



INCLUSION POLICY

GB Committee Responsible:

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Local Governing Body

Hannah Stoodley (SENCO)

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BENTLEY WOOD HIGH SCHOOL POLICY ON INCLUSION

DEPUTY HEADTEACHER LINE MANAGER FOR INCLUSION: Mr Lawrence Viala
SENCO: Ms Hannah Stoodley
INCLUSION LINK GOVERNOR: Ms Nita Chotai

Bentley Wood High School is an Inclusive School where quality first teaching and scaffolding underpins our work with students to overcome barriers to learning. Every member of the teaching, support staff and governors are responsible for educating all groups of students irrespective of their learning barrier. We are committed to working in partnership with parents together with health and social services. Every student has an entitlement to a broad and balanced curriculum and all students will be encouraged, valued and accepted whatever their learning barrier.

The four categories of barriers to learning are;

- Communication and Interaction
- Cognition
- Social, mental and emotional health
- Sensory and/or Physical

LEARNING BARRIERS PROCESSES AT BENTLEY WOOD

1. High quality teaching overcomes learning barriers

Teachers differentiate class work to overcome learning barriers. Students with an Education, Health and Care (EHC) Plan may have additional support from specialist tutors in their lessons. Specialist Tutors support students to access the material differentiated by the teacher. Information about differentiation is available in the Learning Barriers iBook and in Appendix 1, but remains the responsibility of the subject specialist. Learning barriers are identified through a variety of means and agreed at the Learning Barriers Support Team.



2. SLG student progress meetings

The meetings will take place after each assessment point to assess the progress of students with learning barriers. Prior to this meeting, the SENCO will have met with the Head of Year, Deputy Head of Year. Where needed meetings also occur with the School Nurse, The Educational Psychologist, the Attendance Officer, the Student Support Officer or the Safeguarding Officer to get a fuller picture of the student's needs.



3. Further Learning Barriers Support (K)

1. If a student with learning barriers is underachieving, the Inclusion and Innovation team decide which further support/intervention is the most appropriate (see Appendix 1).
2. The student is then marked as 'K' (Learning Barriers Support) in each teacher's Sims marksheet.
3. The Inclusion and Innovation team's decision will be recorded in the Sims Learning Barriers Marksheet by the Student Support Officer. This record will include the start and end date, name of the intervention, the Inclusion and Innovation member responsible and the planned outcomes.
4. The Inclusion and Innovation team member responsible will upload the 'ASSESS – PLAN – DO – REVIEW' document (on the student's linked documents at the start and at the end of the intervention. Interventions should ideally last for 6 weeks, and no longer than 12 weeks. Parents and students participate actively in the whole process. The review takes place and is recorded and uploaded before the next LBS meeting.
5. Teachers access the 'assess-plan-do-review' document in Sims as a linked document when 'K' appears on their Sims marksheet.
6. Students' Learning Barriers Support code K is reviewed following the next assessment point.

Role of the teacher

The teacher is responsible for the progress of every student in her/his class, including students with learning barriers. The teacher ensures progress of the students with learning barriers through scaffolding classwork and possibly targeted in class support according to the learning barrier of the student. Teachers consult the Learning Barriers iBook and Appendix 1 for general guidance on scaffolding learning. However, the responsibility for scaffolding learning lies with the subject specialist teacher. The teacher knows the Learning Barriers Support (K) for the students they teach via their class mark sheet and the 'Assess-Plan-Do-Review' linked document in Sims. Teachers also refer to the SEND handbook for further guidance on individual students and specific strategies for their needs.

Role of Lead TA

The Lead TA is responsible for leading and supervising the work of teaching assistants and assist SENCO with day to day running of timetables; coordinating support for students when there are absences within the Inclusion Team
The Lead TA and SENCO meet regularly to support in the co-ordination of Annual Reviews, special exam arrangements and TA timetables
Alongside this the Lead TA continues to support students with significant special educational needs and disabilities (SEND) and/or English as an Additional Language (EAL) within the curriculum and pastoral provision and promote their wider inclusion in the life of the school.

