



**Bishop Gore School**

# **INCLUSION (SEN) POLICY**

Date of Implementation: November 2014  
Date of last review: March 2017  
Date of next review: March 2018  
Lead Person: Debra Treharne

## **INCLUSION:**

Bishop Gore agrees with the following definitions of Inclusion set out in the City and County of Swansea Inclusion Policy:

- 1 Inclusion is a process, and not a fixed point to be reached.
- 2 By its definition, it increases the participation of learners in their communities.
- 3 Inclusion ensures fair and equal treatment for all by celebrating diversity, removing discriminating structures, biased policies and prejudicial practices and maximises the achievement of all.
- 4 Inclusion is about human rights and social justice.

At Bishop Gore we believe that:

1. An effective school is an inclusive one, which values all pupils and all staff.
2. An inclusive school recognises that all people are different but have equal value and unique gifts to offer.
3. An inclusive school encourages the development of inclusive approaches to teaching and learning, it respects and builds on differences between students.
4. Inclusive schools learn from everyone in the community.
5. Inclusive schools remove barriers to learning and participation and seek to increase the participation of students in, and reduce their exclusion from, the school curricula and wider community.

The principles in this policy adhere to the following statutory legislation:

- Disability Discrimination Act 1995
- Education Act 1996
- SEN Disability Act 2001
- The Code of Practice for Wales
- Race Equality Amendment Act 2000
- DfEE Circular 10/99 Social Inclusion: Pupil Support

This policy is in line with the following policies:

- 1 Racial Equality Policy
- 2 Disability Policy
- 3 EAL Policy
- 4 Equal Opportunities Policy

## **KEY PRINCIPLES:**

### 1. Valuing Diversity

Every human being is unique in terms of characteristics, interests, abilities, motivation and needs.

*At Bishop Gore we believe that all pupils are equally valued and it is our responsibility to ensure that they receive an education which takes into account individual strengths and needs. As a staff we recognise and celebrate diversity. Our whole-school ethos values everyone regardless of race, culture, need, ethnicity, religion or gender.*

### 2. Resources

*In line with the City and County of Swansea document on Inclusion, we believe in the effective and efficient use of resources. We will aim to foster an environment that supports flexible and creative responses to individual need.*

### 3. Entitlement

*Every human being has an entitlement to personal, social and intellectual development and must be given an opportunity to achieve his/ her potential in learning.*

*All pupils have an entitlement to a broad, balanced and relevant curriculum. We believe that parents and pupils should have a say in where their education takes place. We recognise that wherever possible this should be in the mainstream setting with access to appropriate support and resources when necessary. We recognise inclusion as a part of the school's Equal Opportunities Policy.*

### 4. Participation

*All pupils, their parents and school staff should be treated with respect and due account taken of their views. At all times individual dignity should be paramount. We shall ensure that all school developments and policies take account of inclusive practices.*

### 5. Individual Needs

*In Bishop Gore we are mindful that the individual needs of pupils should at all times be at the forefront and should not be sacrificed by pursuing policies which are inflexible and leave needs unmet. We shall make our school welcoming to all. The admission of pupils with SEN, EAL, disability and those who are able and talented will be handled positively and sensitively. We shall access additional support and advice when needed*

*to ensure that we meet the needs of all pupils.*

## 6. Planning

*We shall endeavour to ensure that all educational and inter-agency planning is based on inclusive principles. We are committed to ongoing strategic planning, both at managerial and pupil level, to ensure that barriers to inclusion are removed. In this regard we shall ensure that staff are appropriately trained and that access to support arrangements are put in place both within school and from external agencies.*

## 7. Collective Responsibility

*We at Bishop Gore, take a whole school approach to Inclusion. We shall ensure that inclusive practices are reflected in all aspects of school life. We shall work collaboratively with the LEA and other local agencies to identify barriers to inclusion and work to overcome them.*

## 8. Professional Development

*We recognise that Inclusion is the responsibility of all staff and shall endeavour to consult and involve them in any developments. We recognise that Inclusion requires both an extension of the application of existing skills and the development of new ones. We are committed to offering support and opportunities to all staff.*

