

Inclusion (SEN/POD) @ Aspen Heights we ...

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.

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 to develop. To this end, we aim to provide the best possible learning environment for all of our students.

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

At Aspen Heights 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.

Definition

Every student in Aspen Heights has a right to an education and we will make all possible adaptations to ensure that we offer an environment in which all students can learn.

Our definition of inclusion means that those students/persons of determination who have additional educational needs will be based and taught in a regular classroom. These students will only be withdrawn to access curriculum support when it is not appropriate to provide such support in that classroom.

A student will need additional support if he/she has:

- cognition and/or learning needs: a student who learns at a significantly slower pace, even with appropriate differentiation, than the majority of students of the same age
- sensory and/or physical needs: a student with a physical and/or medical difficulty that hinders or adversely affects their educational performance
- communication and/or interaction needs: a student who has difficulty with speech, language and/or communication that hinders or adversely affects their educational performance
- behaviour, emotional and/or social needs: a student who experiences a wide range of social and emotional difficulties which hinder their concentration and progress, and that of others in the class
- a severe English as an Additional Language (EAL) need that is hindering their learning

Identification

A variety of identification strategies are available and used in Aspen Heights. It is important to note that no single process will be used in isolation. The identification process will be on going and continually monitored by all of the adults who work with the student.

Identification can be made:

- at enrolment when a parent informs the school of an existing, diagnosed educational need, or during the school year when a parent raises a concern with the Class Teacher or Head of Inclusion
- at enrolment through school reports provided by previous schools
- after quality first differentiated teaching, assessment (both informal and formal) and close monitoring of progress, the Class Teacher or Year Head informs the Head of Inclusion of their concerns
- through observations by a member of the Inclusion team
- at student progress meeting when the Class Teacher reviews test results/assessment with the Key Stage leader and Head of Year

- when a student self-nominates
- through information provided by external agencies (speech therapist, physical therapist, psychologist, etc..)

Procedures for providing inclusion support:

- a student whose learning and progress are seriously hindered by an EAL need or a student who, after personalised strategies and differentiated teaching has taken place, has shown little or no expected progress, will be placed on the SEN/POD register as School Action (Wave 2), assessed by a member of the Inclusion team and placed in small group interventions that are appropriate to their area(s) of need. The Class Teacher will inform the parents of these interventions.
- a student who has a diagnosed need that hinders their learning and progress, or a student who has not responded to several small group interventions, will be placed on the SEN/POD register as School Action Plus (Wave 3), provided with one-to-one support and/or small group interventions that are appropriate to their area(s) of need and will have an Individual Education Plan (IEP) completed and shared with their parents.
- a student whose behaviour hinders the progress and learning of other students, who has been on a behaviour chart and who has had repeated red cards recorded, will have an Individual Behaviour Plan (IBP) completed by the Class Teacher and Head of Inclusion, and shared with the parents.
- the Classroom Teacher and Head of Inclusion will ensure that lessons and activities are appropriately differentiated, that classwork and homework, if necessary, are modified, that assessment, if necessary, is adapted and that parents are guided in the best ways to support their child's learning at home.

Examples of Inclusion Interventions:

- One-to-one withdrawal: the student will work with a member of the Inclusion team, focussing on the student's specific area(s) of need as stated in their IEP
- Small group withdrawal: a small group of students will follow a 6-8 intervention programme, with a member of the Inclusion team, tailored to a particular area of need that they share such as fine motor skills, gross motor skills, phonics, reading, writing, social skills.
- Small group in-class support: a member of the Inclusion team will support a small number of students during their lesson to ensure that they access the learning objective and remain focused and on task.

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 counsellor, for support.

Monitoring

In order to ensure that expected progress is being made and maintained, regular monitoring of SEN/POD students will take place.

- in-class observation and relevant assessment by a member of the Inclusion team will take place before and at the end of group intervention
- a student's IEP will be reviewed in January and May of each academic year. New targets will be set and shared with parents.

- where a student is in receipt of support from an outside agency (speech therapy, occupational therapy etc) the Head of Inclusion will liaise with the therapist to ensure best practice and strategies are shared with the Class Teacher and all other adults who work with the student.
- a student's behaviour log will be continually monitored and adjusted appropriately.