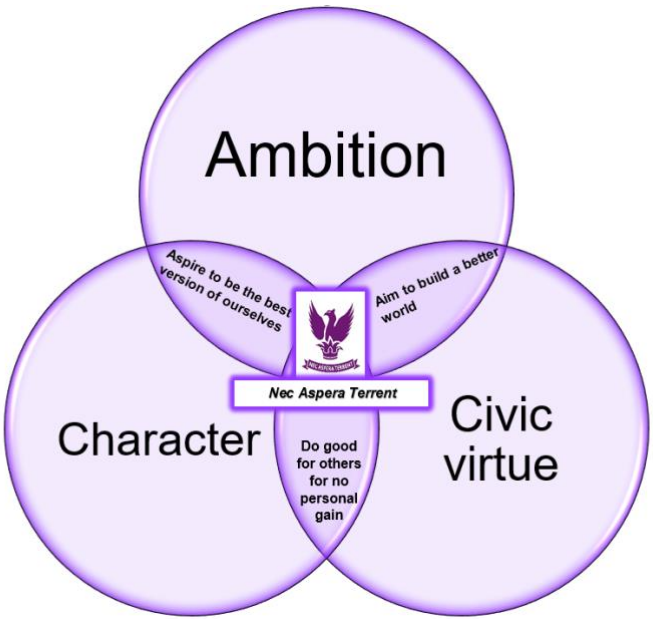
DRAYTON MANOR HIGH SCHOOL

INCLUSION POLICY

Part 1: Governors' Statement of Intent

Part 2: Organisation

Part 3: School Inclusion Policy



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PART 1 - STATEMENT OF INTENT

In particular, the Governing Body has a duty to

- do its best to ensure that all students with Special Educational Needs and Disability (SEND) are appropriately catered for
- ensure that where the 'responsible person' (the Head and/SEND Governor) has been informed by the Local Authority (LA) that a student has SEND, those needs are made known to all who are likely to teach them
- ensure that all teachers are aware of the importance of identifying and providing for any pupils with SEND
- the school will review and evaluate the breadth and impact of the support they offer or access. The school will work with the local authority in reviewing provision available locally, developing the local offer along with other education providers and with have due regard to promoting disability equality
- ensure that students with SEND join in the activities of the school together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the provision of efficient education for children in the school and the efficient use of resources
- ensure that parents are notified of a decision by the school that their child has SEND
- establish a SEND policy which is publicly available and can be easily understood by parents; and review that policy on a regular basis
- ensure that the SEN Code of Practice is followed and reviewed annually
- monitor school practice through the Curriculum, Student Welfare and Premises Committee.

The Role of the SEND Governor
The role of the SEND Governor is mostly strategic and may involve

- developing and maintaining an awareness of SEND provision in the school on behalf of the Governing Body
- ensuring the responsibilities for SEND provision are shared within the school
- meeting the SEND Coordinator (SENCO) on a termly basis to gain information about provision and to monitor the implementation of the policy
- discussing with school staff the outcomes of the school's monitoring and evaluation
- observing what happens in school both inside and outside the classroom to ensure that SEND pupils are actively involved in all aspects of school life
- meeting and talking with parents of SEND children

PART 2 - ORGANISATION

Governing Body	• Overall responsibility for Inclusion • Policy making and enforcement • Planning • Reviewing Policy • Auditing • Monitoring (Termly Report)
Senior Leadership Team	• Organising SEND provision • Implementing policy – identifying priorities and setting objectives • Monitoring effectiveness of policy • Reviewing policy and systems
SENCO	• Implementing school policy across the school • Close liaison with key staff
Heads of Faculty/Area	• Implementing policy • Monitoring compliance with and effectiveness of policy • Feeding back comments and suggestions on the policy for review
Staff	• Putting the policy into practice • Reporting any shortcomings in the policy • Feeding back comments and suggestions on the policy and its effectiveness

PART 3 - SCHOOL INCLUSION POLICY

THE SCHOOL'S SPECIAL EDUCATION NEEDS AND DISABILITIES (SEND) PROVISION

General Aims
In addition to the school aims set out in the school prospectus, with regard to students with special educational needs and disabilities, we aim to/ensure that

- students have access to a broad and balanced curriculum and are included as much as possible in the mainstream setting
- students have their needs met with an appropriate level of support
- students make academic and social and emotional progress
- students have access to equipment and resources to enhance their learning
- students understand how to use technologies available to aid their progress
- teachers are aware of students needs and strategies to improve their access to learning
- students are supported to work independently to improve learning outcomes
- all provision is in line with the SEN Code of Practice.

