



INCLUSIVE LEARNING POLICY

Introduced September 2019

Approved by the Principal

This policy refers to and should be read in conjunction with the following policies:

- Special Educational Needs Policy
- Assessment and IV Policy

1. Purpose

- 1.1 All students deserve an education designed to fill the gaps in their learning while taking into consideration their unique needs and attributes. The [SEND Code of Practice 2015](#) outlines specific requirements of teachers and education staff with regards to teaching, planning and assessment. This policy interprets the requirements of the SEND Code of Practice as it relates to education at Big Creative Academy.

2. The Graduated Approach

- 2.1 The SEND Code of Practice 2015 states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that students with SEN and disabilities will be able to study the same curriculum as all other students without modification.
- 2.2 The Graduated Approach is a cycle of actions that, when implemented by teaching staff, constitute high quality teaching. The Graduated Approach can be summarised by four steps: Assess, Plan, Do, Review.
- 2.3 Assess: All teachers need to employ a schedule of regular assessments that inform their lesson planning and teaching. Beginning in September, all students should be baseline assessed in their respective subjects. This would include in English and Maths if the student is enrolled in core subjects, and assessed for basic literacy skills within their vocational subjects. These assessments are then used to create a series of targets for each student that will subsequently inform planning. The SENDCo will monitor these initial assessments to ensure that they are being delivered appropriately and in a timely manner.

2.3.1 Summative assessments should be made throughout the term, in the form of classroom observations, regular marking and feedback. Formative assessments should also be utilized when appropriate, such as unit quizzes and mock exams. The SENDCo will check regularly with teachers/tutors on the progress of students and would expect teachers to provide this information readily.

2.3.2 All progress made should be adequately tracked using a combination of resources and in line with the Assessment and Internal Verification Policy. Through summative and formative assessment, each student should have a clear set of targets that they are working towards. In Core subjects, this would be related to their specific weaknesses in areas related to the passing of their GCSEs. In vocational subjects, this would be related to the key performance indicators outlined by UAL for each project, leading up to the final major project. These targets should be tracked through each student's FROG file.

2.3.3 Teachers may also want to employ further tracking to monitor student attainment on specific formative assessments so that they can show progress throughout the year and to help identify areas of weakness to be addressed through lesson planning. These should also seek to identify learners making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the learner's previous rate of progress
- fails to close the attainment gap between the learner and their peers
- widens the attainment gap

Any learner who falls into the above categories should be identified, with the assistance of the SENDCo, for early intervention and for possible SEND assessment.

2.3.4 The accurate assessment of all learners, regardless of SEND status, is the responsibility of the teacher. The progress of a learner that has a statement of SEND Support or who has an EHCP would be assessed the same way as his peers. The SENDCo will assist teachers, if necessary, with carrying out assessments and with the tracking of progress

2.4 Plan: Once the gaps in student learning have been identified and targets have been set, teachers need to plan on how they will fill these gaps. If an individual lesson plan is not going to be used for each lesson, then the teacher needs to have a clear way of demonstrating that assessment is being used to inform their teaching on a daily basis. A high degree of planning will be necessary so that the teacher can appropriately differentiate their lessons to meet the variety of needs in their class and to incorporate opportunities for visual, auditory, kinaesthetic and experiential learning. The SENDCo will work with teachers to support planning and resourcing of lessons.

2.4.1 For teachers with learners who have a statement of SEND Support or an EHCP, additional planning will be necessary in order to differentiate lesson materials and teaching approaches to meet the specific needs outlined in their ISPs. The SENDCo will work with the teacher to ensure adequate differentiation is taking place. If a provision is outlined in a learner's EHCP to be carried out by his classroom teacher, this provision must be planned for and evidenced that it is taking place. If students require additional intervention in order to bring their progress in-line with their peers, then this needs to be planned and resourced by the teacher in conjunction with the SENDCo, and, if available, the TA supporting in the classroom. Any additional intervention, whether it takes place inside the classroom or outside, needs to be rigorously evidenced. If a TA is carrying out this intervention, it is her responsibility to keep record of the intervention and its impact. However, she needs to work closely with the teacher to decide what direction the intervention will take, what resources to use and how the interventions will be assessed. However, she needs to work closely with the teacher and the SENDCo to decide what direction the intervention will take, what resources to use and how the interventions will be assessed.

2.5 Do: This part of the cycle is concerned with what takes place in the classroom, specifically lesson delivery and behaviour management. As stated before, teachers should set high expectations for every pupil, whatever their prior attainment. Teachers are responsible and accountable for the progress and development of the students in their class, including students who access support from teaching assistants or specialist staff. Regardless if a pupil has SEND or behavioural difficulties, it is the responsibility of the teacher to create classroom conditions in which all students can thrive.

