

Inclusion Policy 2021-22

Implemented:	September 2011
Next Review:	June 2022

1 Introduction

1.1 The vision statement of our school encompasses the philosophy “Every Child Matters”. At The Winchester School we are committed to giving all our children every opportunity to achieve highest standards. This policy is intended to ensure that this happens for all children in our school regardless of their age, gender, attainment or background.

1.2 SEND admission expectations:

To ensure a productive learning experience for all students at the school, including those with special needs, it is essential that the school and the families work in partnership. This is defined by certain expectations from both parties to set the condition for a successful identification and support mechanism for the students.

Parents are expected to:

- Provide the school with copies of all medical, psychological or educational assessments or reports before entry to the school. Such materials are a prerequisite in enabling us to provide the best education for your child. Failure to disclose any such information, including the deliberate withholding of information, may result in your child not making the expected progress in school.
- Notify the principal in writing if they are aware or suspect that their child (or anyone in his or her immediate family) has a learning difficulty, and the parents must provide the school with copies of all written reports and other relevant information. Parents will be asked to withdraw their child if, in the professional judgment of the principal and the child’s teachers, and after consultation with the parents and with the student (where appropriate), the school suspects that such vital information about special needs has been deliberately withheld.
- Refer to the school’s admission policy for full details.
- Provide the school with all necessary reports/documentation, failure to do so will result in non-reenrolment for the next academic year.
- Provide additional support at parents own expense, where additional needs above and beyond regular provision are identified by the school.

We believe that our children, including those identified as having ‘additional needs’ have a common entitlement to a broad and balanced academic, personal, and social development and that they should be fully included in all aspects of school life.

We pay particular attention to the provision for and the achievement of different groups of learners including:

- English Language Learners (ELL)
- Lower Ability
- Gifted
- Talented
- Students of Determination (SEND)

2 Aims and objectives

2.1 The Winchester School is an inclusive school and develops an environment where all children can flourish and feel safe. We recognise that children learn at different pace and that there are many factors affecting achievement, including ability, attitude, emotional state, age and maturity. We identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve by:

- Continually monitoring the progress of all children, to identify needs as early as possible and to provide support, while maintaining the balance of the mainstream class.
- Facilitating access to the curriculum through differentiated planning and collaboration by class/subject teachers, ACe team and Learning Support Assistant as appropriate in conjunction with IEPs which give strategies for support and progress of the student.
- Meetings with teachers to discuss the specific learning needs of students and how to best support and challenge.
- Providing specific input, matched to individual needs, in addition to differentiated classroom provision, either within class or through pull out sessions in the Achievement Centre, for those children recorded as having additional needs.
- Promoting positive perceptions of children with additional needs within the school community, so that inclusive provision is positively valued and accessed by peers, staff and parents/carers.
- Enabling children to be as well equipped as possible in the basic skills of literacy, numeracy and social independence to meet the demands of life and learning when they move on from school.
- Forming strong partnerships between all stakeholders so that the child's learning and emotional well-being are optimally supported.
- Giving the children where possible a voice in planning and in decisions that affect them.
- Having an open-door policy in support of staff and parents.
- Making information on additional needs available to staff and parents.
- Enabling them to be independent and self-reliant.
- Regular meetings with parents.

We ensure that equality of opportunity is a reality for our children. Through the attention we pay to the different groups of children through the personalized learning we create to maximise their potential (IEPs-Individual Education Plans for SEND, ILPs-Individual Learning Plans for ELL, TLPS-Talented Learner profile for Talented students)

2.2 The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- responding to children's diverse learning needs;
- setting suitable learning challenges;
- overcoming potential barriers to learning and assessment for individuals and groups of children;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

- providing a broad, balanced and relevant curriculum, which may be modified to meet the needs.
- develop a close partnership with whole school community.
- providing a healthy, safe and happy environment through celebrations, support, guidance and work experience opportunities.
- language exemption in cases where student can benefit from additional learning time in subjects of interest or ability.

2.3 We achieve education inclusion by continually reviewing what we do and asking ourselves these key questions:

- Do all our children achieve as much as they are capable of?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. Thus, lowering the barriers not, the bar.

3 Learning and Teaching styles

3.1 We aim to give all our children the opportunity to maximise their potential and achieve to success. When planning their work, teachers consider the abilities of all children. Teachers use internal assessment data and International Benchmark assessment data to support professional judgement and use this in their planning base on identified strengths, areas to develop and recommended strategies.