The Leadership and Management of Students with Special Educational Needs and Disabilities

The Role of the Head is to

- ensure that there is a strategy for Inclusion, providing for SEND students
- ensure there is regular and effective liaison between those involved in the teaching of SEND students
- deploy SEND staff and resources
- ensure that information on students' performance is collected systematically
- ensure that relevant staff receive appropriate training

The Role of the Special Educational Needs Coordinator (SENCO) is to

- oversee the day-to-day operation of the school's Inclusion policy
- liaise with and advise teachers on special educational needs
- manage the Inclusion Faculty staff
- coordinate provision for students with SEND
- oversee students' records are maintained and updated
- liaise with parents of students
- contribute to the training of staff
- liaise with external agencies including the LA's support and educational psychology services, Careers, health and social services and voluntary bodies

Other school staff should

- be aware of SEND students, consult the SEND record at the beginning of each term and when updated
- consult Inclusion Faculty guidance booklet, student Education Plans (Group or Individual (GEPs/IEPs) and make use of the strategies suggested

- differentiate schemes of work and homework, resources, tasks, responses and support
- demonstrate clear evidence of using SEND information in their lesson planning
- adopt appropriate teaching styles and methods
- liaise with support staff and adopt a collaborative approach to meeting the needs of students with SEND (see also Appendix 5: 'Roles of Support Staff')
- use appropriate assessment criteria which cover the range of abilities and differentiate test materials where appropriate
- be aware of SEND students that require access arrangements and consult the Access Arrangements register (see Appendix 9)
- be aware of referrals systems and safeguarding procedures

Admission Arrangements for Students with SEND
The admission arrangements for students with SEND and admission procedures for students with SEND that do not have an Education, Health Care Plan are the same as students without SEND

Definition of students with SEND
'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

Children have a learning difficulty if

- They find learning much more difficult than most other children their age
- They have a disability that makes it difficult or stops them from learning with their age group at one of their local schools
- Without special educational provision/additional support they would find learning more difficult than other children their age and not be able to participate in learning alongside other children at a mainstream school

The areas of need are

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Every child is unique. An individual child's needs may not fall neatly into any one 'box' and the Code of Practice recognises this. Many children have a mixture of special educational needs; others may only have one out of the main areas of need.

The SEN Code of Practice (Jan2015)

School staff expertise include

- Specific Learning Difficulties (SpLD)
- Social, Emotional and Mental Health (SEMH)
- Attachment Disorder

- Speech, Language and Communication Needs (SLCN)

- Autistic Spectrum Disorder (ASD) through links with Springhallow, a local special school for students with Autistic Spectrum Disorder
- Behaviour and Conflict

Children with Special Educational Needs or Disabilities (SEND) or certain health conditions can face further safeguarding challenges. Additional barriers can exist when recognising abuse and neglect for these group of students.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the students condition without further exploration
- these students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for students with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges

If staff have a mental health concern about a student with SEND, that is also a safeguarding concern, immediate action will be taken by speaking to the designated safeguarding lead or a deputy. All staff must read the Inclusion Policy in conjunction with the Child Protection and Safeguarding Policy.

At Drayton Manor High School we provide extra pastoral support and attention for these students along with ensuring any appropriate support for communication is in place. The school works closely with external agencies, and SEND specialist staff to support the needs of all our SEND students. In addition, the school will also work with family to support siblings o students with SEND needs.

