

Pudsey Grangefield Maths and Computing College

Inclusion Policy (this policy includes SEN provision)

The school recognises its duty to promote Disability Equality in School and adopts all relevant duties under Disability Discrimination Amendment Act 2005 (Education Leeds Guidance Notes – November 2006)

The school affirms all the outcomes of Every Child Matters in its mission statement and core values

Mission Statement

Pudsey Grangefield school aims to develop in all our students, those abilities, behaviours and beliefs, which equip them to enjoy and share a life of achievement and personal fulfillment.

Through an exciting curriculum, stimulating learning styles, personal coaching and the newest technologies, we seek to empower our young people as: **'fearless lifelong learners' equipped with '21st Century skills' rooted in 'a secure framework of personal and social values'**

Pudsey Grangefield Maths and Computing College is committed to providing a learning environment which is accessible to all students, staff, parents and visitors regardless of their education, physical, social and cultural needs. We aim to facilitate full participation of students with a variety of needs in all areas of school activity and maximise their achievements. Students with learning difficulties and those who need extension to their learning are given suitable additional help and support. Progress is regularly assessed and monitored and reported to parents. We value the presence of every child, irrespective of need and the school site and buildings incorporate provision for disability in adults and children. The school possesses a fully equipped care suite and employs a full time Health Co-ordination

Personalisation is at the centre of all processes, procedures and planning.

A Charter of Pupil Rights

As a member of Pudsey Grangefield School you have the right :

- To live your life in peace and safety.
- To be an individual and be proud of being different.
- Not to be bullied.
- To say 'no' firmly to anything you think is wrong.
- To tell a member of staff if someone is making you unhappy.

Personalisation at PGS is built on four cornerstones

- Curriculum

- Teaching and Learning
- Relationships
- Progress and Attainment

The governing body, in co-operation with the Principal, is responsible for the school's general policy and practice for INCLUSION.

The team delivering the PGS INCLUSION policy and with day to day responsibility is led by the Deputy Principal(Student Effectiveness) Assistant Principal – Individual Personalisation and the SENCOs.

Objectives

1. The school recognises that all students are entitled to access a broad, balanced and relevant curriculum whatever their individual needs.
2. All staff (teaching and non – teaching) are responsible for the early identification , assessment , monitoring , teaching and inclusion of students with SEN.
3. All students are fully included in the educational and social life of the school. All parents and carers are involved as partners.
4. All students with SEN are actively involved in their own learning.
5. The school works in partnership with outside agencies/ schools
6. The climate and ethos of the school recognises the abilities and talents of all students and seeks to develop their knowledge and skills.

Processes and Practice

1. The curriculum is reviewed by the Deputy Principal (Teacher Effectiveness) and curriculum leaders. At transition stages (Years 8,9, 10 & 11 students and parents/ carers are guided through the pathways process by their Coach, the Connexions/ Careers service, consultation evenings and individual interviews with SLT.

Students identified as having special needs with a statement of needs or at School Action Plus have an Individual Education Plan ,discussed and reviewed with the student and parent/ carers. This is issued to staff to inform teaching and learning.

At transfer all Year 7 students are tested in reading and writing by the SENCOs and this information is disseminated to staff. Midyis and Yellis predictive testing is carried out in Years 7 and 10 respectively. The results of this testing , together with evidence of prior attainment, is used to produce target levels and grades for students at all Key stages. The needs of students with SEN are met in the classroom through the use of suitably

differentiated materials (as specified on the IEP) and the support of learning Support Assistants. Students with special needs or in need of extra support are placed in Nurture groups with Nurture coaches who assist in every lesson, thereby providing a stable, recognisable 'face' as students progress from lesson to lesson.

Also at transfer (Year 6 – 7) a directory of Needs and Talents is compiled to recognise each student individually.

2. The progress of all students is tracked via six data entry points throughout the school year. This data recognises the effort and behaviour of all students .
3. All students undertake a self- review of progress in learning and set targets for improvement at the annual Review day with Lead Coaches and parents/carers.
4. All students have access to the full range of activities offered by curriculum and pastoral teams. All events are fully risk assessed. Parents are consulted and have the opportunity o discuss any concerns.

Students on the SEN matrix have an IEP which is discussed fully with them by the SENCOs or Year Leaders, as appropriate. A fully personalised IEP is currently in development for more able students and students identified as 'Aim Higher'. All students are full partners in the life of the school. Their views are recognised through the year and Student Council and student voice. Parents' views are regularly sought through the biannual Keele Survey and feedback at Review days and Open and Consultation evenings.

5. The school works with all outside agencies to support students in their learning:
Ed Pysch
AIO
CAMHS
AMB
Connexions
6. The school has a Student Council comprised of students from years 7 -13. Year groups also have their own council. Student voice is consulted in year teams, subjects and after major year group 'days' and events.

(Other relevant policies :Teaching & Learning , Disability Equality Scheme)