



Inclusion Policy

Date	January 2017
Written by	Astrea Academy Trust
Adopted by Trust Board	
Adopted by LGB	
Review Date	
Consulted with NJCC	



Contents

Contents	1
1. Introduction and Legislative Compliance	1
2. Equality and Inclusion.....	2
3. Vision	2
4. The Astrea Model	2
5. Learners with SEND	3
6. Working Together across Education, Health and Care.....	4
7. Disadvantaged Learners in Receipt of the Pupil Premium	5
8. More Able Learners	7
9. Learners with English as an Additional Language (EAL) and Learners from Minority Ethnic Groups (MEG).....	9
10. Expectations of all Schools	11
11. Responsibilities of the Trust	12
Appendix 1	13
Bibliography	14



1. Introduction and Legislative Compliance

- 1.1. This policy sets out our expectations for all our schools and those regularly joint working with parents, local authorities and social care partners. These expectations will ensure we are compliant with both the requirements and the ethos of the SEND reforms and serve to improve outcomes for all learners.
- 1.2. “Inclusion is a journey with a clear direction and purpose: equality of opportunity for all children and young people.” (Council for Disabled Children, 2008)
- 1.3. Inclusion is a term used to describe the process of ensuring equity of learning opportunities for all children and young people. It is a process of identifying, understanding and breaking down barriers to participation and belonging. Inclusion is about the quality of their experience; how they are helped to learn, achieve and participate fully in the life of the school.
- 1.4. Inclusion focuses particularly on those groups of children who have historically been marginalised or who have underachieved. Inclusion does not mean that all learners necessarily learn in the same way or together, but that practices are adapted to take account of all learners’ needs – this is equity in learning.
- 1.5. Educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. All children, including those identified as having special educational needs and / or disabilities have the same common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and enables them to be fully included in all aspects of school life.
- 1.6. All schools must operate in accordance with the law as set out in the following:
 - Part 3 of the Children and Families Act 2014
 - The Special Educational Needs and Disability regulations 2014
 - The Special Educational Needs (Personal Budgets) regulations 2014
 - The Equality Act 2010
- 1.7. All schools in England **must** have regard to the [Code of Practice \(2014\)](#) as it provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations. Schools must fulfil their statutory duties towards children and young people with SEN or disabilities in light of the guidance set out.
- 1.8. Under the [Equality Act \(2010\)](#) all schools have duties towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services required by disabled children and young people to prevent them being put at a substantial disadvantage.
- 1.9. The [Teachers’ Standards \(2012\)](#) makes clear the expectation for all *teachers* to “adapt teaching to respond to the strengths and needs of all pupils”. Teachers must “have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.” (Standard 5)



2. Equality and Inclusion

- 2.1. All learners should be equally valued in school. The Equality and Human Rights Commission (EHRC) states that “avoiding discrimination and promoting equality supports the agenda of improving attainment and progression for all pupils. Good education and skills are crucial for opening up opportunities and increasing the chance of a successful life. In addition, in England, equality and diversity are specified factors that must be taken into account in Ofsted inspections.
- 2.2. Schools also have wider duties to prevent discrimination, to promote equality and to foster good relations for “an equal society protects and promotes equal, real freedom and substantive opportunity to live in the ways people value and would choose, so that everyone can flourish. An equal society recognises people’s different needs, situations and goals and removes the barriers that limit what people can do and can be.” (EHRC, 2014)

3. Vision

- 3.1. The Astrea mission, ‘Inspiring beyond Measure’, reflects Astrea’s approach that an exceptional education for all is rich and empowering beyond the narrow confines of formal examination success.
- 3.2. The vision for Inclusion across the Trust reiterates the Astrea mission, acknowledging that an exceptional education will provide a rich and empowering experience which produces success through wider and academic outcomes and where ‘success’ is defined in terms of the individual learner.

