclusive school.

Tibshelf Community School aims to:

- set suitable learning challenges.
- respond to pupils' diverse needs; and
- overcome potential barriers to learning for individuals and groups of pupils.

We welcome all pupils and staff, irrespective of race, colour, creed, or impairment.

Every member of staff shares the responsibility to remove barriers to learning for all pupils, including those with a disability.

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability.

If a member of staff, a parent or a child feel that the child is experiencing difficulties at school we will be pleased to discuss the difficulties so that we can decide together what is best for the child.

We believe that the closer we work together the more successful any interventions will be. Many issues can be addressed by matching the level of help to the needs of the child with step-by-step programmes. Sometimes it is felt that a child needs a particular kind of help, in which case the help of specialists from outside school may be valuable.

Most children's needs are met in the mainstream school but occasionally a child's needs cannot be met from the resources normally available in school.

Tibshelf Community School also has a 15 place Autism Unit that meets the needs of pupils directly placed here by the local authority.

All our systems and procedures are designed to enable all children to be included in all we do, so the children in our Autism Unit are therefore included fully in the life of the school.

1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- 'Special educational needs and disability code of practice: 0 to 25 years' 2015

1.2. This policy will be implemented in conjunction with the following other school policies:

- Equal Opportunities Policy
- Behaviour Policy
- Pupil Premium Policy
- Anti-Bullying Policy
- SEND Policy

2. Roles and responsibilities

2.1. The Governors will ensure that inclusion provision is of a high standard.

2.2. The headteacher will ensure that the management of inclusion remains consistent and effective, providing regular reports to the governing board.

2.3. Teaching staff will regularly evaluate pupils' progress and liaise with the Assistant Head (Inclusion, Resources & Safeguarding) and the Director of Inclusion.

2.4. Parents will work in partnership with the school to support the progress of their child, maintaining strong communication with the school and providing their child with activities at home to assist in development.

2.5. Teaching assistants who support the inclusion of pupils will be supervised by either a Team Leader or a Director of Faculty to ensure they fulfil their duties.

3. Aims and objectives

3.1. Tibshelf Community School aims to be an inclusive school. We actively seek to increase the level and quality of inclusion within our school, while protecting and improving specialist provision for those who need it.

3.2. Considering pupils' experiences and needs, we form strong partnerships with parents, the LA, and external agencies, such as health and social care services, and offer a broad and balanced curriculum to ensure that all pupils have every opportunity to achieve the highest standard of education.


3.3. Tibshelf Community School has a zero-tolerance approach towards prejudicial attitudes and discriminative behaviour, and the school will do everything it possibly can to ensure members of the school community are not discriminated against. We will not allow discrimination, harassment or victimisation against any pupil, prospective pupils, or other members of the school community because of the following:

- Gender
- Race
- Disability
- Religion or belief
- Sexual orientation
- Pregnancy or maternity
- Being adopted or permanently placed

3.4. Tibshelf Community School will make every effort to meet the learning needs of all pupils without excluding them from the national curriculum.

4. Planning and teaching

- 4.1. Teaching staff will plan their approaches to teaching and learning so that all pupils are able to take part in lessons. Staff will ensure these approaches meet the specific needs of individuals and groups, providing opportunities for all pupils to achieve.
- 4.2. Teachers will ensure that all teaching assistants have access to relevant planning so they can support pupils appropriately.
- 4.3. Specific action will be taken to respond to pupils' diverse needs by:
 - Creating effective learning environments.
 - Ensuring they are motivated.
 - Using appropriate assessment approaches, such as teacher observations.
 - Setting targets that are achievable and positive for individual pupils.
 - Developing positive relationships with pupils.
 - Setting appropriate learning challenges.
 - Providing other, or additional, curricular opportunities to meet the needs of individuals or groups of pupils.
- 4.4. Lesson plans will vary to meet the needs of individual pupils and pupil groups.
 - Lessons for pupils who are gifted and talented will include:
 - Tasks which demand higher thinking skills.
 - Access to advanced resources or materials that support the level of challenge.
 - Fast-paced challenges that will motivate pupils.
 - Creative learning tasks which encourage pupils to make judgements.
 - The opportunity to take risks in an organised exercise, to learn from failures and work collaboratively.
 - Authentic tasks with the opportunity for choice and personalisation.
 - Lessons including pupils with EAL will include:
 - Access to dual language texts, posters and displays.
 - Working collaboratively with other pupils, both with EAL and those whose first language is English.
 - Access to word banks.
 - Opportunities for visual literacy techniques.
 - Opportunities for discussions and co-operative learning.
 - Promoting and celebrating diversity whilst avoiding stereotyping.
 - Planned learning opportunities which reflect the backgrounds of pupils in the class.
- 4.5. Tibshelf Community School understands that such learning experiences will benefit all pupils, not just those identified as gifted and talented or who have EAL.
- 4.6. Teachers will use an inclusive model of provision that provides all pupils with the opportunity to participate in lessons.
- 4.7. Teachers will ensure that pupils understand the role they play in ensuring their own progress.



4.8. Teachers will ensure that pupils understand what behaviour is expected in different circumstances and environments.

5. Pupils with SEND

5.1. Tibshelf Community School aims for the early identification of pupils with SEND through the monitoring of achievement and regular observations.

5.2. We aim to ensure equal opportunity for all pupils with SEND. It is the teacher's responsibility to inform the SENCO of any concerns regarding an individual's learning.

5.3. Lesson plans for pupils with SEND will be adapted to include:

- Adapted learning objectives and success criteria to meet their abilities.
- Adapted print texts.
- Hands-on equipment, such as tactile equipment relating to shapes in maths lessons.
- Multi-sensory learning opportunities.
- Additional support from staff members, where possible.
- Additional visual cues.
- Adapted homework.

5.4. Tibshelf Community School is committed to delivering an environment that provides pupils with full access to all areas of learning.

5.5. Teachers will modify lessons as appropriate; for example, pupils may be given additional time to complete certain activities.

5.6. Teachers will ensure that pupils have the same opportunities to develop skills in practical aspects of the curriculum.

5.7. Teachers will consider the learning pace of pupils with SEND.

5.8. Work will be adapted and alternative activities in subjects will be provided where pupils are unable to operate certain tools or equipment.

5.9. Pupils will have opportunities to take part in educational visits and activities related to their studies. If a pupil's disability prevents them from attending particular trips, the school will do their best to make reasonable adjustments to ensure the pupil can participate in as many of the activities as possible.

5.10. Approaches that allow pupils with visual impairments to access the curriculum will be enforced, for example, the use of visual resources.

