Langley Hall Arts Academy

SSPo11

INCLUSION POLICY

POLICY	REFERENCE	FORM
SMPo5 – Admissions Policy	SSR6 – Special Educational Needs and Disability Code of Practice: 0-	SSF5 –Meetings Agenda
SSPo7 – Special Educational and disability (SEND) Policy	SSR11 – Removing Barriers	SSF10 – Designated Responsibilities
SSPo9 – Equality of Opportunities Policy	SSR12 – Every Child Matters: Next Steps	SSF19 – Equal Opportunities Survey
SSPo45 – Positive Behaviour Policy	SSR18 – Achievement for All	SSF20 – Equal Opportunities Summary
	SSR19 – An Intelligent Look at Emotional Intelligence	SSPo48 Accessibility Plan
	SSR22 – A-Z of SEN	
	SSR32 – What Equality Law Means for You as an Education Provider: Schools	

In 2011 a single equality duty covering all seven equality strands defined in the Equality Act 2010 i.e. race, gender, gender identity, disability, age, religion or belief and sexual orientation came into force to advance equality of opportunity for persons with protected characteristics and foster good relations in all. Langley Hall Arts Academy continues to meet our legal obligations under the separate race, disability and gender equality duties while embracing the spirit of the Equality Act 2010.

Inclusion links up with the agenda for school improvement and the raising of educational standards in that it asks schools to examine and improve its approaches to not only groups of pupils who in the past have been segregated or are underachieving, but to all its current pupils.

Inclusion is therefore not just an issue of special educational needs, it concerns all pupils. It may concern measures to help for example: underachieving children, improved staff management of pupils' challenging behaviour, reducing exclusions, improving accessibility or meeting the challenge of more able students. It also involves issues of whole school ethos, curriculum planning, admission arrangements and communication with parents.

At Langley Hall Arts Academy, we believe that everybody should be treated equally regardless of their race, faith, gender/gender preference (LGBTQ), age or ability. We welcome all children to learn and play together, support them as they develop into open minded, tolerant young people who are prepared to live in a multicultural, multi-faith society.

Organising inclusion

At Langley Hall Arts Academy our inclusion policy applies to the help and assistance given to children with specific special needs as well as those who are gifted or more able, disadvantaged, vulnerable, from minority faith groups and/or minority ethnic heritage, especially those for whom English is an additional language.

Specific special needs

Children with special needs will be given targets that reflect our understanding of their ability. Individual Learning Plans must be drawn up and maintained where appropriate for children with special needs and reviewed by the SENCO, Form Tutors, Learning Support Assistants and parents, following the school Special Needs Policy (**SSPo7**).

Meetings Agenda **SSF5** includes opportunities to discuss children's individual needs and how they can be best supported. Langley Hall Arts Academy follows the Special Educational Needs and Disability Code of Practice: 0-25 Years **SSR6** and will work with outside agencies where appropriate to increase staff skills and support children's learning.

Within budget limitations, the school will provide a sufficient number of Learning Support Assistants to support children with special needs.

Langley Hall Arts Academy accesses a number of websites including DfE and the Special Needs Information Press website for more detailed information relating to particular special needs. A-Z of SEN **SSR22** is a list identifying potential sources of advice (produced by SNIP - Special Needs Information Press).

More Able and Very Able (formerly called Gifted & Talented)

Langley Hall Arts Academy defines this as the top 10% of a year group and Very Able is the top 2%. At Langley Hall Arts Academy, we believe that children can be More Able in a variety of ways e.g. linguistically, mathematically, physically, socially, musically, artistically.

More able children will often have an aptitude for original ideas and within Langley Hall Arts Academy we strive to foster and develop this ability. Occasionally very able children find it difficult to relate to their peers and extra efforts will be made by staff to ensure that these children integrate and have opportunities to socialise with others.

Identifying 'Very Able' children

Look out for a child who:

- is exceptionally musical
- excels at sport
- creates three-dimensional working models
- has an advanced moral and social awareness
- is a born leader
- is original, imaginative and creative
- is persistent, resourceful, self-directed and can concentrate for an inordinate amount of time on one topic
- has an unusual hobby, such as astronomy or the study of hieroglyphics
- is inquisitive, skeptical and will argue without giving way
- has an advanced vocabulary
- shows initiative and does not follow the herd
- is versatile and has many interests, although one may be particularly absorbing
- has good judgement and enjoys debating

- has a well-developed sense of humour
- is either unusually extroverted or introverted
- finds it more comfortable and challenging to communicate with adults
- pays great attention to detail
- grasps new concepts with ease
- links areas of knowledge without specific teaching
- is very motivated and self-disciplined
- is a lateral or divergent thinker.