4. The Astrea Model

- 4.1 The model is based on the five core Value Partners of:

- Responsibility and Leadership
- Enjoyment and Innovation
- Aspiration and Development
- Collaboration and Inclusion
- Honesty and Integrity





5. Learners with SEND

5.1 There is a clear distinction between ‘underachievement’, often caused by a poor early experience of learning, and ‘special educational needs’. Some pupils may be underachieving but will not necessarily have a special educational need; it is our responsibility to identify this quickly and ensure that appropriate support is put in place to help these pupils ‘catch up’.

5.2 “A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

5.2 For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

5.3 A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).” (Code of Practice, updated January 2015)

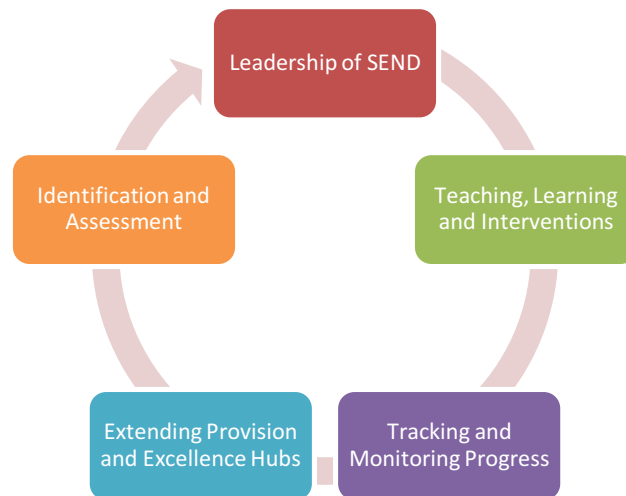
5.4 In line with the Code of Practice (2014, updated January 2015), all schools follow the graduated approach to a learners’ special educational needs. This support should take the form of “a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes.”



(The Graduated Approach)



5.5 **The Astrea strategic model for SEND is underpinned by the five core value partners** to provide five key areas of effective leadership of SEND provision:



5.6 The **Responsibility and leadership** of SEND is well evidenced when there is a clear strategic approach to SEND provision across the school, with key personnel identified and recognised, and where continuing professional development (CPD) and performance management are successful in improving outcomes for learners with SEND.

5.7 **Enjoyment and innovation** for learners with SEND is well evidenced through high quality teaching and intervention, which is targeted and appropriate and which enthuses and engages, resulting in consistently high expectations and aspirations of all and a belief that learning is without limits.

5.8 The **Aspiration and development** of learners with SEND is well evidenced through robust tracking and monitoring processes, which ensure levels of achievement and attainment are substantial and sustained, based on individual starting points, and where all learners are well-prepared for the next stages of their educational journey.

5.9 **Collaboration and inclusion** is well evidenced when the provision for learners with SEND is well developed and innovative, with opportunities available for personalisation and flexibility; providing a curriculum offer which is different from and/or additional to that already offered and which secures effective partnership working for all involved – including parents / carers.

5.10 **Honesty and integrity** is well evidenced in the appropriate and early identification of learners' needs; where the SEND register is an accurate and regularly updated 'live document' and where specialist support is available 'at the right time'.

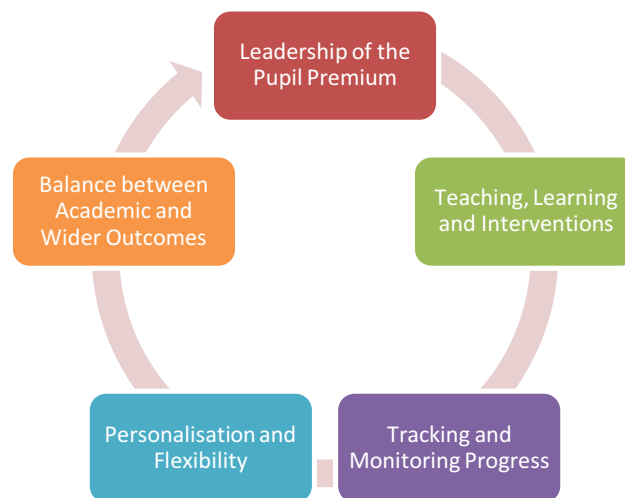
6. Working Together across Education, Health and Care