ACCESS ARRANGEMENTS FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

The school provides access to education for students with disabilities. A person has a disability if "he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities" (Equality Act 2010). Also see Access Plan (Appendix 1)

Access provision
Students have improved curriculum access through a range of resources including

- word processors
- Interactive white boards
- handwriting pens
- reading rulers and colour overlays
- online resources
- dyslexia friendly books and dictionaries
- reader and scribe
- reading pens
- enlarged font and modified papers
- specialist equipment and furniture
- prompter

Students have improved physical accessibility to the school environment through a variety of means including

- classrooms which are safe and a learning environment which promotes learning
- blinds have been installed in classrooms
- appropriate colour schemes have been incorporated in classrooms
- entrances to the main building have been fitted with ramps
- handrails have been installed on stairways
- doors have been fitted with glass panels
- lifts
- toilet equipped for disabilities
- wheel chair slopes
- appropriate seating plans
- specialised equipment and furniture

Curriculum developments to provide SEND students with access to a broad and balanced curriculum include some or all of the following

- assessment for learning
- visual timetables
- use of ICT software
- visual aids
- flexible curriculum in KS3 (see provision overview Appendix 2)
- flexible curriculum in KS4 (see provision overview Appendix 2)
- SEMH support to support learning
- SEAL support to promote learning and the development of every student

- extended school provision before and after school
- parental support groups to support the holistic development of students

IDENTIFICATION, ASSESSMENT AND PROVISION FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Refer to Provision Overview (Appendix 2)

Provision

Students with Education, Health Care Plan
The school governors ensure delegated funds are used as necessary

The Provision for Students identified as SEND
This includes a range of strategies and interventions delivered by specialist SEND teachers in a nurturing environment. The provision uses different learning materials or equipment as well as adopting a multi-sensory approach to learning. The intervention is delivered one to one, in pairs or small groups. All students attending a SEND withdrawal class will receive a report describing the progress and outcomes.
We follow statutory guidance as part of the SEN Code of Practice (2015) to identify and assess students with SEND. This is known as the graduated approach and takes the form of a four-part cycle (assess, plan, do, review).

Specialist SEND team teaching takes place where possible in core and humanities subjects across Key Stage 3 and Key Stage 4, ensuring Quality First teaching for all. Shared in-class support is provided by a Graduate Inclusion Support Assistant (GISA) where it is required.

In consultation with external agencies, a programme of support is planned and actioned by all involved.

Access to the school's Inclusion Centre to support ongoing needs is also available to students.

NB: Parental consent is requested before any external agency involvement and assessment feedback

Early Identification

a) Primary School Liaison and Transition

- use of information provided by primary schools
- induction meeting for students with Inclusion staff
- staff attend Year 6 annual reviews of students with Education, Health Care Plans
- staff liaise with LA, Educational Psychologist, CAMHs and Speech and Language services to determine support for Education, Health Care Plan students
- staff liaise with the Primary Transition Team to highlight vulnerable students and determine appropriate levels of support
- SENCo and Deputy SENCo visit all primary schools that have identified students with SEND to gain information

b) Process of Identification for Those not Identified in Primary School

To help assess students who may have SEND, we will measure their progress by referring to the following as appropriate

- performance is tracked by subject teachers as part of ongoing observation and assessment (see Appendix 3)
- student reports and progress checks
- Key Stage 2 and Key Stage 3 data
- Cognitive Ability Testing
- Reading and spelling test
- Classroom and lunch time observations
- Referrals from outside agencies, parents and students

SEND Identification

Students are identified through early identification procedures including the school's SEN Referral procedure (see Appendix 3).

When identified, the school aims to provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. The need for intervention through SEND may be one or more of the following

- the student makes little or no progress (see 'early identification') despite the provision of differentiated programmes and a variety of teaching approaches/ strategies
- the student demonstrates a difficulty in developing literacy and/or numeracy skills which leads to difficulties accessing the curriculum in other subject areas
- there are emotional and/or behavioural difficulties that persist despite consistent use of the school's behaviour policy
- there are sensory or motor difficulties, which affect their access to the curriculum and attainment in a range of subject areas
- communication/interaction difficulties exist and little or no progress is made despite the provision of a differentiated approach
- parents and students are consulted
- students not making progress despite SEND intervention are discussed with the school Educational Psychologist in SEND planning meetings and a programme of support is reviewed

Identification for Statutory Assessment

- For some students, little or no progress may be made despite SEND interventions
- In consultation with external agencies, the SENCO will coordinate the arrangements for making an application to the LA for a statutory assessment to take place
- The SENCO is responsible for collating the Ealing Request for Statutory Assessment (ERSA) paperwork required for this and for Appendix D of the statutory assessment
- The SENCo meets the parents and student to discuss the procedure, answer any questions and collate their views