## 9. Equal Opportunities

*As a staff we are committed to taking into account the needs of all our pupils. Our schemes of work and teaching and learning reflect the needs of all pupils. Professional development opportunities will support this inclusive practice*

The Inclusion Department in Bishop Gore consists of the following areas:

- 1 More Able and Talented
- 2 Appropriate Curriculum
- 3 EAL
- 4 Individual Learning
- 5 Specialist Teaching
- 6 SEBD Provision - Nurture Provision; Targeted Learning Provision; Derbyshire Positive Support Programme

## More Able and Talented Pupils

In Bishop Gore, More Able and Talented pupils have access to a wide range of extension activities. These occur throughout the school and can often involve activities which are timetabled into the school year.

MAT pupils are identified by Primary schools, MiDYiS scores, Key Stage data, Global Grades and subject teacher reports.

In years 9, 10 & 11, able pupils are mentored either individually or as a group, and pupils are often encouraged to take external examinations early. MAT pupils are encouraged to think ahead and plan for future learning by researching A level and even degree courses they may wish to take.

*Further details are contained in our separate MAT policy.*

## Appropriate Curriculum

Each year there are several pupils whose needs cannot be met in the mainstream setting. Consequently, an appropriate curriculum is provided by the school after consultation with the pupil and parents. In years 7, 8 and 9, pupils may attend the Key Stage 3 Education Centre, Step Ahead Centre or be educated by the Home Tuition Service through the Access to Learning Team.

In years 10 and 11, Step Ahead, Home Tuition, Key Stage 4 Centre, Home Tuition and ELIS (Engaging Learners in Swansea) can be used to meet needs. Individual placements with vocational trainers or a period of work experience are sometimes arranged for year 11 pupils.

Throughout years 7-11 Trehafod can be accessed for those pupils whom the Educational Psychologist feels would benefit from child psychiatry.

## English as an Additional Language

The Ethnic Minority Language and Achievement Unit (EMLAU) provide support to pupils for whom English is an additional language. The Service comprises of specialist teachers and bilingual teaching assistants (BTAs). The EMLAS Team, although based in Bishop Gore, is part of a central service employed by the LEA.

There are over 20 different languages spoken in our school community with approximately 22% of our pupils identified as EAL pupils. These numbers are constantly changing owing to a variety of factors such as overseas pupils at the University, economic migration and the changing status of asylum seekers.

The EMLAU Team in Bishop Gore make the following provision:

- 1 appropriate support for individual EAL pupils
- 2 assessment and record keeping for all EAL pupils
- 3 support and advice for all teachers
- 4 pastoral support and home / school links
- 5 staff training

*See EAL Policy for more detail*

### **The Individual Learning Department (ILD)**

The ILD caters for pupils with special educational needs (SEN). This includes pupils at School Action (SA), School Action Plus (SA+) and those with statements. It is likely that the majority of these pupils will have an Individual Education Plan (IEP).

The school has approximately 300 pupils on its Special Needs Register. However not all these pupils are on the Register because they have learning needs. Pupils with medical conditions and those with behavioural difficulties are also on the Register. Instead of an IEP these pupils will have a Health Care Plan or a Behaviour Plan.

The number of pupils on the Register is not constant. However at any one time about 20% of the school population will be recorded as having a SEN. Approximately 35-50 pupils will have a statement.

The ILD is run by the Inclusion Manager supported by a Senior Teaching Assistant and a large number of Teaching assistants (TA) who work a variety of hours each week.

Six of these teaching assistants are employed at Level 3 and have responsibility for delivering Dyslexia support, Literacy support, Numeracy support, Successmaker and speech and Language support under the guidance and supervision of the Inclusion Manager.

Support for pupils is offered in many ways:

1. Small classes in Maths, English and Science for low ability pupils
2. SuccessMaker – a computerised reading, maths and spelling programme.
3. Small group withdrawal support
4. In-class support
5. Dyslexia support
6. Reading support

7. Course work support
8. Toe by Toe – reading support programme
9. Catch Up Reading
10. Derbyshire Support Programme – a multi-sensory approach for pupils with EBD
11. Social Use of Language Programme- for pupils with speech, language and communication difficulties.