- 6.1 Astrea is committed to joint working arrangements with education, health and care bodies and professionals to secure effective outcomes for all learners in our schools.
- 6.2 Each Astrea school will cooperate with the relevant Local Authority in developing and reviewing its local offer.
- 6.3 Astrea will work with our schools, local and national providers to secure the services needed to improve outcomes for children and young people with SEND. These services could include speech and language therapy, physiotherapy, occupational therapy, education psychology, mental health services, other health and social care professionals.



7. Disadvantaged Learners in Receipt of the Pupil Premium

- 7.1 For those learners who have been in receipt of free school meals (FSM) at any point in the last six years, are children of Service personnel who have served at any point in the last six years, or are learners who have been looked after for 1 day or more, adopted from care, or who have left care under a special guardianship order, a residence order, or a child arrangements order, the Pupil Premium is additional funding provided to schools with the sole aim of improving educational and wider outcomes.
- 7.2 **The approach for disadvantaged learners is underpinned by the Astrea core value partners** and informed by evidence from research and best practice, and as recommended through the '7 Building Blocks' approach.¹



- 7.3 The **Responsibility and leadership** of the Pupil Premium is well evidenced when there is a clear strategic approach to provision for disadvantaged learners across the school, with key personnel identified and recognised, and where CPD and performance management are successful in improving outcomes for disadvantaged learners.
- 7.4 **Enjoyment and innovation** for disadvantaged learners is well evidenced through high quality teaching and intervention, which is targeted and appropriate and which enthuses and engages, resulting in consistently high expectations and aspirations of all and a belief that learning is without limits, including for learners from disadvantaged backgrounds.
- 7.5 The **Aspiration and development** of disadvantaged learners is well evidenced through robust tracking and monitoring processes, which ensure levels of achievement and attainment are substantial and sustained, based on individual starting points, and where all learners are well-prepared for the next stages of their educational journey.
- 7.6 **Collaboration and inclusion** is well evidenced when the provision for disadvantaged learners is well developed and innovative, with opportunities available for personalisation and flexibility; providing a curriculum offer which is relevant, provides an understanding of context and which secures effective partnership working between parents / carers and the school.
- 7.7 **Honesty and integrity** is well evidenced in the appropriate and accurate identification of

¹ NFER (2015) *What are the most effective ways to support disadvantaged pupils' achievement?*



need for disadvantaged learners; where provision considers the 'whole child' and provides an appropriate balance of support between academic and wider outcomes.



8. More Able Learners

8.1 A learner is considered to be 'more-able' if they perform at a level that exceeds that which is expected for their age group; this may be in one or more areas of learning.

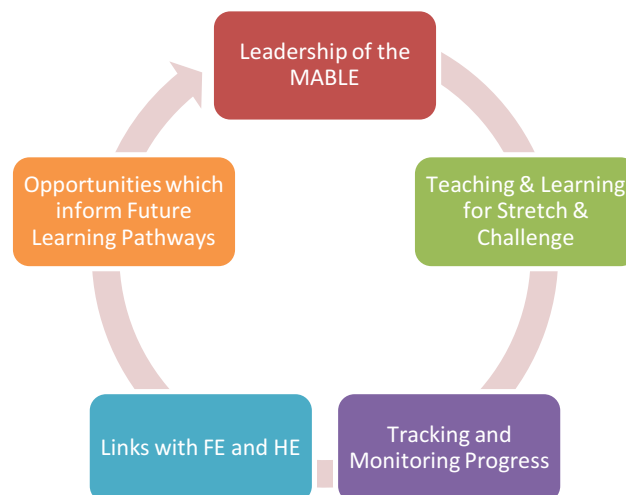
8.2 The National Association for Able Children in Education (NACE)² believes:

- Defining ability is complex and evolving
- High ability includes all domains of human achievement
- Many children are capable of high achievement given the right opportunities
- There should be no ceiling on how many children in a school are defined as highly able
- Every school should and can provide opportunities for their highly able to flourish and achieve.