Education, Health Care Plan Students

- All Education Health Care Plan students will have an Individual Education Plan (IEP) which is co-ordinated by the SENCo and Specialist SEN teacher
- Staff will be informed of Education Health Care Plans through distribution of the students' Individual Education Plan (IEP)
- The SENCO co-ordinates and chairs the annual review meetings and relevant paperwork
- The SENCO ensures that all top-up funding provided via the Education Health Care Plans is allocated effectively

Monitoring
All SEND students' progress is monitored through a range of processes and strategies including

- SEND review meetings
- parents evenings
- lesson and lunchtime observations
- reports from GISAs , teachers and parents
- SEND withdrawal reports
- questionnaires to staff and students through faculty self-review
- self-assessment
- work sampling
- performance data in core subjects KS2-KS3 and KS3-KS4
- tracking/value added data
- reading and spelling ages
- parental questionnaires/feedback

Evaluating the success of the education

- The work carried out by the Inclusion Faculty will be reviewed throughout the year using the whole school faculty self-review process
- Appraisal of Inclusion Faculty staff will be carried out using the whole school appraisal process
- Whole school implementation of the SEND policy will be monitored through the faculty self-review process and through the Head of Core meetings

Success criteria
The policy will be deemed to have been successful when there is evidence of

- subject areas implementing the whole school Inclusion policy
- SEND students are accessing the curriculum despite their level of need
- subject teachers report progress in their subject area, targets on Education Plans (GEPs/IEPs) are being met, attainments in literacy and numeracy are improving

INFORMATION ABOUT THE SCHOOL'S STAFFING POLICIES AND PARTNERSHIP WITH BODIES BEYOND THE SCHOOL

Dissemination of SEND information

- Student records will be maintained by the SENCo and distributed to all staff on a termly basis
- All staff will have access to the Education Plans and Pastoral Support Plans via the school Departmental SEND files. These will be updated and maintained by Inclusion staff
- Remote Learning SEND strategies shared with staff

Training

- Teachers have access to SEND training through CPD
- Teachers and Graduate Inclusion Support Assistants have opportunities to receive training for working with ASD students through the links with Springhallow Special School
- The school have training days and twilight sessions throughout the year
- External agencies deliver training to Inclusion staff as and when required

Parents will

- be encouraged to participate in SEND matters relating to their child
- be informed if/when the school first identifies their child as having special educational needs
- be encouraged to be fully involved in the school-based responses to their child's SEND needs
- be informed about the Ealing Parent Partnership who can support them and their child in matters regarding SEND
- be invited to have full involvement in the target setting for Education Plans and the reviewing process
- have an input into the Education Plans for their child

Parental concerns are addressed through

- the home school agreement and the Schools Complaints Policy
- other forums, including SEND review meetings, telephone and letters

Involvement of students

- When a referral is made by a subject teacher, tutor or Head of Year, the student will be consulted by a member of the Inclusion Faculty
- Students will be invited to have full involvement in the target setting process

Links with other school staff (See also Appendix 5)

- SEND staff will endeavor to work with subject teachers and pastoral staff
- The SENCO meets regularly with
    - Heads of Year
    - Head of Core subjects
    - Welfare and Attendance
- The SENCO attends Senior Consultative Group (SCG)
- A representative from the Inclusion Faculty attends Teaching Group
- All members of the Inclusion Faculty will be allocated to a Year Group and will attend the relevant Year meetings as required

Links with other schools

- Close links are maintained with primary schools, through the Year 6 primary liaison arrangements
- Identified Year 6 SEND students are invited to participate in transition group work during the summer term and holidays

Links with Alternative Provision in Ealing (EAP)

- Links are established with the Ealing Alternative provision in regards to the reintegration of permanently excluded students from other secondary schools where students are identified as being ready for reintegration to mainstream by the school.

