

Inclusion Policy: Additional Learning Needs

It is our belief that the achievements of all children should be celebrated at every opportunity. We aim to provide equality of opportunity for all of our students to excel and ensure that individualised enrichment activities are accessible. We set high expectations for all pupils, regardless of their prior attainment. We use assessment to set deliberately ambitious targets and deliver high-quality teaching that is differentiated, personalised, and meets the individual needs of the majority of children. Some children require educational provision that is additional to or different from this, and we use our best endeavours to ensure that such provision is made for those who need it.

Our Vision

At Aspen Heights British School, we aim to ensure that every student has a positive and happy experience of school, as well as the opportunity to excel and develop. To this end, we aim to provide the best possible learning environment for all of our students.

We recognise the need for teaching that is high quality, differentiated, and fully inclusive. We aim to provide equal opportunities for all of our studying and to ensure that individualised activities are accessible.

We believe that the achievements of all students should be celebrated at every opportunity; by tailoring our curriculum to the individual needs of our children, we make sure that they are able to enjoy and celebrate all of the progress that they make.

Mission, Strategy, and Targets in Promoting Inclusive Education

Mission: Our mission is to ensure that all students receive personalised learning experiences that enable them to make great progress from their individual starting points. We believe that all our teachers are inclusion teachers, and we place adaptations and differentiation at the core of our teaching practices to ensure every child in our school can achieve and make progress.

Strategy: To fulfil our mission, we will employ Inclusion Teachers in each cycle of the school, provide continuous training and support to ensure that all teachers feel confident in supporting their students' learning and progress, and enhance the pastoral support within the school.

Targets: Our primary target is that all children make better-than-expected progress from their own individual starting points.

Definition of Inclusion

Every student at Aspen Heights has a right to an education, and we make all possible adaptations to ensure that we offer an environment in which all students can learn. Our definition of inclusion means that students who have additional learning needs are taught in a regular classroom setting. These students are only withdrawn to access specialised curriculum support when it is not appropriate to provide such support within the classroom.

Categories of Additional Learning Needs

1. **Communication and Interaction:** Children with speech, language, and communication needs (SLCN) may have difficulty communicating with others. This can include difficulties in saying

what they want, understanding what is being said to them, or using social rules of communication. These needs may vary over time. Children with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, often face challenges with social interaction, language, communication, and imagination, affecting how they relate to others.

2. **Cognition and Learning:** Support may be needed when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and specific learning difficulties (SpLD), which affect one or more specific aspects of learning.
3. **Social, Emotional, and Mental Health:** Children may experience social and emotional difficulties manifesting as withdrawal, isolation, challenging behaviour, or other responses to various triggers. These may reflect underlying mental health issues such as anxiety, depression, or disorders like attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), or attachment disorder.
4. **Sensory and/or Physical Needs:** Some children require special educational provisions due to disabilities that prevent or hinder them from using educational facilities generally provided. These difficulties can be age-related and may fluctuate. Many children with vision impairment (VI) or hearing impairment (HI) require specialist support and/or equipment to access their learning. Some children with physical disabilities (PD) need ongoing support and equipment to access opportunities available to their peers.

Staffing Arrangements and Eligibility

Aspen Heights is committed to providing high-quality inclusive education through a well-qualified and dedicated team of professionals. Our staffing includes Inclusion Teachers, Inclusion Assistants, and support for individual assistants employed by families to aid their children. Inclusion Teachers are fully qualified teachers with additional qualifications in inclusive education and/or Special Educational Needs. The Head of Inclusion oversees the implementation of inclusive practices and ensures that staff members receive ongoing training and support to enhance their skills in supporting students with diverse needs.

Individual Assistants

Where a student with additional learning needs requires additional individualised assistance for personal care and other non-teaching related support, schools may seek the provision of a parent-funded Individual Assistant, which is not part of the school's standard inclusive provision. The school will provide some training and support for the Individual Assistant and maintain records on the Enterprise Student Information System (eSIS) and Private Schools Staff Information System (PASS) to indicate the provision of an Individual Assistant for a particular student. The class teacher's will direct the Individual Assistant in the everyday support for the students. If the Individual Assistant is absent, they must inform the school and the parents. The student will be unable to attend school without the Individual Assistant unless otherwise agreed.