8.3 NACE also states that learners of high ability may demonstrate all or some of the following characteristics:

- Able to master the rules of a domain easily and transfer their insights to new problems
- Make connections between past and present learning
- Work at a level beyond that expected for their age group
- Produce original and creative responses to common problems
- Shows curiosity, asks questions and enjoys engaging in debate or discussion.

8.4 **The approach for more able learners is underpinned by the Astrea core value partners** and informed by evidence from research and best practice, such as that recommended by Ofsted in their 2015 report.³



8.5 Responsibility and leadership, which enhances provision for more-able learners is evidenced when there is a clear strategic approach, with key personnel identified and recognised, and where CPD and performance management are successful in improving outcomes for more able learners and which ensures they reach their full potential.

² www.nace.co.uk

³ Ofsted (2015) *The Most Able Students – An Update on Progress since June 2013* [Online] https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/408909/The_most_able_students_an_update_on_progress_since_June_2013.pdf [Accessed 1 March 2017]



- 8.6 **E**njoyment and innovation for more able learners is well evidenced through high quality teaching, stretch and challenge, which is targeted and appropriate and which enthuses and engages, resulting in consistently high expectations and aspirations of all.
- 8.7 **T**he **A**spiration and development of more able learners is well evidenced through robust tracking and monitoring processes, which ensures levels of achievement and attainment are substantial and sustained, based on individual starting points, and where more able learners are pushed to 'be the best they can be'.
- 8.8 **C**ollaboration and inclusion is well evidenced when the provision for more able learners is well developed and innovative, with opportunities available for appropriately personalised and flexible pathways, which take advantage of partnerships and wider learning through links with further (FE) and higher education (HE) institutions.
- 8.9 **H**onesty and integrity is well evidenced in the appropriate and early recognition of learners who are more able and a commitment to providing them with a range of opportunities and experiences, which reflects their personal gifts, potential and distinctiveness; particularly when considering their learning progression and future career paths.



9. Learners with English as an Additional Language (EAL) and Learners from Minority Ethnic Groups (MEG)

9.1 The term EAL learner is often used interchangeably with ‘bilingual learner’ (DfES 2007); the government definition of a bilingual learner is that it refers to ‘all pupils who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages’. (DfES 2003)

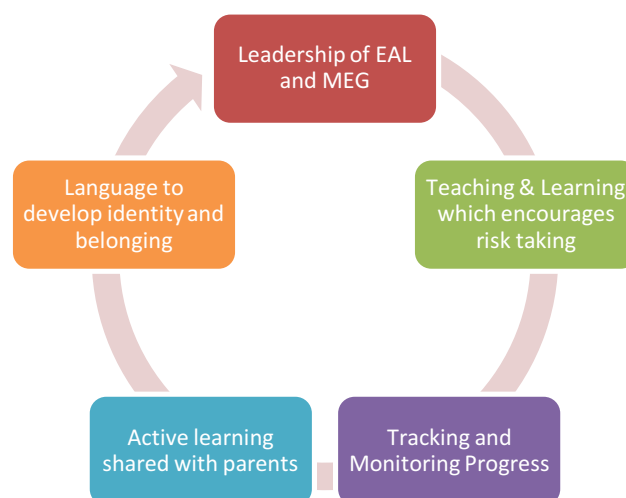
9.2 To ensure equity of learning for our EAL and MEG learners, it is important that recognition and respect is given to the value and significance of the first language and the associated cultural expectations and norms. “EAL learners, their families / carers and communities are not homogenous groups; it is important to know and understand who they are, in order to effectively support their needs.”⁴

9.3 “Significant differences of culture, outlook, narrative and experience should be recognised and respected. It is important that all pupils should feel that they belong – to the school itself, the neighbourhood and locality, and to Britain more generally. Belonging involves shared stories and symbols; a shared sense of having a stake in the well-being and future development of the wider community; a sense that one is accepted and welcomed, and that one is able and encouraged to participate and contribute.” (Derbyshire EA 2003)

9.4 English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities must be provided for children who are learning English as an Additional Language as part of the Trust’s provision for vulnerable learners; this may be underpinned by the approaches highlighted for the disadvantaged and more able, where appropriate.