The above demonstrates the range of our support but is dependent on pupil need and staffing levels.

Pupils are identified for support by:

- 1 Information from Primary Schools
- 2 MiDYiS tests
- 3 AWRT – All Wales Reading Test
- 4 Internal referrals by staff

### **Specialist Teaching Facility (STF)**

The STF caters for pupils with moderate to severe learning difficulties. The pupils are identified by the LEA and all are statemented. Learning is the main area of difficulty for these pupils but they may also have speech and language problems, dyspraxia, ADHD, ASD and medical difficulties.

There are 20 places in the STF, 4 pupils per year group.

The pupils have individual timetables but are integrated into mainstream lessons with total immersion the primary objective wherever possible.

There are 2 teachers in the STF and a specialist STF TA – Level 3. Pupils are not only supported during lessons but also at breaks and lunchtimes. It is hoped that pupils who integrate for lots of lessons will eventually be able to attend some unsupported. This only happens after a great deal of support has been given and when the pupil and teacher are confident that learning will not be affected.

All pupils in the STF take part in all National Curriculum (NC) subjects. In year 10 those capable of taking GCSE or Entry Level courses are encouraged to do so. The pupils have the opportunity to undertake vocational training with a local Training Provider. The alternative qualification offered to those STF pupils who cannot access areas of mainstream is the OCR "Life and Living Skills" Qualifications suite at Entry Level. This is of course, accredited to QCA and covers a wide range of skill areas such as Numeracy, Communication, ICT, and Personal skills, World of Work, Art / Design and Home Management.

Also in years 10 and 11, pupils take part in a weekly work experience programme. This gives them an insight into the world of work and gives them a taster of 6 different work places.

Quite a significant part of the STF role is working with outside agencies and this has increased somewhat over the last couple of years. In particular, the LEA has employed Speech and Language Therapists (in partnership with Bro Morgannwg Health Board) to support our pupils on a weekly basis.

The STF works closely with parents and carers and uses a daily home/school book to keep each other informed.



# **SEBD Provision at Bishop Gore School**

Breaking down the  
barriers.....  
.....to reach for the sky!



## MISSION STATEMENT

Working together to realise potential, break down barriers to learning and raise achievement!

We are firmly committed to:

- The learning, progress and personal development of each individual young person, their abilities and gifts.
- Supporting the development of confidence, self-esteem and personal responsibility.
- The celebration of individual achievement and success.
- Working closely with the young person's family to ensure a shared vision, helping bridge the gap between home and school.
- A shared understanding and excitement in life-long learning and its challenges.
- Promoting respect for each other and understanding the need to feel valued, happy, safe and secure.
- Promoting an understanding of the evolving needs of our world.

# ETHOS

It is the firm belief of all staff at Bishop Gore School that, despite their difficulties, all our pupils have the potential to become fully active, productive and safe members of the wider community, with positive and meaningful roles to play.

Our 'Nurture Provision' (B-Hi<sup>5</sup>) and 'Behaviour Modification Centre' (Pitstop) at KS3 and our 'Transition to Adulthood Provisions' (Mi-Pod and ELEV8) at KS4 strive to provide supportive learning environments that are stimulating and challenging, where pupils are encouraged, praised and nurtured in order to develop self-awareness and discipline.

All pupils are encouraged to develop a clear sense of self-worth, purpose and belonging by recognising their strengths and celebrating their achievements.