3.2 When the attainment of a child is significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs and provide appropriate challenge in a step by step manner

3.3 Teachers and staff ensure that children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- are taught in groupings that allow them all to experience success;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs.
- manage their behaviour and emotions to take part in learning effectively and safely;
- have appropriate support in all their learning and experiences.
- know what steps to take to make progress in their learning.

4 Inclusion Provision

Senior and Middle Leaders alongside the Achievement Centre (ACe) team across the whole school promote inclusion for all children.

- Low Able - Target Group (Subject intervention group- supported by respective subject teacher)

- English as Language Learners (ELL Teacher in primary)

SEND

For children with Special Educational Needs (SEND):

- 4.1** We are committed to meeting the needs of all groups of children within our school. At The Winchester School, we are committed to providing, an environment within its resources such as, change of classrooms, ramps and/or easy access to all areas of schools. Health and Safety consideration, which allows special educational needs children full access to all areas of learning. All classroom entrances are wide enough for wheelchair access and the designated points of entry for the school also allow wheelchair access. For children with non-physical disabilities, we review school routines and the curriculum to ensure that children and adults are not placed at a disadvantage.
- 4.2** Teachers adapt/differentiate teaching and learning as appropriate for these children. For example, they may give additional time to children with special educational needs to complete certain activities. In their planning, teachers ensure that they give children with special educational needs the opportunity to develop skills in practical aspects of the curriculum and make provisions to best meet their learning styles and needs.
- 4.3** Teachers ensure that the work for these children:
- takes account of their pace of learning and the equipment they use;
 - takes account of their effort and concentration needed in oral/written work;
 - allows opportunities for them to take part in educational visits and other activities linked to their studies;
 - uses assessment techniques keeping in mind their individual needs and abilities applying accommodations.
 - IEP targets for each term will be personalized as per each child
 - Assessments are supported by the inclusion Team for all Students of Determination through accommodations as per their Individual needs.

4.4 Winchester Functional Skills Development curriculum.

The Functional Skills Development Curriculum at The Winchester School comprises of three key skills to enable students to become self-reliant, independent and employable:

1. Daily Living Skills
2. Personal/Social Skills
3. Specific Occupational Skills

Each skill area is subdivided into strands, each strand is subdivided into topics and each topic has specific outcomes. The outcomes will be used to assess the student's achievement and plan the next steps in the functional skills development programme.

5 Identification Procedures

- 5.1** The school's system for regular observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional/advanced learning/language needs.

The schools' system includes reference to:

- Baseline assessment
- Progress measured against development matters and the Early Learning Goals where appropriate for FS1 and FS2 students.
- For individual and students' progress measured against National Curriculum descriptors at the end of a Key Stage
- International Benchmark, Assessments, Progress Tests, CAT4, PASS, in particular TIMMS, PISA, ePIRLS, etc in general for whole school overview.
- Observations of behavioural, emotional and social development
- Standardised screening and assessment tools
- Assessments by a specialist service, such as educational psychologist, identifying additional needs
- Another school or educational organisation which has identified or has provided for additional needs