Accessibility and Evacuation of the Campus and Learning Spaces

To ensure that our campus is accessible to all students, Aspen Heights has implemented a range of accessibility features across all buildings. These include lifts that provide access to all floors, designated parking spaces for people of determination, and ramps to facilitate easy entry into buildings. In case of emergencies, evacuation chairs are available to ensure the safe evacuation of all students. These measures are part of our commitment to providing a fully accessible learning environment that meets the needs of all students.

Inclusive Teaching, Learning Support, and Assessment Accommodations

At Aspen Heights, we prioritise inclusive teaching practices to ensure that all students have the opportunity to succeed. Teachers employ Quality First Teaching strategies, adapting and differentiating all lessons to at least three levels to cater to the diverse learning needs of students. Visual supports are used in every lesson to enhance understanding. For students who require additional support, pre-learning and over-learning strategies are implemented to provide a more equitable starting point. Our Inclusion Teachers are highly trained in a variety of interventions, including phonics teaching strategies, LEGO therapy, signing, behaviour support, and communication and interaction interventions, to name a few. In Key Stages 4 and 5, lessons are further differentiated and adapted to ensure accessibility for all students, and assessments are conducted in accordance with the "Exam Access Arrangements" section detailed in this policy.

Identification and Referral

The identification and referral of additional learning needs at Aspen Heights can occur through multiple channels:

- At enrollment when parents inform the school of an existing, diagnosed educational need.
- During the school year when a parent raises a concern with the Form Advisor, Class Teacher, or Head of Inclusion.
- At enrollment through school reports provided by previous schools.
- After quality first differentiated teaching, assessments, and close monitoring of progress.
- Through observations and screenings by a member of the Inclusion Team.
- During student progress meetings when reviewing examination/test results/assessments.
- When a student self-nominates.
- Through information provided by external agencies (e.g., speech therapist, physical therapist, psychologist).

Roles and Responsibilities of Stakeholders

Parents play a crucial role in the education of their children at Aspen Heights. Throughout the year, parents are actively involved in their child's learning process. For students who require a Success Pathway Plan, the class teacher collaborates with parents, a member of the Inclusion Team, and, when applicable, the child's therapists to set and review targets and monitor progress. The Inclusion Team maintains regular contact with families, sharing intervention plans and suggesting strategies that can be used at home to further support the child's progress. The Head of Inclusion operates an open-door policy, encouraging parents to discuss their child's progress at any time. For children receiving in-school therapy services, a formal meeting is held at least once per year to review the child's targets and progress in the therapy program. The Inclusion Team also engages in informal discussions with therapists to ensure that the strategies used in therapy are reinforced in class and during interventions, as appropriate.

Procedures for Providing Inclusion Support

1. A student whose learning and progress are hindered by an EAL/ELL need or who has shown little or no expected progress after personalised strategies and differentiated teaching will be placed on the SEN/ALN register as Tier 2, assessed by a member of the Inclusion Team, and placed in small group interventions appropriate to their area(s) of need. They will receive an Elevation Plan detailing the support in place.

2. A student with a diagnosed need that hinders learning and progress, or who has not responded to several small group interventions, will be placed on the SEN/ALN register as Tier 3, provided with one-to-one support and/or small group interventions appropriate to their area(s) of need, and have an Individual Education Plan (Success Pathway Plan) completed and shared with parents.
3. A student whose behaviour hinders the progress and learning of others may have an Individual Behaviour Plan (Pastoral Support Plan) completed and monitored by the Form Advisor, Class Teacher, Head of Inclusion, and/or Heads of Schools, and shared with parents.
4. The Form Advisor or Class Teacher and Head of Inclusion will ensure that lessons and activities are appropriately adapted, classwork and homework are modified as necessary, accommodations for assessment are made, and parents are guided in supporting their child's learning at home.