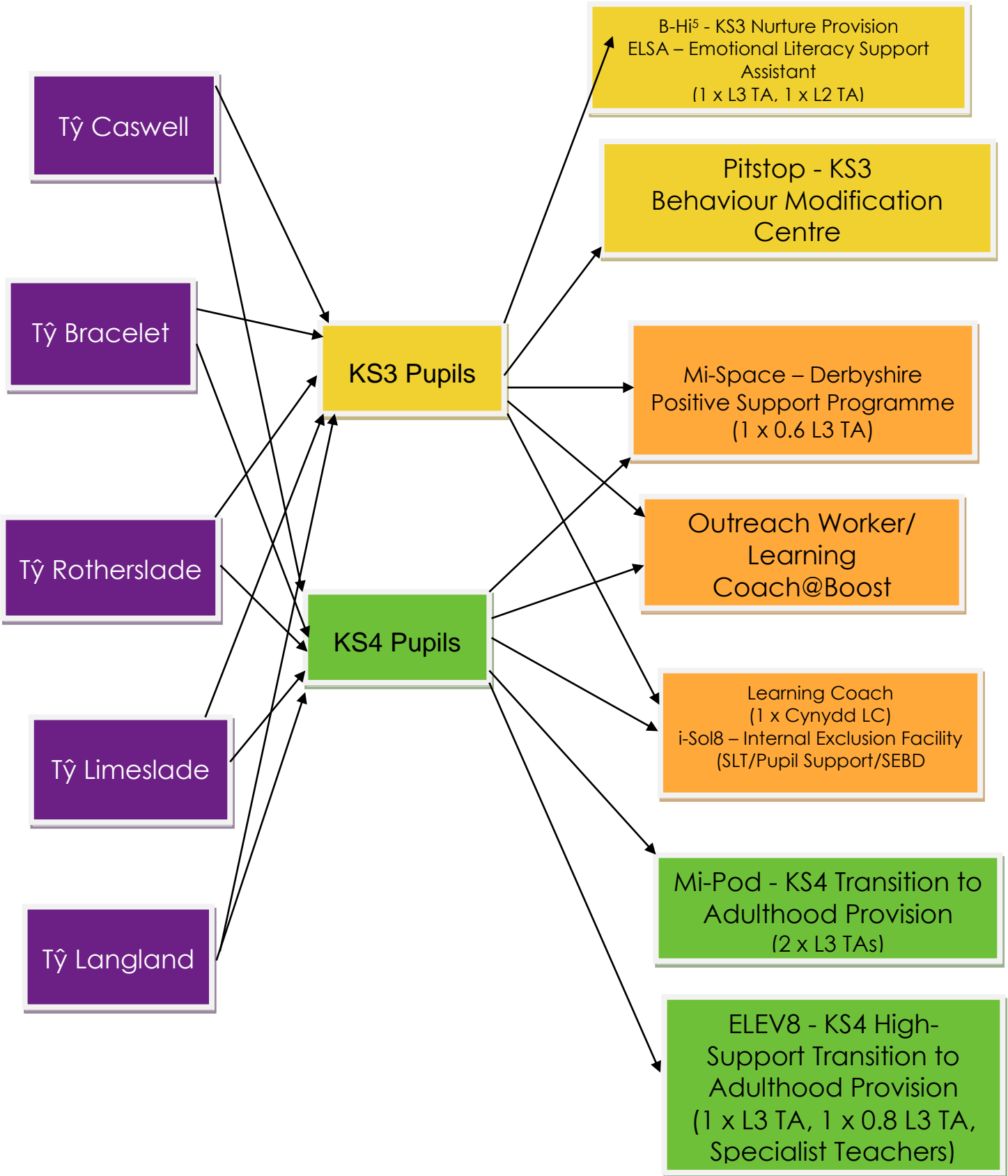
We are committed to the involvement of young people and their families in the consultation process. We firmly believe that it is crucial that families are kept informed of progress and achievements.

