

INCLUSION POLICY

THE AIMS OF OUR POLICY

1.0 Aims:

We aim to provide for all our pupils the highest level of education.

To give all pupil's the opportunity to attain their best.

To provide an education for all our pupils regardless of their learning ability.

To provide pupils support to enhance their learning further.

OUR OBJECTIVES:

To fulfil our aims, the Inclusion Team will:

- Liaise and support subject teachers to incorporate differentiated Programmes of Studies which reflect the needs of the individual
- Provide appropriate and needs-led interventions as part of a continuum of provision using expertise from external agencies
- Use data on attainment and achievement to inform support, intervention and target setting procedures for individual pupils with additional learning and behavioural support
- Provide INSET to support professional development working closely with local external agencies.
- Seek specialist assistance from all children's service and any voluntary organisations which work on behalf of children with special educational needs
- Liaise with and support parents of pupils with SEND.
- Secure commitment from parents to support their child
- Ensure parents are made aware of the school complaints procedures to the Governing Body to express their grievances in relation to any issues pertaining to the provision of SEND made by the school

2.0 Pupil's with Education, Health and Care plans (EHC) for behavioural & learning difficulties:

We do not currently have the facilities to support pupils with very complex needs and the design of the building, as it exists makes it unsuitable for pupils with certain physical needs. However, we are working to improve this situation and each application will be considered on an individual basis. Our Accessibility Plan shows how we plan to improve access for disabled pupils, including those with SEND, to the curriculum and to information, as well as how we plan to improve physical accessibility, as funds allow.

3.0 E.A.L

Majority of our pupils are bi-lingual or multi-lingual and have English as their additional language. Our learners are at an advance stage at the time of admission and well supported to develop their language skills through the curriculum and additional literacy support (LAC Policy). At present, the school cannot cater for pupils who are at an early stage in learning English.

4.0 Assessment Prior to Enrolment:

Latest previous school reports and EHC plan for SEND pupils are obtained and assessed for any Pastoral care or support provided in Literacy and Numeracy. Schools and Parents are consulted for further clarification if required. This is to ensure the best interest of the child.

Internal assessments will be used for those pupils who do not attend regular daily schooling and where we cannot attain reliable information or Reports from previous school, or for pupils who are home tutored or educated abroad. All Assessments are to be used purely to identify pupils SEND needs and used in line with Admissions Policy

5.0 Identification of Students Additional Behavioural and Learning Needs:

Students who are deemed to have Additional Learning needs are identified and assessed as early as possible. Further assessments are carried out to obtain pupils Attainment level in English, Maths & Science. A range of GL assessments are also used to establish a holistic assessment of the pupil. Subject teachers are responsible to carry out these assessments and highlight areas of under development and improvement.

The School assessment data for each class is screened on a termly basis to diagnose pupils who are performing below the expected level. Pupils progress is also assessed on a weekly basis using the subject Sequence for Learning Grid (SLG's). Subject teachers are consulted and a decision for further intervention is agreed.

To diagnose pupils with behavioural difficulties, the Senior Teacher responsible for behavior will monitor the behaviour management data and flag up pupils who are persistently referred on a weekly basis. Pupils will be monitored by their Tutor and set targets to ensure issues are resolved. Pupils not making the required progress will be referred for further action. The school Behaviour Policy sets out the procedures for referring pupils with Social, Emotional, Mental Health Behavioural Difficulties (SEMH).

It is the responsibility of the Tutor with SLT to place pupils on the additional support or IEP register, and to monitor and manage their support needs.

6.0 Provision

It is the aim of the school to provide each individual the best education possible. Each individual should have the opportunity to fulfill his potential. With this in mind, the school provides a range of School Support from within its budget. The school receives no other form of funding for the following provision:

- In-class / out class support
- Catch-up Programmes
- Booster lessons subject specific
- Supplementary catch-up work
- Mentoring

6.1 School Action

The SENCO liaises closely with the pupil, teachers and parents/carers to develop an Individual Educational Plan (IEP). Targets are set and reviewed twice a year. Parents and student's views are invited and highly valued as a contribution to the target setting and review process. Tutors, Teachers and support staff monitor

pupils' progress through the schools' behaviour and assessment management system and refer any concerns to the SENCO.

During lessons, teachers will deploy a range of strategies such as differentiation, focused targeted support in class or out of class and additional resources to consolidate key skills and revise prior learning.

Catch-up Programmes and Boosters are planned after school to provide pupils additional support throughout the year. These are specifically targeted on raising particular Attainment levels in literacy, numeracy and Science. Pupils are taught in smaller groups to provide focused and individual attention to the needs of the pupil.

6.2 School Action Plus

Where the school requires more specialised support in monitoring and delivering provision for a student, outside agencies, such as Educational Psychologist services, and other specialist are consulted. Parents are informed and made aware of the agencies, any cost incurred for assessments, and outside specialist who are to be involved. Parents will be responsible, should there be a need, or a wish to carry out further assessment, for the full cost of any expert assessments for an EHCP such as Educational Psychologist, speech therapy etc. before an EHCP Assessment will be considered by the local education authorities. Individual Education Plans are written with targets agreed and reviewed at least twice a year by involving the Tutor, SENCO, Parents, Pupil, Staff and external agencies. The IEP is sent home and also circulated to staff to ensure they can be consistently reinforced.

6.3 Assessment Stage

In a few cases, the correct provision depends upon resources that can only be accessed via an EHC Plan. In such a case, the school will make a referral to the Local Educational Authority. After referral, school will work collaboratively with all agencies to support interdisciplinary assessment.

6.4 Education Health Care Plan (EHC Plan)

The school will ensure that the needs of students with an EHC Plan are fully met through appropriate provision and mentoring. Provision mapping are linked directly to measurable outcomes in accordance to the recommendations of EHC Plan and will be reviewed termly. A progress Report is provided to the Local Education Authority funding the EHC Plan on an annual basis.

6.5 Provision Model:

The Tutor will be central to any information and will provide supportive networks for students and staff.

- The SENCO will work with subject teachers to support pupils with specific learning needs.
- Subject teachers will modify curriculum materials for individual students and differentiate/develop whole modules of the curriculum as required
- Subject teachers and support staff will monitor progress over the year with Tutor & SENCO

6.6 Monitoring of pupils on the Additional Support Register (ASR)

Continuous monitoring takes place during the term and academic achievements and attainment data is updated in the school database. The ASR is reviewed twice a year and students moved within or on/off the ASR as appropriate. Each pupils progress is tracked termly through the Teacher Assessment grade which is mapped on to the ASR

6.7 External Agencies

The School will seek to engage the following agencies to assist further interventions where appropriate:

- Educational Psychology Service
- Local Education Services
- Local Health Care Services

6.8 Support at home:

It is imperative parents work closely with the school to support the child. Parents must check homework is done regularly. They must allow time to go through the work with the child and provide the school with feedback on related task. They must praise, encourage the child at home and use appropriate rewards to celebrate his achievements. The child must feel his hard work is being valued.

7.0 Conclusion:

Tawhid Boys School will try to ensure to the best of its ability that every child shall leave the school with the best academic, moral, spiritual and social experience he could have possibly gained.