



## **Catalyst Dilkes Academy**

### **Inclusion Policy**

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### **Policy Statement**

This document, reviewed in 2025, sets out our basic philosophy and teaching aims. It is our aim to ensure that every child has equal access to the curriculum. They are given a variety of tasks, appropriate materials and support, regardless of gender, race or ability. This policy includes teaching objectives and an outline of the curriculum structure. It is intended for use by the whole staff at Dilkes Academy, Parents and Governors. It will also form part of the overall aims and objectives of the School Development Plan.

### **Introduction**

Dilkes Academy is an inclusive school. We provide a curriculum with the opportunity for pupils to experience, understand and celebrate diversity, free from bias and stereotyping. We combat racial discrimination by promoting equality of opportunity and positive relationships between all groups through our resources, teaching and as good role models.

The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.

These requirements are likely to arise as a result of a child having additional needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum activities.

Children may have additional needs either throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

### **Aims and objectives**

The aims of this policy are:

- to create an environment that meets the additional needs of each child;
- to ensure that the additional needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's additional needs;
- to enable all children to have full access to all elements of the school curriculum.

### **Additional needs**

Children with additional needs have difficulties that call for special provision to be made. Many children may have additional needs at some time in their lives.

The SEND code of Practice issued in January 2015 instructs schools to identify and provide for children with SEND Multi-professional assessment is required to enable the L.E.A. to issue Educational Health Care (EHC) Plans.

In our school the Lead Teacher for Inclusion (SENDCO):

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's additional needs;
- monitors the progress of pupils with SEND and liaises with staff accordingly;
- supports and advises colleagues;
- maintains the school's SEND register;
- contributes to and manages the records of children with additional needs;
- manages the school-based assessment and completes the documentation required by outside agencies and the LEA;
- acts as the link with parents;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- acts as link with external agencies and other support agencies; including other schools to ensure a pupil and their parents are informed about options and a smooth transition is planned
- monitors and evaluates the additional needs provision and reports to the governing body;
- manages a range of resources, human and material, linked to children with additional needs.
- works with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- has an awareness of the provision in the Local Offer.

### **The role of the governing body**

The governing body monitors the provision for pupils identified as having additional needs.

The governing body has decided that children with additional needs will be admitted to the school in line with the L.E.A. agreed admissions policy.

### **Allocation of resources**

The SENDCO and SLT are responsible for the operational management of the specified and agreed resourcing for provision within the school, including the provision for children with an EHC plan.

The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The headteacher and SENDCO meet to agree on how to use all funds directly related to SEND provision, including funds allocated to support non-statemented and statemented pupils.

### **Assessment**

Early identification is vital. The class teacher informs the SENDCO and parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices.

The assessment of children reflects, as far as possible, their participation in the whole curriculum of the school. The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

### **Code of Practice**

- **SEND**
  - i) A child or young person has SEND if they have a learning difficulty or disability which calls for a special educational provision to be made for him or her.
  - ii) A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
    - a. has a significantly greater difficulty in learning than the majority of others of the same age. Or
    - b. has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools
  
- **A statement of Special Educational Needs.**

Thurrock Education Department seeks a range of advice before issuing a formal statement, now known as an Educational Health Care Plan (EHC Plan). The needs of the child are considered to be paramount in this. The EHC Plan outlines the support that should be made available to the child and the necessary hours to deliver this support. The SENDCO co-ordinates the provision of this support to enable the child to meet the targets identified in the EHC Plan.

### **Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum, which is adapted to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.
- to develop independence skills in order to support learning of life skills and wellbeing

Teachers use a range of strategies to meet children's additional needs. Lessons have clear learning objectives; we adapt work appropriately, and we use assessment to inform the next stage of learning.

All children have learning targets which are designed to support them to make progress. For some children, in addition we break down the existing levels of attainment into finely graded steps and targets, thus ensuring that all children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. However, there are times when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. Class teachers and SENDCO work together to design specific support packages for children with SEND, if appropriate.

The school supports children with social, emotional and mental health needs to learn to manage their own emotions and behaviour, enabling them to successfully access the curriculum. Social skills groups, one to one mentoring and counselling are used to support these children from time to time.

The building has been modified with ramps to accommodate wheelchair bound pupils. There are also disabled toilets in the building.

### **Partnership with parents**

The school prospectus contains details of our policy, and the arrangements made for these children in our school.

We encourage parents to make an active contribution to their child's education. We have regular meetings where class teachers share the progress of children with their parents. In addition, consultation times are made available for parents of children with SEND to gain specific advice/information from the SENDCO. This is in the form of a Structured Conversation where parents can share information about their child and parents and school can jointly set additional targets that will support pupils to make progress in specified areas of need.

### **Monitoring and evaluation**

The SENDCO monitors the progress of children in the SEND and vulnerable cohorts in school.

Review of progress in all core areas in accordance with National Expectations and towards Structured Conversation targets is carried out regularly by SENDCO, parents, Class teachers and child.

Progress of SEND cohorts is identified in half-termly data analysis and reviewed by Class teachers and SLT at Pupil Progress Meetings. Further action is identified as appropriate.