9.5 The Office of National Statistics (2003) states that ‘in British government research, minority ethnic groups are differentiated based on a combination of categories including ‘race’, skin colour, national and regional origins and language...this is based on the assumption of an ‘ethnic majority’ that is white, of British origin, and English-speaking’.

9.6 **The approach for learners with English as an additional language and those from minority ethnic groups is underpinned by the Astrea core value partners** and informed by evidence from research and best practice, such as that available through NALDIC. (see footnote)



⁴ National Subject Association for EAL (2017) www.naldic.org.uk [Accessed 1 March 2017]



9.7 **R**esponsibility and leadership, which enhances provision for EAL and MEG learners is evidenced when there is a clear strategic approach, with key personnel identified and recognised, and where CPD and performance management are successful in improving outcomes for EAL and MEG learners.

9.8 **E**njoyment and innovation for EAL and MEG learners is well evidenced through high quality teaching and intervention, which is targeted and appropriate and which enthuses and engages, and actively promotes a safe environment where risk taking is encouraged to enhance independence.

9.9 The **A**spiration and development of EAL and MEG learners is well evidenced through robust tracking and monitoring processes, which ensure levels of achievement and attainment are substantial and sustained, based on individual starting points, and where all learners and all languages are equally valued and respected.

9.10 **C**ollaboration and inclusion is well evidenced when the provision for EAL and MEG learners is well developed and innovative, with opportunities available for personalisation and flexibility; providing a curriculum offer which capitalises on opportunities for active and practical learning experiences and which secures effective partnership working for all involved. This actively includes parents / carers so that they feel confident that their home and community language, and the narratives and culture in which their language is embedded, is respected by the school.

9.11 **H**onesty and integrity is well evidenced in the appropriate and accurate identification of needs specific to EAL and MEG learners, where an ethos of *Respect for All* is promoted and where all languages are equally valued and central to the development of identity and belonging in contemporary British society.



10. Expectations of all Schools

10.1 At the heart of educational inclusion is provision which meets the needs of all learners.

10.2 All schools are *committed* to providing:

- Quality First Teaching (QFT) which meets the needs of all learners and which is appropriately differentiated
- Effective systems for tracking and monitoring progress, so that early intervention can address gaps in learning; this includes, but is not exclusive to, monitoring and evaluation through learning walks and work scrutiny, across all pupil groups
- Opportunities to extend and challenge all learners, so that they can achieve their potential
- Effective lines of communication between home and school, so that through collaboration, a shared understanding of 'what success looks like' is achieved for each learner and their family

10.3 All schools are *required* to have the following:

- SEND Information Report (All Schools)
- Pupil Premium Evidence of Impact Statement for the previous academic year (All schools)
- Pupil Premium Allocation and Intent to Spend Statement for the current academic year (All schools)
- Primary PE and Sports Premium Evidence of Impact Statement for the previous academic year (Primary schools only)
- Primary PE and Sports Premium Allocation and Intent to Spend Statement for the current academic year (Primary schools only)
- Year 7 Catch-Up Premium Evidence of Impact Statement for the previous academic year (Secondary schools only)
- Year 7 Catch-Up Premium Allocation and Intent to Spend Statement for the current academic year (Secondary schools only)

10.4 It is *best practice, but not a requirement*, for all schools to also have the following:

- SEND Action Plan for Improvement
- A coordinated provision map, which identifies additional support / strategies by learners and which can be filtered according to learner characteristics
- Links to disadvantaged, SEND and more-able learners in the whole-school Improvement Plan