Source: Achievement for All, Association of Teachers and Lecturers, 2006 (SSR18)

Strategies for helping more able children

- Make sure the more able child is not afraid to show his/her ability.
- Recognise the child's individuality, but encourage him/her to mix socially.
- Provide opportunities for enrichment and working in depth, as opposed to simply accelerating the child's path through the basic curriculum knowledge.
- Help the child to become self-critical and evaluate his/her own work.
- Give the child responsibility for organising some of his/her own work.
- Help the child to work in a team situation at times.
- Help the child to feel valued as a person, not just because of their unusual gift.
- Try to ensure that he or she has contact with children of similar ability or adults with similar interests.
- Work closely with parents.
- Involve parents and encourage them to take the child on visits and answer his/her questions.

Source: Achievement for All, Association of Teachers and Lecturers, 2006 (SSR18)

Families from minority ethnic heritage and diversities of faith

Children and parents from minority ethnic heritage may well have English as an additional language. At Langley Hall Arts Academy, we draw on the resources available to us in the community and country as a whole to help and assist such families.

Additional training will be given to staff who are working with children who have English as an additional language and every effort will be made by us to understand, appreciate and meet their needs.

We recognise that parents have a right to choose a school that best fits with their own views on education and on moral or religious issues. We also recognise that it is impossible to be all things to all people. With this in mind, we believe that the needs and views of our parents should be met as long as they do not conflict with any of the basic aims and principles upon which the school is built.

Physical Disability

Disability "A disabled person is someone who has a physical or mental disability, which has an effect on his or her ability to carry out normal day-to-day activities".

That effect must be:

- Substantial (that is more than minor or trivial)
- Adverse
- Long-term (that has lasted or is likely to last for at least one year or for the rest of the life of the person

(Equality Act, 2010)

The most recent legislation promoting inclusion for pupils with physical disabilities is the SEN and Disability Act 2014 (**SSR6**). Its two key duties are written to ensure that educational establishments do not discriminate against disabled pupils.

The expectation is that schools:

- Do not treat disabled pupils less favourably
- Do make reasonable adjustments to avoid putting disabled pupils at a disadvantage.

Once a pupil has been accepted into the school, there are some practical considerations, which arise:

1. Risk assessment
2. Manual handling
3. Positioning
4. Equipment and activities
5. Where to go for information

These will be addressed according to the needs of individual pupils.

The Governing Body will work with the LA to endeavour to provide better access to the school for children with physical disabilities, according to the school Accessibility Plan **SSPo48**.

The school will work with the Governing Body to ensure that the Accessibility Plan **SSPo48** is implemented and reviewed regularly.

Behaviour management

Effective behaviour management is an integral part of our inclusion policy. Good behaviour in school should be promoted and rewarded. Langley Hall Arts Academy's whole school Policy for Positive Behaviour **SSPo45** deals with this in more depth and needs to be understood by all staff and made available for parents and visitors.

Admissions management

Admissions Policy **(SMPo5**) is carried out in accordance with national and Local Authority guidelines and should be monitored by the Principal and Governors to ensure that there has been no discrimination and that it has been applied fairly.

Training

It is our aim for every child to be happy and to thrive in our care and we ensure that every member of staff receives adequate special needs and other training to enable them to fulfil this aim. We also try to ensure that our ethos of inclusion is understood and applied by everyone.

Emotional Intelligence

All staff and parents should be aware of the ethos of the school and should work together to create a happy atmosphere and a pleasant and caring environment within which children can develop to the fullest their academic ability, physical skills, aesthetic qualities and social awareness. The opportunities that arise in a small school situation should also provide staff with the opportunity of facilitating pupils development of social qualities such as co-operation, tolerance, compassion and assuming some responsibility for the well-being of others.

Daniel Goleman, writing about emotional intelligence, suggests that it is important to place as much importance on teaching children the essential skills of emotional intelligence as any other skill and is fundamental to effective teaching and fostering good relationships. An Intelligent Look at Emotional Intelligence **SSR19** explores the subject in more depth.

The five characteristics of emotional intelligence are:

- Self-awareness: knowing emotions, recognising feelings as they occur and discriminating between them.
- Mood management: handling feelings so they are relevant to the current situation and react appropriately.
- Self-motivation: 'gathering up' feelings and directing them towards a goal, despite self-doubt, inertia and impulsiveness.
- Empathy: recognising feelings in others and tuning into their verbal and nonverbal cues.
- Managing relationships: handling interpersonal interaction, conflict resolution and negotiations.

A child who demonstrates a high level of emotional intelligence will show:

- Confidence
- Curiosity
- Intentionality
- Self-control
- Relatedness
- Capacity to communicate
- Ability to cooperate

Monitoring

Whole school teaching and learning procedures are agreed and monitored on a regular basis. Planning should show differentiation of activity, level of support or level of outcome to cater for pupils' differing abilities and needs. Classroom organisation should allow for different learning styles and groupings and enable all pupils to access a wide range of educational activities.

The School Assessment and Target Setting procedures should identify areas for improvement and enable staff to set targets.

The School Performance Management procedures should identify areas for staff development and training to meet all pupils' needs

In order to help us to monitor inclusion, we will ask parents to complete an Equal Opportunities Survey **SSF19**. The information provided by parents will be summarised using Equal Opportunities Summary **SSF20**. This survey will be completed each January and more often if it is believed that the information is no longer representative of our school's parents and children.