## AIMS AND OBJECTIVES

- To create learning environments that enable pupils to have a wide range of positive learning experiences within any of the SEBD provisions, mainstream and the wider community.
- To enable all young people to learn and develop their skills to the best of their ability.
- To promote a positive attitude and approach towards learning so that pupils enjoy all aspects of school life and gain the foundations for life-long learning.
- To provide a curriculum that is appropriate to meet the physical, emotional, developmental, social and spiritual needs of the individual.
- To enable young people to be creative and imaginative allowing the development of thinking skills.
- To encourage the growth of the individual's confidence and self-esteem, enabling them to have respect for themselves, whilst supporting their learning and development.
- To prepare young people for re-integration when a mainstream setting is sustainable.
- To ensure that all pupils receive support and guidance when planning re-integration.
- To work holistically with all partners in education, both within and outside the school, to benefit both the young person and their family.
- To ensure that all pupils receive the appropriate support and guidance to make the right choices in securing employment, education or training post-16.
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Assistant Head - Pupil Support

SEBD Coordinator - Teacher



## **SEBD Team**

Angharad Lear -	SEBD Coordinator – Teacher
Sarah Joiner –	ELEV8 English Teacher
Mike Davies –	ELEV8 Science Teacher
Matt Deer -	ELEV8 Maths Teacher (Yr 11)
Debra Treharne -	ELEV8 Maths Teacher (Yr 10)
Anna Kenny -	L4 TA: Learning Coach @BOOST
Amy Glass -	L4 TA: Cynnydd Learning Coach/11ELEV8
Yvonne Lear -	L3 TA: Home Tuition/Outreach
Dylan Treharne -	L3 TA: 10ELEV8
Sophie Hopkins -	L3 TA: B-Hi5/ELSA
Natalie Chapman -	L3 TA (0.8): B-Hi5/11ELEV8
Stacey Williams -	L3 TA: Pitstop/Mi-Pod
Claire Davies -	L3 TA: Pitstop/Mi-Pod
Karen Struel-White -	L3 TA (0.6): Mi-Space
Michael Edwards -	L2 TA: B-Hi5 Mainstream Support

## IDENTIFICATION

The B-Hi<sup>5</sup> and Pitstop are for pupils aged between 11 and 14 years; that is pupils in Year 7, 8 and 9.

The Mi-Pod and ELEV8 are for pupils aged between 14 and 16 years; that is pupils in Year 10 and 11.

Pupils usually take advantage of these initiatives following a multi-professional assessment and determination of needs and appropriate provision.

Most will be recognised as needing extensive support before they access the B-Hi<sup>5</sup>, Pitstop and ELEV8 and their needs are deemed to be best met by accessing these provisions.

These pupils will have already been identified as having Additional Learning Needs and will usually be receiving support at School Action Plus. All pupils at the B-Hi<sup>5</sup>, Pitstop and ELEV8 will be in receipt of an IEP/SEBP which will highlight pupils' strengths and needs, teaching strategies and targets. These are the tools by which pupil progress will be monitored and reviewed in order for them to fulfil their true potential.

Those pupils with a complex profile of needs which require support additional to and different from that offered in the mainstream will be provided with individualised programmes of learning.

It is also recognised that there are a number of pupils in KS4 who, for a variety of reasons, will find it difficult to access the entire learning pathway that they have chosen. The progress of these pupils is carefully monitored in network meetings through the analysis of their progress grades and attendance profiles. Any pupils identified as needing additional support are then offered an individualised package of support that incorporates sessions at the Mi-Pod.

The majority of pupils will attend these provisions via individualised timetables which will be devised based on the young person's assessment of strengths and needs.

Pupils who access the B-Hi<sup>5</sup>, Pitstop or ELEV8 will have one or a combination of the following:

- A Statement of Special Educational Needs, or be on the inclusion list for Special Educational Needs.
- Significant learning, social, emotional or behavioural difficulties or;
- Developmental difficulties that cannot be supported fully in the mainstream setting.
- A requirement for additional and different work to meet needs associated with social, emotional and behavioural difficulties.
- A requirement for high levels of support to structure their learning and social life.
- In receipt of support from external agencies or professionals at school action plus.
- A planned transition from an EOTAS provision.

The Boxall Profile is used to assess the young person's social, emotional and behavioural development. This assessment is conducted prior to entry and on exit of all provisions.

Pupils will only be able to access the B-Hi<sup>5</sup>, Pitstop or ELEV8 following mutual agreement between the parents/carers, Assistant Headteacher (Pupil Support), SEBD Co-ordinator and any other agencies involved with the pupil and their family.