2.5.1 High quality teaching, differentiated for individual learners, is the first step in addressing and correcting any barrier to student progress. Through consistent and rigorous assessment to identify any gaps in learners' skills and knowledge, well-planned and resourced lessons and differentiated teaching approaches, 95% of all learners should be able to achieve at the same rate as their peers nationally. Additional intervention and support cannot compensate for a lack of good quality teaching.

2.5.2 When regular assessment identifies learners who are making less than expected progress given their age and individual circumstances (see 2.3.3, above), the first response to meeting these learners' needs should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENDCO, should assess whether the learner has SEND. While informally gathering evidence (including the views of the learner and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The learner's response to such support can help identify their particular needs.

2.5.3 A learner has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. These requirements are

outlined in SEND students' ISPs. By incorporating these strategies where possible into whole class teaching is likely to mean that fewer students will require such support. Increasing the quality of the teaching in the classroom also cuts down on the need for additional support, which can be costly.

2.5.4 Persistent disruptive or withdrawn behaviours do not necessarily mean that a learner has SEND. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, teachers should coordinate with the Welfare Officer to offer assistance and to investigate. If the student is deemed a safeguarding risk, the teacher or Welfare Officer must alert the Designated Safeguarding Lead.

2.6 Review: Each term, all targets on FROG need to be reviewed and updated by the teacher, with input from any other staff who support the students. As regular assessment and tracking has been carried out throughout the term, evidence of the progress that each learner has made towards their targets should be readily available. This stage is a time for reflection: what strategies/approaches have helped students to successfully achieve their targets? What strategies/approaches need to be changed or amended? Are targets being set using the SMART methodology? If not, the targets need to be amended or changed.

2.6.1 Evidence from any party involved in working with the student should be taken into account, especially if that learner has SEND. If the learner has an EHCP, it is necessary to hold an end-of-term progress meeting to review the targets of their EHCP and to get feedback from all staff involved in meeting those targets. The SENDCo will chair this meeting with assistance from any staff working with the student who would like to attend. Additionally, it is important that the parents/carers of any learner who has an EHCP are able to give their feedback on their child's progress and so they should be invited to attend the meeting, or give their feedback verbally or in writing. During the progress meeting, the following is discussed:

- What progress has the student made? Have they achieved their agreed targets and what is the evidence for this?
- What impact has the support/intervention had on progress?
- What are the student's, parents' and professionals' views on the support/intervention?
- What changes need to be made to targets or provision next term?

2.6.2 The quality of teaching for all learners and the progress that they make should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. This is especially true of learners with SEND. As described in the SEND Code of Practice 2015, the progress and attainment of learners with SEND is the sole responsibility of the teacher. In order for teachers to feel confident in addressing the needs of all learners, they should have regular opportunity to meet and consult with the SENDCo, including receiving formal CPD if necessary. The performance management cycle for

all teachers needs to include a formal, graded observation of their teaching carried out by school leaders, including the SENDCo, which includes how the lesson has been differentiated and adapted to meet the needs of the SEND learners and how well support staff has been deployed during the lesson. School leaders, including the SENDCo, should work with teachers to build their confidence and knowledge in addressing the complex needs of their students, ensuring that there are regular opportunities for professional development. The teacher should have regular opportunities to work with the SENDCo to develop knowledge on the range of learning difficulties and disabilities that they may encounter in the classroom. The SEND, whenever necessary, should seek the advice of outside professionals to help in this process.

- 2.6.3 The SEND Code of Practice 2015 puts an increased emphasis on the involvement of the parent and the learner in making decisions regarding the education of learners with SEND. The parents of students with documented SEND should be contacted termly by the SENDCo and requested to give their input on their child's needs. They can either respond in writing or over the phone. The parents of students with an EHCP will be invited to attend a termly EHCP review meeting where their child's overall progress, progress towards ISP targets and general concerns will be discussed. All staff who are involved in the education of this student will give feedback about the student's progress prior to the meeting and will also be invited to attend the meeting, if possible. In the summer term, parents will be contacted via mail with a formal request to attend their child's EHCP Annual Review. This is a more in-depth review of the student's progress over the year and must be carried out according to the format decided by the student's Local Authority. The protocols guiding how the Annual Review is conducted changes depending on what Local Authority the student comes from. The Local Authority should be contacted the month prior to the annual review to obtain the appropriate documentation and guidelines.