11. Responsibilities of the Trust

- 11.1 To ensure the expectations of all schools are upheld, the Trust undertakes a variety of Quality Assurance (QA) activities on a minimum of an annual basis, from which strengths and areas of development are identified to inform best practice and priorities for improvement:
- Annual SEND Review
 - Annual Pupil Premium Review
 - Monitoring Visits, as appropriate, for SEND and Pupil Premium
- 11.2 All reviews are reported on formally and shared with Transition Board members / Local Governing Body, as appropriate, for further discussion and challenge.
- 11.3 In addition, a core offer of support is provided to all schools and may include any of the following:
- Cluster meetings to inform and share best practice
 - Development of 'Excellence Hubs' to enhance peer-to-peer support
 - Staff training, research projects and conferences
 - External review preparation and guidance
- 11.4 Where a school is identified to have significant weaknesses or areas for development, supplementary support is provided by the Central Team to ensure accelerated improvements are made, leading to effective and consistently good practice to meet the needs of learners.



Appendix 1



Department
for Education

What are the most effective ways to support disadvantaged pupils' achievement?



Evidence for
Excellence in
Education

Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.

1. Whole-school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



2. Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.



3. High quality teaching for all: Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.



4. Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



5. Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.



6. Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.



7. Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.



This briefing, by Caroline Sharp, Shona MacLeod, Amy Skipp and Steve Higgins, is based on national research with primary, secondary and special schools across England. A full research report and a summary for school leaders are also available from the Department for Education and NFER websites:
<https://www.gov.uk/government/organisations/department-for-education/about/research>
and www.nfer.ac.uk/publications/PUPP01



Bibliography

Council for Disabled Children (2008) *Inclusion Policy* [Online] Available at:
http://www.councilfordisabledchildren.org.uk/media/59424/inclusion_policy.pdf
[Accessed 10 May 2016]

Department for Education (2014) *Pupil Premium: Funding and Accountability for Schools* [Online]
Available at: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>
[Accessed 13 May 2016]

Department for Education (2014, Updated January 2015) *Special Education Needs and Disabilities Code of Practice: 0-25 Years* [Online]
Available at:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
[Accessed 13 May 2016]

Department for Education (2016) *Pupil Premium 2016-17: Allocations and Conditions of Grant* [Online]
Available at: <https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2016-to-2017> [Accessed 8 August 2016]

Department for Education (2016) *What Academies, Free Schools and Colleges Should Publish Online* [Online]
Available at: <https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>
[Accessed 8 August 2016]

Derbyshire Education Authority (2003), in Department for Education and Skills (2004) *Aiming High: Understanding the needs of Minority Ethnic Pupils in Mainly White Schools* [Online]
Available at:
<https://www.naldic.org.uk/Resources/NALDIC/Teaching%20and%20Learning/Isolatedpupilsgcd04.pdf>
[Accessed 1 March 2017]

Equality and Human Rights Commission (2014) *What Equality Policy Means for you as an Education Provider: Schools* [Online]
Available at: <https://www.equalityhumanrights.com/en/publication-download/what-equality-law-means-you-education-provider-schools>
[Accessed 13 May 2016]



Holmes Chapel Primary School (2012) *Inclusion and Equality Scheme for Pupils* [Online] Available at: http://www.holmeschapelprimary.org.uk/serve_file/38457

[Accessed 10 May 2016]

Lampton School (2016) *Teaching School: Inclusion* [Online]

Available at: <http://www.lampton.org.uk/teaching-school/inclusion/> [Accessed 10 May 2016]

Legislation.gov.uk. (2010) *Equality Act 2010* [Online]

Available at: http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf

[Accessed 14 August 2016]

Astrea Academy Trust (2016) *Prospectus for New Academies* [Online]

Available at:

https://issuu.com/smarterreach/docs/Astrea_prospectus_for_new_academies?e=15473180/35093551

[Accessed 13 May 2016]