Prior to entry into B-Hi<sup>5</sup>, Pitstop or ELEV8, an 'Admissions Meeting' will be held in order to identify needs, share information, devise an individualised programme and establish an effective working relationship with parents/carers. This will encourage future collaborative work and underline the importance of working in partnership with families.

## INTERVENTION

The intervention is all the planned activities that we organise aimed at promoting learning, personal growth and development. Parents/carers will be regularly invited to review their child's progress and their feedback will be considered and evaluated. The partnership between parents/carers and staff will be crucial to our success. The curriculum offered also includes the 'hidden curriculum' or what the children learn from the way they are treated and expected to behave, which is so important to their development and continual progress.

The curriculum in each provision is underpinned by the values that we believe in. The curriculum is the means by which the initiative achieves its objective in educating young people in knowledge, skills and understanding giving due consideration to the Every Child Matters agenda. The agenda's aim is for every child, whatever their background or circumstances, to have the support they need to:

Stay **S**afe.

Be **H**ealthy.

**E**njoy and Achieve.

Achieve **E**conomic Wellbeing.

Make a **P**ositive Contribution.

The positive learning experiences offered at the B-Hi<sup>5</sup> are centred upon developing skills in numeracy, literacy and behaviour management whilst encouraging the individual's confidence, self-esteem and approach to learning.

Within the B-Hi<sup>5</sup> and Mi-Pod flexible grouping arrangements are used to ensure that appropriate programmes, taking account of age and maturity, are provided.

The Mi-Pod is able to offer additional support in either the core subjects or their option choices in a small group environment. In addition to this all pupils are entered for Level 2 Certificate BTEC Succeeding with Employment, Education and Training (SWEET).

Pitstop is designed to meet the needs of the small minority of pupils at KS3 who find it challenging to access any mainstream learning. These pupils are usually those with significant challenging behaviour and are at risk of an EOTAS referral or permanent exclusion. This high-level support is provided through full-time placement at Pitstop for a 6 week intervention programme. Pupils are taught in one classroom by a behaviour specialist teaching assistant. The pupils are provided with transport to and from school and are only required to attend tutor-time in the mainstream setting. The pupils study Mathematics, English and skills-based learning supported by directed work on social communication skills. The main focus of support is the emphasis on behaviour modification. Post-intervention, pupils will be supported by a planned re-integration into the mainstream setting via the B-Hi<sup>5</sup>. All pupils are supported by the Educational Psychologist and Behaviour Specialist Teacher whilst placed at Pitstop.

ELEV8 is designed to meet the needs of the small minority of pupils at KS4 who find it challenging to access mainstream learning pathways. In the past these pupils would have been referred to EOTAS Panel. ELEV8 ensures these pupils remain very much part of our school whilst having the opportunity to access the qualifications they need to make a successful transition to employment, education or training. All pupils study English, Maths, Science, Prince's Trust XL Club and SWEET. They are also encouraged to continue with any other subjects they may have already

started and have an interest in. They take part in a range of supported off-site educational activities to supplement the on-site curriculum provision.

Within Bishop Gore School there is a strong culture of collaborative working with the LA's support services. A Behaviour Specialist Teacher has been fully involved in developing the SEBD provisions at Bishop Gore and provides ongoing training, advice and guidance for all staff. In addition to this, those pupils who are identified as needing specialist behaviour support are able to access this in a one-to-one setting with the BST.

Mi-Space is Bishop Gore's facility for the delivery of the Derbyshire Positive Support Programme. This provision supports pupils identified as having social, emotional and behavioural difficulties that would benefit from 1:1 directed work with a trained positive support worker. Mi-Space provides the opportunity to express and communicate feelings and difficulties; develop supportive and unconditional relationships; raise self-esteem celebrating personal strengths and acquire a complex range of life skills in order to achieve their potential. Mi-Space is a reliable, safe and supportive environment.

i-Sol8 is Bishop Gore's facility to support internal exclusion. Pupils across both key stages are issued with this sanction as a result of SLT on-call or as a penultimate consequence within the graduated response to SEBD.