Role of the Specialist Teaching Assistant

Specialist TAs are an essential aspect of the high quality teaching in the classroom. They support the learning of students with learning barriers by delivering the differentiated work prepared by teachers. Specialist TAs also deliver many of the interventions such as the homework club at lunchtime and after school. There are currently four different types of Specialist TAs at Bentley Wood High School:

- **Subject Specialist Teaching Assistants**
Subject specialists are line managed by the SENCO or the linked senior leader. They are timetabled to mainly tutor/support the range of students with learning barriers in lessons in their specialist areas.
- **Parent ambassadors**
Being a parent ambassador is an additional responsibility for some Specialist TAs. They run workshops for hard to reach families which enable parents to enhance the home support for their children.

Role of Student Progress Meetings

The SENCO meets with SLG after each assessment point. The progress of each student with learning barriers will be assessed by looking at achievement data, and the need for further intervention will be discussed. The Student Support Officer logs decisions made on the learning barriers worksheet and will code the students as 'K' on Sims marksheets. A designated person present at the meeting is responsible for ensuring communication with students and parents following these meetings. Innovative Leaders lead specialist professional development for colleagues in school.

Role of the SENCO

The SENCO holds the SENCO qualification. Her main responsibilities are;

- to oversee the provision for students with Education, Health and Care Plans (EHC Plans). To organise termly meetings with parents whose children are on

EHC plans. These meetings include the parents and student in the decision making about their provision;

- to keep abreast of developments on the guidelines from Harrow LA on the change from SEN statements to EHC plans. To oversee the transition from SEN statements to EHC plans;
- to update the “Achievement for All” Book.
- to follow government guidelines to oversee school requests for required assessments for EHC plans. This would be triggered by a lack of academic progress or other difficulties despite further learning barriers support (K);
- to liaise with SLG regarding student progress following each assessment point;
- to oversee the smooth transition of students with EHC plans from KS2 to 3, from KS3 to 4 and from KS 5 to HE. To keep track of students with EHC plans up to the age of 25;
- to liaise directly with outside professionals including Educational Psychologists, Speech and Language therapists, Visual and Hearing Impairment Specialists, Occupational Therapists and Physiotherapists. To follow up professionals’ reports by working in partnership with parents, the student and her teachers to enhance the teaching of the assessed student;
- to liaise with the Exams Officer and work collaboratively on the smooth provision for exam access arrangements;
- to take an active part in the half termly whole school reviews and to monitor the teaching and learning of students with learning barriers across the year groups.

Role of the Deputy Head teacher line managing Inclusion

The Deputy Head Teacher as line manager for Inclusion is responsible for embedding a culture of research into teaching and learning, to ensure that the high quality teaching at Bentley Wood is based on what works both in our school and nationally. Therefore, the senior leader will;

- Oversee interventions to narrow achievement gaps by improving the teaching of all students, including students with learning barriers. The senior leader will measure the success of:
 - Literacy and numeracy intervention;
 - In class intervention;
 - Other booster activities that take place outside the classroom.
- line manage the SENCO;
- work in partnership with other schools within the HCTSA and beyond to review and share good practice.

Role of the Governing Body

The Governing Body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and strategies are implemented. The Head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of a breach of this policy.

Appendix 1: Learning barriers and in-class differentiation

1. Communication and Interaction:

- **ASD (Autistic Spectrum Disorder):**

- Chunked achievable tasks,
- clear language and literal language
- shared plan of the lesson on separate paper,
- Student made aware of changes.

- **Speech and Language:**

- Encourage verbal participation,
- short verbal instructions,
- check understanding of instructions,
- buddy in class,
- Bullet points on board.

- **Asperger's Syndrome:**

- Explicit instructions in social situations such as group work.
- As above for ASD

2. Cognition and learning

- **Reading:**

- Each department has an academic literacy strategy to support all students
- Literacy intervention is provided either as one to one intervention or as a small group intervention.

