



## **Inclusion – A Policy Statement**

### **Aims:**

- At Kingsbury School we are committed to working towards the standards as defined by Warwickshire, Staffordshire and Birmingham Councils.
- We aim to promote 'presence', 'participation', and achievement for all our students (AFA).
- We aim to be classified as 'leading edge' with regard to our work and practice for inclusivity.

### **Objectives:**

- I. To ensure that all students who belong to any of key groups have been identified.
- II. To share such information from (I) with all staff so that needs can be fully assessed and met.
- III. To fully develop the work and practices which fall into eight areas for INCLUSION. These areas being: Leadership, Management/Organisation, Ethos and Environment, Teaching and Learning, Pupil Progress and Development, Staff Development, Collective Review and Parental/Community Involvement.
- IV. To identify a member of staff to 'lead' on each of the 28 standards and to be responsible for further developments in the provision and practice for inclusivity.
- V. To place INCLUSION firmly at the centre of the school's plans for development by making it a focus for School, Faculty and Pastoral Short and Long term Improvement Plans.

### **Methodology:**

- A member of the Leadership Team assumes overall responsibility for INCLUSION (Mrs Eyre).
- All staff and governors are made familiar with the Standards for Inclusion which are used to measure and achieve inclusive educational practises through Teacher Training Days, Leadership Team Meetings, Governors INSET and Subject/Pastoral meetings.
- The students who belong to the various vulnerable groups are identified using information from Primary Schools, parents, SENCO staff, Social Services,



Connexions, the EWO, performance data, the Local Education Authority, EOTAS, LAC, SIMS records and the Young Offenders Team.

- Preferred learning styles are identified and recorded along with INCLUSION codes for all students, which are available on SIMS.
- Information about students is shared appropriately and sensitively so that there is no infringement of the rights of the individual.

### **Monitoring and Evaluation**

- Information is updated regularly throughout the year and verified by the key staff responsible on a termly basis.
- Information is shared with all staff and the Subject and Pastoral Improvement Plans are reviewed throughout the academic year to ensure targets are being met.
- Performance Indicators are used to assess 'presence', 'participation' and 'achievement' of the identified groups of students.
- Members of the Leadership Team work with Subject and Pastoral to ensure that standards are being met.
- Existing inter-agency working principles are used to monitor and support vulnerable individuals.

Approved by:

Date:

Review date:



## **Being a Dyslexic Friendly School**

### **What is Dyslexia?**

The British Dyslexia Association's (BDA) working definition of dyslexia refers to 'difficulties that affect the learning process in one or more of reading, spelling and writing'. The definition goes on to give 'accompanying weaknesses', including short-term memory, spoken language and motor skills.

The BDA states that dyslexia is independent of social or economic factors or intelligence.

### **A Dyslexic Friendly School is on which:**

- Understands Dyslexic difficulties
- Understands Dyslexic strengths
- Has access to specialist expertise – in house and externally
- Has a whole school, cross curricular approach
- Is outstanding in its inclusive practice
- All students with difficulties are supported
- Students feel less frustrated with any difficulties they have and better self esteem
- Confident stakeholder

### **Strategies for Dyslexia in the Classroom**

- ◆ Do not pace backwards and forwards.
- ◆ Provide reading lists in advance.
- ◆ Place key points/phrases on OHP or whiteboard/blackboard.
- ◆ Give both oral and written instructions.
- ◆ Provide new technical terms in advance.
- ◆ Lip reading and signing is tiring – consider frequent rest breaks.
- ◆ Use of white space – avoid continuous text.
- ◆ Prepare course material early – to allow alternative formats to be produced in time.
- ◆ Repeat discussion questions while facing the class.
- ◆ Videos – provide a written summary of what the video shows in advance or transcript or have it sub-titled.



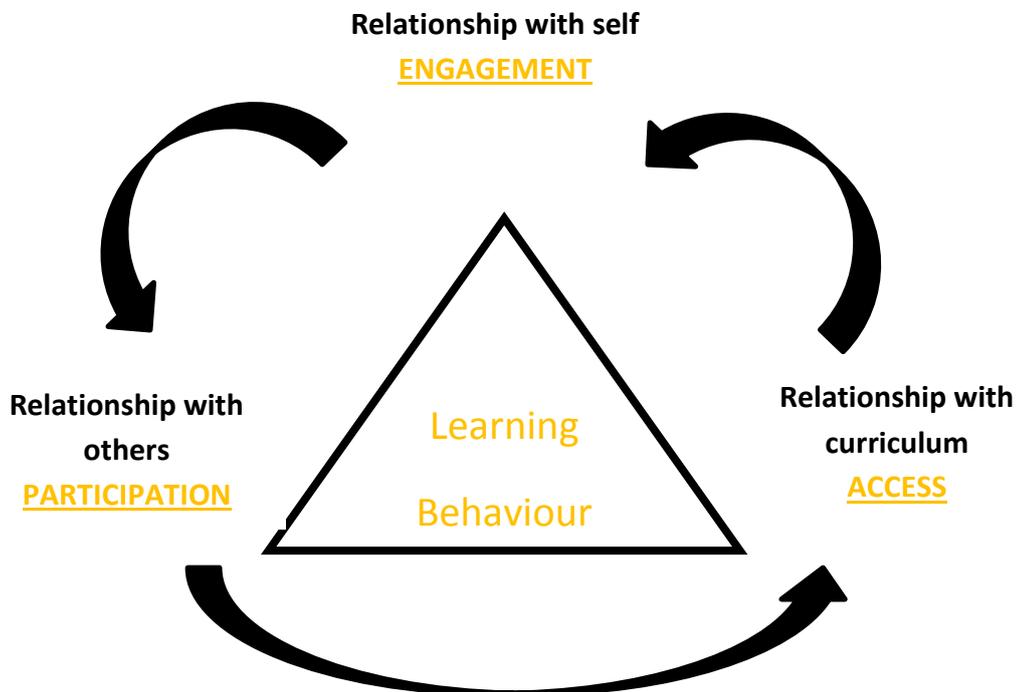
### Behaviour for Success and Supporting the SEND Students

'Behaviour in classrooms and whole school settings does not occur in isolation. It is the product of a variety of influences and not simply the product of a student's unwillingness to behave or learn.'<sup>1</sup>

The concept of behaviour for learning is taken from Bronfenbrenner's work on Ecological Systems. He proposed that there are four states that influence a human's behaviour. These are:

- Micro system – family/classrooms
- Meosystem – 2 microsystems in interaction
- Exosystem – external environments that influence development
- Macrosystem – socio cultural context

What does this look like at Kingsbury?



<sup>1</sup> [www.behaviour4learning.co.uk](http://www.behaviour4learning.co.uk)