



INCLUSION POLICY

GB Committee Responsible:

Local Governing Body

Reviewed by:

LV/SN

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BENTLEY WOOD HIGH SCHOOL POLICY ON INCLUSION

DEPUTY HEADTEACHER LINE MANAGER FOR INCLUSION: Mr Lawrence Viala
AHT/ SENCO: Ms Sarah Newman
INCLUSION LINK GOVERNORS: Ms Nita Chotai and Ms Gretel Scarle

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 outside agencies to support students to fulfil their potential. 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 and learning
- Social, mental and emotional health
- Sensory and/or physical

LEARNING BARRIERS PROCESSES AT BENTLEY WOOD

1. High quality teaching overcomes learning barriers

Teachers differentiate classwork to enable students to overcome barriers to learning. Students with an Education, Health and Care (EHC) Plan may have additional support from specialist tutors or teaching assistants in their lessons. Specialist tutors and teaching assistants support students to access the material differentiated by the teacher. Information about differentiation is available in Appendix 1.



2. Monitoring student progress

The progress of all students is monitored regularly. Where there are concerns that a student may have a learning barrier, or where a student with a learning barrier is not making the expected progress, the graduated approach (assess- plan- do- review) is used to co-ordinate and review support. Parents/ carers and students actively participate in this process.



4. Additional support

Some students with learning barriers require additional support in addition to high-quality teaching. This might include support with: phonics; homework; organisation; social skills and life skills. The AHT/ SENCO and Assistant SENCO co-ordinate and arrange additional support for students with learning barriers who need this level of support. Information about additional support is available in Appendix 1.



4. Specialised support

Some students with learning barriers require support from more specialised professionals. These include: the educational psychologist; speech and language therapist; CAMHS; physiotherapist; occupational therapist; Children's Sensory Team; advisory teacher for autism or school nurse. The AHT/ SENCO and Assistant SENCO co-ordinate and arrange the provision of specialist external agency support for students with learning barriers who need this level of support. Information about specialist support is available in Appendix 1.

Role of the teacher

The teacher is responsible for the progress of every student in her/his class, including students with learning barriers. Information about students' learning barriers and strategies to support them is shared with all staff in the Inclusion Handbook. This information is informed by a student's EHCP, any specialist assessments, the information provided by primary schools, from the student and their parents and is regularly reviewed to ensure it is up to date. The teacher ensures progress of the students with learning barriers through scaffolding classwork and targeted in-class support. If a teacher has a concern about the progress of a student, they can refer them to the Inclusion Team.

Role of the Assistant SENCO

The Assistant SENCO is responsible for leading and supervising the work of specialist tutors and teaching assistants, including coordinating support for students when there are absences, and assisting the AHT/SENCO with the day-to-day running of the department. The AHT/ SENCO and Assistant SENCO meet regularly to review the support in place for students and co-ordinate Annual Reviews and exam access arrangements.

Role of the Specialist Tutors and Teaching Assistants

Specialist Tutors and Teaching Assistants 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 in their specialist areas. They also deliver many of the Inclusion Department's interventions such as the homework club after school, key worker programme and Fresh Start phonics programme. Some teaching assistants are also parent ambassadors. They run workshops for hard-to-reach families which enable parents to enhance the home support for their children.

Role of the AHT/ SENCO

The SENCO holds the SENCO qualification. The SENCO's main responsibilities are;

- To co-ordinate and review the SEN provision within the school including all support and interventions
- To ensure parents/ cares and students are actively involved in decisions about their provision
- To ensure review meetings are held
- 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
- To oversee the smooth and successful transition of students with SEN at transition points (from primary to secondary school, secondary school to further or high education).
- to liaise directly with outside professionals including educational psychologists, speech and language therapists, Children's Sensory Team, specialist teachers, 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 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 additional support that takes place outside the classroom.
- line manage the AHT/ 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: In-class differentiation, additional and specialised support

*strategies and support are continually developed and revised in light of new research and the requirements of individual students

Area of need	Whole school ethos and practice	In-class differentiation strategies	Additional support	Specialised support
Communication & interaction	<ul style="list-style-type: none"> -training of staff to meet the diversity of communication and interaction skills -strong emphasis on speaking and listening -communication friendly learning environment 	<ul style="list-style-type: none"> -use clear and literal language -set chunked achievable tasks -students made aware of any changes to their routine -verbal participation encouraged -all language supported with visuals and physical resources -key word lists 	<ul style="list-style-type: none"> -inclusion homework club -key worker programme -speech and language therapy carry-over sessions delivered by school staff -specialist tutor/ teaching assistant support 	<ul style="list-style-type: none"> -advisory teacher for autism -CAMHS referral -speech and language therapy delivered by the speech and language therapist
Cognition & learning	<ul style="list-style-type: none"> -training of staff to meet the diversity of cognitive and learning needs -high quality teaching for all students including those with learning barriers 	<ul style="list-style-type: none"> -coloured overlays and coloured exercise books -handouts rather than copying off the board -writing frames -working memory strategies -tasks broken down into smaller, more discrete steps -extra time -memory aids 	<ul style="list-style-type: none"> -inclusion homework club -key worker -Fresh Start phonics programme -pre-teaching -specialist tutor/ teaching assistant support 	

Social, mental and emotional health	<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 and form tutor 	<ul style="list-style-type: none"> -teacher praise and encouragement -support and develop study and organisation skills -time out card 	<ul style="list-style-type: none"> -mentoring -Young Carers Group offering support and respite activities -Pupil Support Plan (PSP) -personal attendance support plan -support to build positive relationships -LAC designated lead to work with student -mindfulness extracurricular group 	<ul style="list-style-type: none"> -counselling -Harrow Horizons -CAMHS referral -Safer Schools Officer -Social Services
Sensory and/ or physical	<ul style="list-style-type: none"> -an accessible school environment for all students, staff and visitors -all school trips and extra-curricular activities are accessible to all students 	<ul style="list-style-type: none"> -adapted learning environment for example specialist chairs and equipment -use of adaptive technology including read aloud and scribe software -medical care plan 	<ul style="list-style-type: none"> -physiotherapy and occupational therapy sessions -specialist tutor/ teaching assistant support 	<ul style="list-style-type: none"> -physiotherapy and occupational therapy reviews -support from the school nurse -professionals' meetings