

# **SWINDON ACADEMY STAFF POLICIES**

## **Inclusion Policy (L12)**

### **What is Inclusion?**

Inclusion is where all children in the Academy community are valued as individuals. They are provided with and contribute to the education that suits their individual needs so that they can learn to interact with their peers without detracting from anyone else's learning.

### **Aims**

Swindon Academy is committed to inclusion regardless of gender, ethnicity and ability. The commitment to inclusion is met in three principle areas:

- Setting suitable learning challenges
- Responding to students' diverse learning needs
- Overcoming potential barriers in the learning and assessment of individuals and groups of students

### **Strategies**

#### **Setting suitable learning challenges**

Teachers aim to give all students the opportunity to achieve success through the National Curriculum. This may include teaching knowledge, skills and understanding from earlier, or later key stages so that individual students can make progress and show what they can achieve. Where it is appropriate for students to make extensive use of content from an earlier key stage, there may not be time to teach all aspects of the age-related programmes of study. A similarly flexible approach will be needed to take account of any gaps in students' learning resulting from missed or interrupted education. For instance that which may be experienced by travellers, refugees, those in care, or those with long-term medical conditions, including students with neurological problems such as head injuries, and those with degenerative conditions.

For students whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation will be necessary. In these circumstances, teachers may need to use the content of the programmes of study as a resource, or to provide a context, in planning learning appropriate to the age and requirements of their students. It may also

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be necessary to withdraw students from some subjects to allow additional time to acquire basic literacy and numeracy skills.

For students whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage. Teachers will need to plan suitably challenging work, drawing on materials from later key stages or higher levels of study. This may enable teachers to plan further differentiation by extending the breadth and depth of study within individual subjects or by planning work, which draws on the content of different subjects. In some subjects there may be the opportunity to take exams early so students can move on to advanced level therefore maximising their potential and maintaining momentum.

## **Responding to Students' Diverse Needs**

When planning, teachers should set high expectations and provide opportunities for all students to achieve: boys, girls, students with special educational needs, students with disabilities, students from all social and cultural backgrounds, students of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. Teachers need to be aware that students bring different experiences, interests and strengths to the Academy, which will influence the way in which they learn. Teachers should plan their approaches to teaching and learning so that all students can take part in lessons fully and effectively. To ensure that they meet the full range of students' needs, teachers should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability. Teachers should take specific action to respond to students' diverse needs by:

## **Creating effective learning environments**

Teachers create effective learning environments in which the students feel secure and valued so are therefore able to contribute appropriately. Students also learn to take responsibility for their actions and behaviour, both in the Academy and in the community. Stereotypical views and all forms of bullying and harassment are challenged.

## **Securing motivation and concentration**

Teachers will use different teaching approaches appropriate to different learning styles, whilst varying subject content to secure motivation and concentration. The pace of lessons will also be monitored to ensure all students have the opportunity to learn effectively and achieve success. Where appropriate, groups will be setted to ensure the learning needs of the class can be met.

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Work should also help students build on their own interests and cultural experiences and also reflect social and cultural diversity.

## **Providing equality through opportunities**

Both genders are able to participate fully in the same curriculum and lessons will include activities that take into account the interests of both groups. Teachers will also avoid stereotyping when organising students into groups or assigning activities; in addition they will challenge students' stereotypical ideas.

## **Using appropriate assessment approaches**

Teachers will use assessments that students have been prepared for and are familiar with. These will also allow for different learning styles and give all students the opportunity to show their competence and achieve success. Teachers will also provide clear feedback to students to aid further learning.

(For further information refer to the Academy Marking Policy.)

## **Setting targets for learning**

Teachers will set targets for learning that build on students' knowledge, experiences, interests and strengths to improve areas of weakness and demonstrate progression over time. These targets will also be attainable yet challenging and will help students develop self-esteem and confidence in their ability to learn.

