



## GENERAL STATEMENT

Ysgol Nantgwyn has a strong policy of inclusion that ensures that all pupils have their individual needs met and are given the opportunity to achieve their full potential. The school focuses on providing educational experiences and opportunities that recognise pupils' individuality and celebrates their achievements. The policy recognises the pupils' right to a broad, balanced, relevant and challenging curriculum and provides the opportunity for each pupil to thrive in a positive learning environment.

## AIMS

The school aims to:

- Help pupils to develop their skills, abilities and personalities.
- Provide appropriate teaching which makes learning challenging and enjoyable.
- Provide equality of educational opportunity.

## OBJECTIVES

- Ensure implementation of LEA procedures and SEN Code of Practice.
- Ensure that the inclusion policy is implemented consistently by all staff.
- Ensure that any discrimination or prejudice is eradicated.
- Identify barriers to learning and engagement and provide appropriate opportunities to meet diverse needs.
- Ensure all pupils have access to an appropriately differentiated curriculum.
- Recognise, value and celebrate pupils' achievements, however small.
- Work in partnership with parents and carers in supporting their child's education.
- Support and guide all staff, governors and parents/carers in inclusion issues.

## DEFINITION OF INCLUSION

Inclusion is the on-going process that celebrates diversity and involves identifying and reducing the barriers to learning and engagement that may be experienced by pupils. Pupils are provided with educational experiences that meet their individual needs, irrespective of age, gender, ethnicity, ability or social background.

## CO-ORDINATING INCLUSION

Our ALNCO has been nominated as the Inclusion Co-ordinator for the school. Their role includes monitoring the policy and to report annually to the governing body on its effectiveness, to monitor and assess inclusive provision, to identify the barriers to learning and to provide staff with appropriate strategies to minimise these barriers.

The Inclusion Co-ordinator must:

- Share good practice and support the professional development of staff.
- Monitor pupil progress and liaise with parents/carers.
- Co-ordinate cross-phase and post-school transition.
- Co-ordinate external specialist provision.
- Develop suitable resources.
- Informing the Head Teacher regarding inclusive provision in the school.

#### CHLD PROTECTION AND 'LOOKED AFTER CHILDREN'

Mrs Luisa Martin Thomas as Assistant Head teacher in charge of pupil support has the overall responsibility for child protection and children who are looked after. The pupil support team includes Mrs Kate Owen as deputy head of pupil support, Mrs Dana Edwards, ALNCo and the school pastoral team ensure that relevant staff at the college work closely with external agencies to support individual and groups of pupils.

Her role involves :

- Identifying and monitoring 'children who are looked after'.
- Liaising with the relevant staff in the college to ensure support is in place to meet the needs of the pupils.
- Ensure effective communication and working relationships are in place to support the pupil.
- Ensure that statutory procedures relating to 'children who are looked after' are followed regarding exclusion, reporting etc.

#### INCLUSIVE PROVISION

Ysgol Nantgwyn is dedicated to inclusive practices and offers a continuum of provision to meet individual pupils' needs. Pupils with Additional Learning Needs are taught in mainstream classes and in mixed ability classes where they may receive additional support from a Learning Support Assistant depending on need. The class teacher will be fully aware of any additional learning needs within the class and will differentiate accordingly. These pupils access support in class or through withdrawal sessions, depending on their difficulty and/or the intervention needed.

The ALNCO leads a team of specially trained LSAs who also deliver an extensive range of well-being and academic intervention programmes to meet individual needs. These programmes include Literacy interventions such as the Read, Write, Inc. scheme and the SOUND intervention. In the Lower school many interventions use the language Links programme and other literacy programmes such as Literacy Launchpad. Our Nurture, Emotional Literacy Support Assistant (ELSA) and THRIVE interventions ensure that we meet the needs of pupils with various emotional and social difficulties.

## SPECIALIST PROVISION

Ysgol Nantgwyn has an extensive learning support area, 'The Hub' which is equipped with ICT facilities and an office. This area is well resourced and provides a friendly and welcoming base for pupils who require access to additional support. The school supports pupils with a range of additional needs and are flexible in our approach. The site has full disabled access for pupils with physical difficulties.

