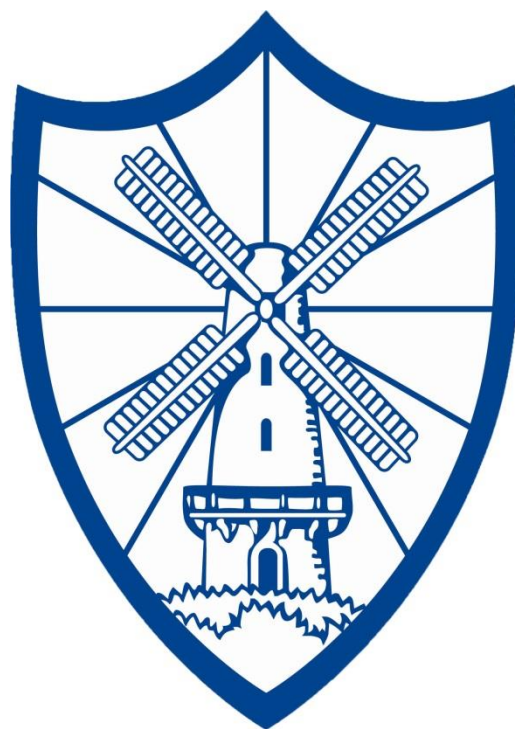


# Meopham Community Academy



## Inclusion Guidelines

Date: December 2013



## **Introduction**

*The educational provision we provide needs to be adapted to every child's needs to ensure genuine inclusion occurs. We must not see inclusion as the end itself but rather as a means to an end to ensure the child's education is not compromised.*

*'inclusion is... about the quality of their experience and how far they are helped to learn, achieve and participate fully in the life of the school.'*

*(Removing Barriers to Achievement DfES)*

To be inclusive we need to consider seven broad areas:

- monitoring the coverage of the National Curriculum (NC) and the suitability of the learning challenges
- children's learning
- INSET for teachers
- support for the management of inclusion
- involvement of parents in the learning process
- target setting
- assessment

## **Identification of Vulnerable Groups**

AEN means Additional Educational Needs and is a broad heading that includes any child who needs action to help overcome barriers to learning they may be experiencing. At Meopham Community Academy we try to identify the characteristics and features that reduce learning opportunities for some of our children. These children fall into the following broad bands:

- girls and boys (gender issues relating to relative attainment)
- minority ethnic and faith groups, travellers, asylum seekers, refugees
- pupils who need support to learn English as an additional language (EAL)
- pupils with SEN (and pupils in the lowest 20% of performance)
- pupils with disabilities
- gifted and talented children
- children 'looked after' by the LA, foster care, children living with people other than parents but not adopted
- other children such as sick children, young carers, children in families under stress, pregnant schoolgirls, teenage mothers, children who have suffered bereavement.
- any pupils who are at risk of disaffection or exclusion
- army children
- pupils who arrive after the beginning of a Key Stage
- pupils who have experienced exclusion from this or another school.
- summer-born babies



At Meopham Community Academy we regularly monitor and evaluate the progress that our pupils make. If any teacher, mentor or TA has any concerns they consult the Inclusion Manager and the relevant member of the leadership group.

The following staff have responsibility for each area:

- Girls and boys (gender issues relating to relative attainment) - Deputy Headteacher
- Minority ethnic and faith groups, Travellers, asylum seekers, refugees - Deputy Headteacher
- Pupils who need support to learn English as an additional language (EAL) - Inclusion Manager
- Pupils with SEN (and pupils in the lowest 20% of performance) - Inclusion Manager
- Pupils with disabilities - Inclusion Manager
- Able, gifted and talented children - Teacher with responsibility for Gifted and Talented
- Children 'looked after' by the Local Authority, foster care, children living with people other than parents but not adopted - Inclusion Manager
- Other children such as sick children, young carers, children in families under stress, pregnant schoolgirls, teenage mothers. Children who have suffered bereavement and children who are depressed - Inclusion Manager
- Any pupils who are at risk of disaffection or exclusion - Headteacher
- Army children - Inclusion Manager
- Pupils who arrive after the beginning of a Key Stage - Inclusion Manager
- Pupils who have experienced exclusion from this or another school - Headteacher
- Summer born pupils - Leadership Team

The Teaching Assistant (TA) with responsibility for EAL finds ways to survey parents to try to ensure that children with EAL are identified. Children who have English as a first language are assessed to identify need (usually using First Steps) and advice is sought if necessary. Children who cannot speak English need to be 'immersed in the language' so they are, therefore, included in as much of their own class' work as possible but are also offered small group phonic work where their targets are recorded and evaluated on individual provision maps. Please also see the following Academy policies:

- SEN Policy
- Literacy Policy
- Numeracy Policy
- Behaviour Policy
- Restraining and Comforting Policy
- Bullying Policy
- PSHE Policy
- Accessibility Plan
- Gifted and Talented Policy



## **Attainment**

- All staff have been given AEN monitoring sheets and AEN referrals to report any concerns to the Inclusion Manager. These will be discussed at regular mentor meetings and relevant information or actions will be recorded on the child's pen picture and the information will be shared through the mentor minutes with all members of staff.
- The leadership team will discuss any relevant issues during leadership team meetings.
- Class teachers use teacher assessment to identify children under-achieving then inform parents and gather any relevant family background information.
- The Inclusion Manager and the Assessment Coordinator monitor progress, of all children, three times per year using a range of data including SATs, CATs and teacher assessment at the Pupil Progress meetings
- Cops Rapid is used to screen all children at the end of Year R/beginning of Year 1 to discover their strengths and weaknesses
- Cops/Cops Rapid/Lass/ Speechlink /LanguageLink, Dyscalculia/emotional literacy software is used to support identification of SEN/AEN.
- The assessment team monitor/track test results and take account of value added.