- **Dyslexia:**

- purple or yellow paper books,
- tops and tails matching,
- sentence combination,
- Coloured overlays.

Ensuring a Dyslexia Friendly Classroom:

1. Writing on the board:

- Do not giving large amounts of dictation or work to copy off the board: use handouts.
- Make sure handwriting on the white board is clear
- Finish the sentence with a red full stop to draw attention to the need for punctuation.
- Leave space between each line. Try alternating colours to separate sentences.

2. Handouts:

- Many students prefer off white/cream paper to reduce glare and subsequent eye-strain. An alternative is to use grey or blue ink.
- A larger font size (14) is helpful as is a clean font such as Ariel or Comic sans
- Use clear unambiguous pictures with keywords or labels
- Avoid 'busy' worksheets and text books with pictures, speech bubbles and diagrams splattered around. Keep things simple and in a logical progression.
- Use colour where possible or teach students effective ways to use highlighter pens.

3. Use of highlighter pens:

- Highlight key words or facts.
- Spelling support: highlight only the difficult part of a word

4. Homework

- Put all homework set onto 'show my homework'
- Include homework instructions on class handout (or other written slip)
- If written on the board, ensure enough time is given for students to write it down.
- Learning can be made easier by pre-teaching new words and then setting them as homework, prior to that lesson the words will be used in.
- When marking use a different colour pen to mark overall content from that used to highlight errors. Choose 2 or 3 recurrent errors rather than highlighting everything

Dyspraxia

- Use of Laptops in the classroom,
- writing frames,
- help with sequencing and organising,
- working memory strategies

Dyscalculia

1. Discussion and explanation of mathematical problems both with an adult and a peer, using real world contexts and linking new learning to previous knowledge
2. Introducing one skill/concept at a time and consolidating this before moving onto another skill/concept
3. Always try to link all mathematics to familiar, relevant and practical contexts. For example, shops are a great mathematical playground and provide a wealth of learning that is essentially far more memorable than rows of numbers on a worksheet.
4. Ensure that maths tasks are broken down into smaller, more discrete stages and check out that she fully understands each step prior to moving on to the next one.
5. Encourage student to repeat and practice what she has learnt – initially with support and then independently.
6. Provide explicit instruction in a strategy and use appropriate visual/concrete resources prior to them supporting student's practice.
7. Ensure that a variety of objects, images and models are always available to support learning and particularly when a new concept is being presented.

Progressing speed

- Extra time,
- written memory aid checks **especially mind maps**,
- 'what I know-what I want to know-what I learned' frames

Literacy below Level 3

- Response to in class intervention techniques used for all year 7 and 8
- Writing frames
- Home school pack
- Reading age seating plans
- Visual imagery
- Literacy Intervention

Numeracy Below Level 3

- Planned numeracy activities across the curriculum,
- online homework tasks,
- broken down tasks,
- Visual and kinaesthetic where possible.

- Setting in Maths and size of and support in class
- Numeracy intervention

The Working Memory (the **Working Memory** indicates how students learn and retain verbally presented information in memory while using the learned information to complete a task.)

- External verbalisation,
- Mindmaps,
- Mnemonmics,
- Stagger instructions - no more than one at a time, instructions on board or paper.

Verbal Comprehension

- Pre-teaching through homework,
- give time to process language,
- pause between sentences,
- avoid non specifics such as lots, some, this and that,
- Clearly marking when attention is required.