*Statement about the curriculum (Cary Dysgu etc and how it supports ALN to go in here).*

Our comprehensive Inclusion Policy ensures that we identify, support and review pupils with additional learning needs in line with the Special Educational Needs Code of Practice. We follow a 'graduated response' in line with the Code of Practice, and work closely with outside agencies to ensure that our ALN provision and support is effective and that all pupils with ALN make progress and achieve their potential.

## ASSESSMENT PROCEDURES

The School ensures that all pupils have their progression monitored and their achievements recognised and the College aims to provide a curriculum which reflects the different levels of attainment likely to be achieved.

We uses rigorous, nationally recognised diagnostic tests, which provide a baseline assessment for each pupil, enabling accurate placement into interventions and other support programmes.

*Ysgol Nantgwyn operates an effective rewards system, tailored to the year group, which contribute to raising pupil self-esteem and motivation. The Merit System and Behaviour Report Cards are used to record and monitor pupil progress in relation to improving their behaviour and performance in college. **Needs updating.***

## PROFESSIONAL DEVELOPMENT

The ALNCO will work closely with Ysgol Nantgwyn's Leadership Team to co-ordinate and oversee the professional development of all teaching and support staff. Staff will be kept fully informed about LEA, national and regional training opportunities which relate to inclusive educational practice. Staff attending training will be expected to disseminate information and share good practice with other members of their faculty and the wider college staff.

## PARENT PARTNERSHIP

The knowledge, views and first-hand experience parents and carers have regarding their children is valued greatly for the contribution it makes to their child's education. Parents are seen as partners in the educational process and are encouraged to contact the ALNCo if they have any concerns regarding inclusive educational provision at the School.

## EVALUATING THE INCLUSION POLICY

The inclusion policy will be reviewed annually at the end of the academic year. Policy evaluation will focus on establishing how far the aims and objectives of the policy have been met, how effective the inclusion provision has been in relation to the allocated resources and the attainment of individual pupils. In light of the findings, the policy will be reviewed and amended accordingly.

## AIMS AND OBJECTIVES OF THE ADDITIONAL LEARNING NEEDS DEPARTMENT

Ysgol Nantgwyn aims to provide a personalised educational provision that meets the needs of every pupil with additional learning needs. We recognise that pupils will flourish in a safe and secure environment which nurtures the individual potential of all, both academically and personally.

Information regarding pupils with ALN is circulated to all staff in the form of Individual Education Plans, ALN updates, and regular meetings with relevant staff, always ensuring that protocol involving confidentiality is adhered to.

## PHILOSOPHY

- To remove barriers to learning and engagement.
- To enable all pupils to reach their potential by providing a stimulating and nurturing environment where emphasis is placed on strengths rather than weaknesses.
- To develop motivation and resilience within pupils.
- To provide support for pupils with social and emotional difficulties.
- To improve functional levels of literacy, numeracy and life skills, which in turn +will enhance attainment throughout the whole curriculum.
- To meet the needs of pupils with ALN by providing a suitable curriculum to meet their needs, by the most efficient use of available resources.
- To provide pupils with ALN with a suitable educational environment to meet their needs.
- Meet the requirements of Statement of Special Need which apply to specific pupils.
- Identify and assess pupils with ALN as early as possible after their entry to the school, to ensure their needs are met.
- Ensure all staff are kept informed of the needs of the pupils they teach.
- Monitor and assess the progress of all pupils on the ALN register.

### Workload Impact Assessment

<b>Policy name:</b>	<b>Accessibility Plan</b>
<b>Date of assessment:</b>	
<b>Assessed by:</b>	

The policy complies with and is consistent with the teachers' contractual entitlements.
The policy and any related procedures were introduced following full consultation with the each union.
The policy and any related procedures include a specific statement regarding workload impact.
The policy has been piloted/trailed/evaluated to enable an assessment of workload impact to be made.
The impact of the policy and related procedures is that they have not added additional hours of working
The policy does not duplicate any other existing policy.
All policy has been reviewed in order to access whether any outdated and unnecessary.
The College has identified the resources necessary to support the policy, including staff time, any additional staffing and appropriate equipment.
Implementation of this policy will not result in any additional meetings/activities that have not been identified within the College calendar, published and revised in consultation with the Unions.
All staff (including the headteacher) have had training to ensure that the policy and any related procedures are carried out without increasing workload burdens.
The policy and related procedures are reviewed regularly to ensure that additional workload burdens have not been added over time.