Examples of Inclusion Interventions

- **One-to-one withdrawal:** The student works with a member of the Inclusion Team, focusing on specific areas of need as stated in their IEP (Success Pathway Plan) or their Elevation Plan.
- **Small group withdrawal:** A small group of students follows a 6-8 week intervention program with a member of the Inclusion Team, tailored to a particular area of need they share.
- **Small group in-class support:** A member of the Inclusion Team supports a small group of students during their lesson to ensure that they access the learning objective and remain focused.

Monitoring and Evaluation

To ensure expected progress is made and maintained:

- Regular monitoring of students with additional learning needs (ALN) will occur through in-class observation and relevant assessment by a member of the Inclusion Team before and at the end of group interventions.
- A student's IEP (Success Pathway Plan) will be reviewed termly, with new targets set and shared with parents.
- Where a student receives support from an outside agency (e.g., speech therapy, physiotherapy), their progress will be monitored through the agency's assessments and meetings with parents.
- Meetings will be held with teachers, parents, and external agencies (as appropriate) to discuss and review progress.

In-School Services: Working with External Agencies

When the Inclusion Team identifies that a student is not making the expected progress despite well-founded interventions and high-quality teaching, we may involve specialists to enhance our understanding of the student's needs. Aspen Heights has established relationships with a variety of therapists (Speech, OT, Physio, ABA, and others) and local psychologists to facilitate this support.

Exam Accommodations: Access Arrangements and Reasonable Adjustments

In order to ensure all students receive the best possible opportunity with in-school assessments and examinations, access arrangements will be made depending on the needs of the student. For examinations, including iGCSE, all access arrangements will follow the *Joint Council for Qualifications*

(JCQ) Access Arrangements and Reasonable Adjustments. A copy of this can be found online or in the Head of Inclusion office. Students who require access arrangements and reasonable adjustments will be used to this way of working and will have used these arrangements in class and during in school assessments. Some of the accommodations available are: extra time, supervised rest breaks, reader, scribe, prompter, bilingual dictionary, modified papers (font size, paper colour etc). These are all dependent on the level of need of each individual student. The Heads of Phases, Year Group Leads and the Head of Inclusion will discuss with class teachers whether students require access arrangements for their exams/assessments.

For students who are sitting their IB examinations (Years 12-13), the access arrangements they receive will be based on the *IB Access and Inclusion Policy*. A copy of this can be found online or in the Head of Inclusion office. Students who require access arrangements and reasonable adjustments will be used to this way of working and will have used these arrangements in class and during in school assessments. Some of the accommodations available are: extra time, supervised rest breaks, reader, scribe, prompter, bilingual dictionary, modified papers (font size, paper colour etc). These are all dependent on the level of need of each individual student. The Heads of Phases, Year Group Leads and the Head of Inclusion will discuss with class teachers whether students require access arrangements for their exams/assessments.

School Counsellor

At Aspen Heights we also aim to ensure the emotional wellbeing of every student. To this end, we closely monitor students' behaviour to ensure that it does not prevent themselves or others from learning.

Students, who are experiencing challenges in their interactions with other students, emotionally or behaviourally, can be referred to our school counsellors, for support.

Professional Development for Teachers

Aspen Heights is committed to the continuous professional development of its staff in relation to inclusive education. All teachers receive regular training on differentiation, adapting teaching for diverse needs, and strategies to support students with specific learning difficulties. This professional development ensures that our staff remains equipped with the latest knowledge and best practices to support all students effectively.

The Oasis Class

At Aspen we know that sometimes mainstream education is not the right choice for a child at that moment. Due to this, we have an Autism Resource Base (ARB), known as the Oasis class. This is an early intervention class for children from FS1 (nursery) to Year 2. This provision has a high ratio of adults to ensure that the teaching is highly personalised enabling the children additional support and time to develop the skills needed to access mainstream education. As well as following the National Curriculum for England in a way that is personalised for them, they will also follow the Autism Education Trust Framework to support their skills development.

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