Bishop Gore has identified the need for an Outreach Worker/Home Tutor. Flexibility within the SEBD team enables the provision of off-site tuition at home or in an agreed learning centre for those pupils experiencing medical or mental health difficulties including social anxiety and school refusers. This role also has the capacity to support those pupils in receipt of exclusion and those pupils who are supported by a reduced timetable via a PSP.

ELSA (Emotional Literacy Support Assistant) is Bishop Gore's intervention for those pupils who would benefit from a structured social skills programme. Such pupils are identified as having social communication difficulties, friendship issues and lack confidence and self-esteem. The 'Talkabout for

Teenagers' package is used as a framework and is supplemented by PSE thematic lessons.

Bishop Gore have benefited from the appointment of a Learning Coach funded by the new Cynnydd project. The Cynnydd Learning Coach works from within the SEBD team but alongside staff and pupils at the Mi-Pod and ELEV8. The role of this learning coach is to identify, refer and support pupils at Key Stage 3 and 4 who are at risk of becoming NEET. In doing so, the coach is able to access a delegated budget to fund off-site provision, vocational courses, transport, training and careers advice. Although the Cynnydd Learning Coach is within the SEBD staffing structure the role does not work with SEBD pupils exclusively. Pupils referred to the Cynnydd project have to meet specific criteria centring upon VAP information and other at risk of becoming NEET indicators. The role of the learning coach then continues via mentorship and rigorous monitoring of progress.

Learning Coach@Boost is the role created by Bishop Gore to match that of the Cynnydd Learning Coach. Boost meets the needs of pupils in receipt of free school meals who would benefit from additional support in order to access the Level 2/Level 2+ threshold. Such pupils receive mentorship from a Level 4 TA to support them with coursework, revision techniques, exam preparation and post-16 planning.

## IMPACT

The impact of all of these interventions is carefully monitored via pupils' attendance records, attainment (PGs), and conduct. The performance of pupils attending these provisions is carefully analysed to ensure we are improving outcomes for our most vulnerable pupils. Determination of impact is also informed by rigorous self-evaluation exercises.

## EXIT PROCEDURES

In the event that a placement breaks down or it is felt that the pupil is not making sufficient progress at the provision, a meeting will be arranged and all involved parties will be invited.

At this meeting alternative provision may be sought and appropriate referrals will be initiated if necessary.

Pupils who continue to present with challenging behaviour, who are becoming increasingly disengaged from school and are not responding to the support in place are discussed at our termly Multi-Agency Inclusion Meeting (MAIM). A support package will be sought from external agencies to ensure that these pupils and their families access the appropriate support network and a referral to EOTAS Panel will be made.

Pupils who successfully complete the intervention programme at Pitstop will begin a carefully planned re-integration into mainstream via the B-Hi<sup>5</sup>. Those pupils who do not respond to the high-level of support available at the provision will be referred to EOTAS Panel and will remain educated at the provision until an alternative placement is secured.

During the Summer Term at the end of KS3 all pupils accessing the B-Hi<sup>5</sup> are discussed at the house network meetings. Transition plans are formulated and put in place enabling each pupil to access their chosen learning pathway fully. These plans are agreed in consultation with parents/carers, pupils and any other agency involved. For a minority of pupils there will be an option to access some support from the Mi-Pod to ease their transition into KS4.

Transition to post-16 is carefully managed for pupils accessing Mi-Pod and ELEV8. Careers guidance and support is provided throughout their time at these provisions and reinforced by the learning coaches. Close partnership working with Career Wales ensures that all these pupils are closely monitored once they have left statutory schooling.

The house network meetings cultivate collaborative working within school amongst the Pupil Support Teams, EWS and Inclusion which provides wrap-around support for these pupils. During these meetings further support from other professionals is explored on an individual basis to prevent these pupils from becoming NEET post-16.

D. Treharne - Assistant Headteacher – Pupil Support

A. Lear – SEBD Coordinator

Reviewed: February 2017