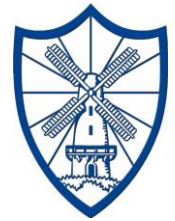
## **Strategies to overcome Under-Performance**

*'Providing support for individuals is only part of the attempt to increase the participation of students. Support is also provided when teachers plan lessons with all their students in mind, recognising their different starting points, experiences and learning styles ...'*

*(Index for inclusion 2002)*

Meopham Community Academy aims to create an inclusive culture, produce inclusive policies and develop inclusive practices by using the principles stated in the index for inclusion. Teachers provide for all children through Waves 1, 2 and 3 teaching and this provision mapped on provision maps.

- The Inclusion Manager and the Leadership Team continually look for ways of developing whole-school approaches to reduce specific difficulties
- All staff with responsibilities for leading a curriculum subject continually look for resources/procedures/methods of differentiation to reduce threats to learning.
- Staff with responsibilities for leading a curriculum subject monitor the setting of suitable learning challenges.
- Parents are contacted by the class teacher when there is cause for concern. This should be done before an AEN referral is made.
- If necessary advice is sought from outside agencies and issues are brought up using the agreed channels.
- The Inclusion Manager and the Leadership Team run a rolling programme of inset to train staff.
- The Inclusion Manager looks for gaps in support staff knowledge and arranges courses to be attended.



- Members of support staff have been appointed to oversee each area of AEN and SEN and collate appropriate information, provide advice to staff, children and parents as appropriate and report back to the Inclusion Manager.



Class teachers and TAs focus on all the children's learning by considering:

- How children learn.
- What stops them learning as effectively as they should.
- What skills they need to be able to learn more efficiently.
- How to encourage children to be more self-evaluative.
- How to encourage alternative forms of recording.
- How to look for flexibility within parts of the National Curriculum to gain time to give children better tools for learning.
- How to find ways of tapping into children's intelligences by using their preferred learning styles through multi-sensory teaching and learning where possible.
- How to develop the skills that children require for learning more efficiently: memory skills, organisational skills, group work skills and thinking skills.
- What resources are available to help the child.
- Using a range of software,
- Creating an emotionally healthy school.
- The suitability of setting in Maths by reviewing the members of the Maths sets three times per year.
- The use of exercise through PE sessions or providing 'brain breaks'.
- Modelling and encouraging a tolerance and respect for diversity.

The Leadership Team ensures:

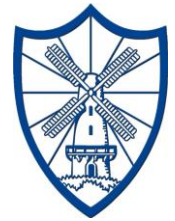
- That TAs have fortnightly meetings with the Inclusion Manager to discuss use of their time, resources and the learning of the children.
- That Mentors have weekly meetings to discuss the most vulnerable children and those at greatest risk of underachievement.
- That Inset is arranged to meet needs identified through AEN referrals and Pupil Progress meetings

### **Statutory Target Setting**

The staff at Meopham Community Academy encourages the progress of all children by:

- Setting suitable year group targets.
- Setting suitable Performance Management targets.
- Setting children's group targets.
- Setting suitable targets in whole class work, Individual Education Plans/ Provision Maps and making these available to anyone working with the children.

The Inclusion Manager will monitor children's progress and if the progress is not satisfactory alternative strategies will be discussed with the class teacher and the mentor or TA if appropriate.



## **Attendance**

A member of the office staff and the Inclusion Manager meet to discuss the following:

- When/ who to contact the parents when a child's attendance gives cause for concern.
- What to do if a child is expected to be away for more than two weeks consecutively.
- Regular patterns to a child's non-attendance.

## **Admissions and Exclusions**

- The admissions policy ensures no group is discriminated against.
- The governors have responsibility for monitoring this policy.

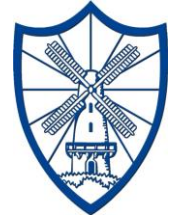
## **Sanctions and Rewards**

The Leadership Team and Behaviour Mentor co-ordinate a system of sanctions and rewards including:

- Celebration assembly and book displayed in entrance hall.
- Classroom charters displayed in all classrooms.
- Charters discussed, reinforced in assemblies and displayed.
- Rewards negotiated with the children.
- Sanctions and rewards discussed and understood by all children.
- Where necessary Provision maps, Individual Education Plans (IEPs), Personal support Plans (PSPs) or individual behaviour plans include alternative sanctions and rewards.
- Lunchtime behaviour book.
- 4Ws, Serious Incident forms, time-out cards.
- Adoption of the RRS (Rights Respecting Schools) initiative

## **Classroom Participation**

- The Inclusion Manager and other staff with curriculum responsibilities will observe classroom inclusivity.
- The Leadership Team checks that pupils can learn without disturbance and disruption.
- Staff with curriculum responsibilities monitor inclusion as part of the subject monitoring process.
- Club leaders and the clubs co-ordinator will monitor access to extra curricular activities. Any concerns will be discussed with the Leadership Team.
- All staff informally monitor participation in assemblies and productions. Any concerns will be discussed with the leadership group.
- All staff look for ways of developing the partnership between the Academy/parents/ community.



## **Pupil and Parental Satisfaction**

The Leadership Team monitors parental satisfaction through:

- Parental surveys
- Termly open evenings
- Informal after school meetings
- Parent contact books
- AEN Clinic

The leadership team monitors staff/pupil relationships through:

- Pupil surveys
- Problem/worry boxes made available for children to report issues that give them cause for concern.
- The Pupil Council
- Encouraging playground friends/ buddies to report problems to the mentor team.
- Parental questions raised on Open Evenings
- TA and Mentor meeting minutes