## **Overcoming Potential Barriers to Learning for Individuals and Groups of Students**

A minority of students will have particular learning and assessment requirements, which go beyond the provisions previously, described. If their individual needs are not addressed this could create barriers to learning. These requirements are likely to arise as a consequence of a pupil having a special educational need or disability or may be linked to a pupil's progress in learning English as an additional language.

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Swindon Academy will take into account these requirements and make provision, where necessary, to support individuals or groups of students to enable them to participate effectively in the curriculum and assessment activities. During end of key stage assessments, teachers should bear in mind that special arrangements are available to support individual students.

Curriculum planning and assessment for students with special educational needs must take into account the type and extent of the difficulty experienced by the pupil. Teachers will encounter a wide range of students with special educational needs, some of whom will also have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with Academy-based intervention as set out in the SEN Code of Practice. A smaller number of students may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with Academy-based intervention augmented by advice and support from external specialists as described in the SEN Code of Practice, or, in exceptional circumstances, with a statement of special educational need. Teachers should, where appropriate, work closely with representatives of other agencies who may be supporting the pupil.

Teachers should take specific action to provide access to learning for students with special educational needs by:

- providing for students who need help with communication, language and literacy
- planning, where necessary, to develop students' understanding through the use of all available senses and experiences
- planning for students' full participation in learning and in physical and practical activities
- helping students to manage their behaviour, to take part in learning effectively and safely, and, at key stage 4, to prepare for work
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

For further help and advice on including students with Additional Educational Needs teachers can refer to the Academy SENCO and learning support team.

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## Additional Provision

Swindon Academy also promotes inclusion by providing a Learning Skills Centre. The purpose of this centre is to identify and address the needs of individual students in KS3 who, due to their Behavioural Emotional and Social Difficulties, are unable to access the whole Academy curriculum. The staff in the centre will work with students to enable them to be re-integrated into lessons and to maintain the routine expectations of the Academy.

Pupils are referred internally by Curriculum Leaders for admission to the centre. Admission is considered by a panel which includes the Head of Inclusion and the Learning Skills Centre staff. A time limited intervention programmes is offered. Individual pupil targets are determined and individual programmes are designed with the aim of returning the pupil to classes within the agreed time frame. The number of places in the centre is limited and no pupil will remain in the centre for longer than a term before their case is again reviewed by the panel. Provision is short term only. Professionals from outside agencies will often be involved with students who have placements within the centre.

At KS4 varying educational paths have been made available to provide appropriate learning opportunities for all students. These include:

- Vocational courses

This allows a group of KS4 students to follow the Academy curriculum, including vocational courses, and in addition to access the vocational courses offered by Swindon College for one half day per week.

- Work Experience and Social skills support

This gives a group of KS4 students the opportunity to follow a vocational timetable including college and work experience. Whilst in Academy they study the core subjects and work towards the Princes Trust Awards.

- Gifted and Able students

Swindon Academy has two coordinators who are responsible for identifying and monitoring gifted and able children.

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Some identified students are able to take their Key Stage examinations or GCSE examinations early, enabling them to begin AS Level courses in Year 11.

## **Principle of Inclusion**

Whilst Swindon Academy fully embraces the principle of inclusion for all its students, it also recognises that on occasion there may be an individual student whose diverse and complex needs are such that education in a mainstream setting proves to be wholly inappropriate. Their individual needs require more specialist provision than Swindon Academy is able to make. So whilst Swindon Academy fully supports inclusion it also recognises that students have the right to the provision that best meets their social and academic needs. In such cases Swindon Academy will seek an alternative and more appropriate placement for the student.

## **Related Policies**

Behaviour for Learning

Teaching and Learning

Assessment Reporting and Recording

Homework

Marking

Racial Equality

Anti Bullying

Equal Opportunities

Rewards

## **Monitoring Evaluation and Review**

This policy will be reviewed annually. The Academy will assess its implementation and effectiveness annually.

Responsibility for coordination of this policy lies with the Curriculum Leader Inclusion.