

Inclusion Intent Policy

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The Intent of Inclusion at Mulberry Academy Shoreditch

The Inclusion Team is based on the very simple premise that every child deserves to succeed at school. Every child, whether they are Pupil Premium, LAC, previously LAC, SEND or EAL, should be educated to the highest standard, enjoy their time in school, achieve their full potential and begin to be shaped into the world-ready adults who can contribute to society and lead full and independent lives.

Every member of staff in a school is a member of the Inclusion Team: teachers, teaching assistants, office staff, catering staff and lunchtime supervisors. Inclusion is not solely down to the SENCO or Head of Inclusion – it is embodied, engendered, encouraged and facilitated by them. Ultimately it is a whole-school ethos of quality first teaching.

The aim of the Inclusion Team is to allow teachers to feel empowered, trained, skilled and supported to differentiate across every curriculum area to enable learners to access work throughout subjects independently or with tailored and carefully-planned support. Pupils are tracked and data collated, examined and used to inform practice regularly and effectively.

Our SIMS system is a one-stop shop for all relevant information to support staff in meeting the needs of the learners in their classes.

Equally, staff are asked to identify and refer any pupils causing concern to the Inclusion team. This may be where SEN has not yet been highlighted, but it is felt that pupils may need extra support or specialist diagnosis. Equally, it may be concerns about attendance or any other vulnerabilities that are impeding a child in making progress.

The starting point of every child in every subject or area of development is built upon, using thorough formative and summative assessment and knowledge of the pupils to inform planning. Differentiation is not simply via outcome. Rather than expecting learners to bend to the needs of the curriculum, the curriculum is adapted to them and therefore in any class, in any subject at any one time there may be learners accessing a variety of learning outcomes in a range of ways, using a variety of resources suited to their individual needs. This enables every student, irrespective of their starting point, to make progress and experience success.

Different learners access information in different ways and the aim of the Inclusion Team is to ensure that all staff know of the best way for pupils to learn and make progress. Specialist resources, which have been proven to help individual children, are shared with staff as well as methods for delivering tasks and structuring them for specific learners. These include:

- coloured overlays for dyslexic learners;
- Now and Next board for ASD pupils;
- mindmaps
- use of visual information – not always verbal;
- chunking longer tasks

Use of these strategies facilitates the development of pupils' knowledge and their ability to understand and access tasks more independently. The consistency of their use in classrooms across the school for all subjects supports the pupils in making links in their learning. At times, teaching assistant support may be planned into lessons to allow pupils to be supported in their understanding of a task and the progress in their learning.

Every child is an individual, who accesses information in different ways, learns in different ways and presents their learning in different ways. Therefore, high quality differentiation is employed in every aspect of the curriculum, whether through resources, planning or outcomes.

Close tracking and regular monitoring of pupils' progress ensures that any intervention is swift and correctly matched for need. The impact of interventions is assessed regularly. We use the Education Endowment Fund to help us identify which interventions to use in school. Close monitoring of interventions ensures that funding is being spent in such a way as to maximise impact and secure value for money.

Not all needs are purely academic. The aim of the Inclusion Team is to address all needs of all learners, including: sensory, social and emotional needs.

The school environment is continually being improved and adapted to create areas of low distraction to avoid sensory overload. Outside of the National Curriculum, staff-run groups and interventions have been created to teach and support the development of life and social skills, such as through Lego therapy, games club, Haven club and Film Club.

Inclusion is a whole-school ethos and therefore an essential component of every department. Each department works in conjunction with the Inclusion Team to ensure that all pupils – no matter what their needs – are catered for and make progress within school.