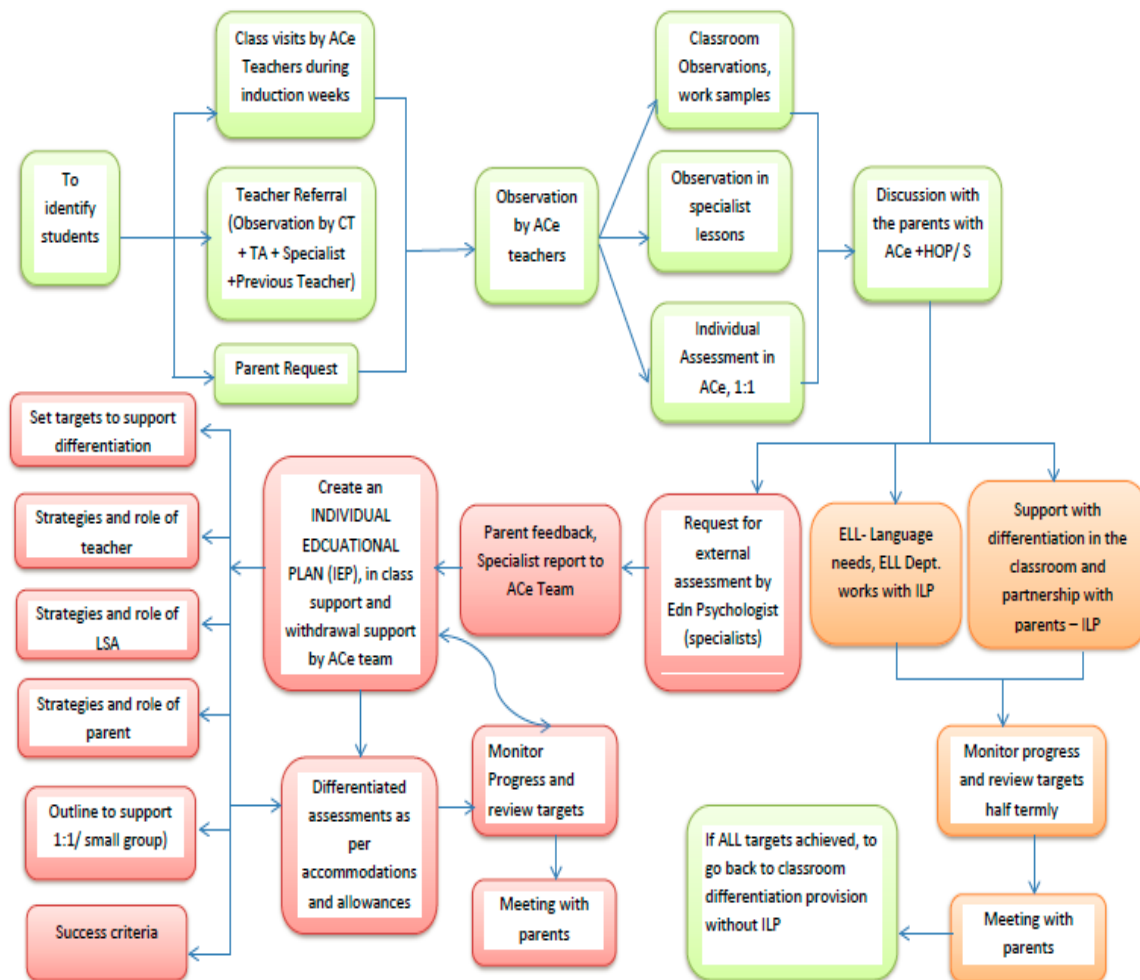
Referral Procedures:

1. Teachers' observation of behavioural, emotional and social development and/or assessment data is recorded in a referral form by the Class Teacher/Form Tutor in consultation with other Subject Teachers.
2. The referral form is submitted to Head of Key Stage to observe on at least 3 different occasions in different lessons and share with Head of Inclusion through a meeting, sharing all observations and concerns.
3. Head of Inclusion observes the child in different lessons at different times and days.
4. Head of Inclusion to make note of her observations and share with the Vice Principal and also feedback to Head of Key Stage.
5. Based on school's observation of behavioural, emotional and social development and/or assessment data, a meeting is scheduled involving the Class Teacher, parent/s, Head of Key Stage, Head of Inclusion and Principal to discuss the needs upon which the child may be recorded as needing, any of the following level of support programme:

CATEGORIES	DOCUMENTS TO SUPPORT	PROVISION	MONITORING
Wave 1 (Low Ability + ELL)	Progress tracker, work samples For ELL student's assessment on the continuum	Personalised work to meet needs in class and home learning. This support may be short term or long term depending on needs and focused approach by all involved; student, parent and subject teacher. ELL support is given by ELL teacher also in the primary.	Principal, Head of School, Head of Inclusion, EAL teacher and Class/Subject teacher along with Head of Key Stage/Head of Department.
Wave 2	Referral if identified by school, external	Individual Education Plan (IEP). In class	Principal, Head of School, Head of

	agency reports, work samples	support and small group withdrawals support by Ace	Inclusion, Class/Subject teacher along with Head of Key Stage/Head of Department.
Wave 3	Referral if identified by school, external agency reports, work samples	Individual Education Plan (IEP) and 1:1 support by Ace and LSA	Principal, Head of School, Head of Inclusion, Class/Subject teacher along with Head of Key Stage/Head of Department.

PROCEDURAL FLOW CHART FOR STUDENT REFERRAL



Monitoring and review

This policy has been discussed and agreed by The Winchester School teaching staff and leadership teams for implementation.

Signed : Meenakshi

Date : June 2021

See also:

More Able, Gifted and/or Talented Policy
WIN Referral and Procedure Flowchart Referral Form