Perception Reasoning (how well students respond to visual information)

- Pre- scanning/reading of texts.
- Writing frames
- Subject specific differentiation

3. Social, Emotional and Mental Health

Self esteem		Teacher praise, mindfulness, self -praise through self-assessment, check participation in PE, encourage extracurricular PE, friendship group.
Anxiety		Teacher praise, mindfulness, self -praise through self-assessment, check participation in PE, encourage extracurricular PE, good teacher relationship.
Depression		Teacher praise, mindfulness , self -praise through self-assessment, check participation in PE, encourage extracurricular PE, evidence the positives (iPad recording or pictures).
Stress		ACTIVE TUTORING, PSHE, mindfulness , develop study timetables in class, improve study skills in class.
Cultural Barriers		ACTIVE TUTORING, PSHE, mindfulness .
Safeguarding		ACTIVE TUTORING, PSHE, Mindfulness, ICT e-safety curriculum.
Attendance		ACTIVE TUTORING, PSHE, Personal Attendance Support Plane
Drug, Alcohol and Solvent Abuse		ACTIVE TUTORING, PSHE, mentoring
Looked After Children		Mindfulness , create a sense of value, feeling part of the BW family, LAC designated lead to work with student, counselling offered
Socio-economic deprivation		A range of activities offered by the Pupil Premium fund (see report)
Young Carer		Counselling offered, Young Carers Group offering support and respite activities
Bereavement		Counselling offered, mentoring

	and Loss		
	Refugee Status		New Arrivals policy including language induction- usually one period per day.
	EAL beginner		New Arrivals policy including language induction- usually one period per day.
	OCD		Active tutoring, PSHE, Resilience Club, Mindfulness
	ODD		Active tutoring, PSHE, Resilience Club, Mindfulness

4. Sensory and/or Physical Impairment

Hearing		Use of hearing aid in lessons, bespoke training for teachers, work with teacher of hearing impaired. Using a TA as a note taker, especially in the sixth form.
Visual		Use of iPad, modified resources by specialist VI team
ADHD		Medication monitoring by school nurse , create a calm and stable class environment.
Physical Disability		Adapted Learning environment - OT and Physio therapy delivered by LA and Innovative specialist tutor, specialist TA for mobility. Specialist chairs for Science, Art and Technology. Foot stools and cushions so that the students are sat upright to ensure no damage to their posture.
Medical need (e.g. asthma, epilepsy)		Medical plan by school nurse
Multi-sensory impairment		Individual needs assessed and recommendations made
Auditory processing disorder		Advice from audiologist and sound box

Appendix two: What are the different types of support that may be available for children at Bentley Wood High School?

Area of need	Whole school ethos and Practice	Possible focused support for some children's additional needs	Possible support and intervention for a small number of children who may or may not have an EHCP
Social, mental and emotional health needs	<ul style="list-style-type: none"> • Consistent application of the school's behaviour policy • A positive supportive and nurturing environment • PSHE curriculum • Strong and informed pastoral system including attached senior staff member, head of year, achievement leader and form tutor 	<ul style="list-style-type: none"> • Identification and assessment in school • Additional advice and support from outside agencies • Adaptations to the curriculum to secure engagement • Support to build relationships and engage • Peer Mentors • Pastoral Support plan • Collaborative working with the Early Intervention Service and with Children's Services • Collaborative working with Safer Schools Officer • Part time counsellors work with identified students • Mindfulness and resilience extracurricular groups 	<ul style="list-style-type: none"> • Interventions are implemented, reviewed and revised • Work with parents to refer to CAMHS via their GP • Targeted intervention to promote social skills and emotional resilience • Adaptations to physical environment e.g. time out • Monitoring and support in unstructured time e.g. breaks/ lunch • Behaviour Management Plan/Pastoral Support Plan
Speech, language, communication and interaction	<ul style="list-style-type: none"> • Training for staff to meet the diversity of communication language skills • Strong emphasis on speaking and listening and some phonics teaching • Communication friendly learning environment Literacy lessons in Y7 	<ul style="list-style-type: none"> • Small group phonic support • Personalised support within the class • Small withdrawal groups with similar needs for support with literacy and numeracy • Language monitoring systems upon entry to Y7 • SALT interventions delivered by the school inclusion team 	<ul style="list-style-type: none"> • Additional in class TA support • Alternative communication systems • Access to personal ICT/ adapted ICT Equipment • Speech & Language Therapy planned and delivered by a qualified therapist or specialist LA • Advice and support via Autism outreach team • Advice and support via Autism outreach team