Links with special schools

- There are close links with Springhallow Special School
- A number of students are integrated from Springhallow to participate in GCSE subjects
- Students with a diagnosis of Autistic Spectrum Disorder participate in a social skills group work programme with Springhallow
- Students have access to the expressive arts course at Springhallow
- Specialist teachers and GISAs train with Springhallow as and when required
- Parents of students with ASD are invited to be on the Springhallow mailing list for parent support sessions
- ASD students are invited to attend curriculum events at Springhallow

Links with external agencies

- The school adopts a multi-disciplinary approach
- SEND plan meetings are held termly and attended by relevant school staff e.g. Head of Year, together with external agencies
- The school liaises with social services on child protection issues and the designated teacher for 'Looked After Children' works closely with the SENCO
- The SENCO liaises with additional support services including the Special Educational Needs Assessment Service (SENAS), health services including the school health advisor, GPs and Neuro developmental professionals, careers, the Ealing Parent Partnership, CAMHs and any voluntary bodies based outside the school

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Philosophy

At Drayton Manor High School, all students are encouraged, motivated and expected to achieve the highest possible standards and to fulfill their potential. We know that each student at our school is unique and we are aware that each student has come to our school with a different history, background and experiences. We carefully gather information regarding our students in order to assist them in their learning and ensure their progress.

The prime purpose of the EAL Department is to ensure that all students for whom English is not their first language are expertly guided and supported by well-qualified and experienced EAL staff to be able to access the mainstream curriculum and achieve the best possible outcomes.

Whilst we strongly believe that language acquisition is critically enhanced in the mainstream curriculum, which provides meaningful content and ambitious cognitive challenge, the EAL High Need students are given the opportunity to improve their level of English language skills in a series of EAL intervention lessons.
These lessons are:

- time-limited - the length of the provision depends on the students' progress
- the attainment levels are measured by regular assessments accompanied by meaningful feedback
- the language and skills are taught and practiced in the meaningful mainstream curriculum context
- active and robust pre-teaching of the mainstream vocabulary content and skills, as opposed to catching up is considered as the most effective and prevailing method of provision

Additionally, the EAL staff assist the EAL students in mainstream curriculum subjects (Appendix 5)
Staff are made aware of the needs of students who have English as an additional language (EAL) and are encouraged to adopt strategies to integrate students into classroom activities, to give them full access to the curriculum.

Purpose
Effective provision for EAL students will aim to:

- welcome all newly arrived EAL students (including refugee students), make them feel welcome and accepted in the school, through an appropriate EAL induction programme
- welcome and value the cultural, linguistic, educational and personal experiences that the EAL students bring
- use the information and data effectively in order to offer the most effective EAL intervention and provision
- implement a wide range of successful EAL teaching strategies across the whole school
- ensure and help all EAL students access mainstream curriculum teaching by providing intervention lessons focusing on introducing, developing and further improving the

English language skills practiced in the meaningful context of the mainstream curriculum

- help the students acquire English language skills which allow them to succeed academically and personally
- make students feel their language and culture are accepted by the school
- assist and encourage students to participate in classroom life whatever their language abilities
- assist students in developing language skills through collaborative work with peers
- encourage students to be involved in a range of the activities the school provides

Success criteria

Based on the Bell Foundation Assessment Framework, we aim to help our students make effective and rapid progress. Their progress is constantly measured through a variety of assessments.

We will have been successful when EAL students:

- are able to communicate effectively in spoken and written English
- are able to develop and use their first language
- access classroom activities which are structured so that bilingual students can use existing knowledge to make further progress
- specific language needs have been correctly identified and a specifically devised and effective language and skills programme implemented to allow optimum progress (Plan-Do-Review)
- progress at a rate appropriate to their ability
- play a full part in the life of the school

Identification of EAL Learners

The following students should be classified as EAL Students:

The Department of Education definition: 'A pupil's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community. If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child's proficiency in English.

The Ofsted definition of English as an Additional Language (EAL) refers to students whose first language is not English. These definitions therefore cover the following:

- pupils arriving from other countries and whose first language is not English
- pupils who have lived in the UK for a long time and may appear to be fluent, but who also speak another language at home. These pupils are often not entirely fluent in terms of their literacy levels
- pupils who have been born in the UK, but for whom the home language is not English
- pupils who have a parent who speaks a language other than English and the child communicates with in that language

It is important therefore to recognise that students who have British citizenship can still be identified as EAL. If parents write on their child's admission form that the child speaks English as a first language, when it is clear that one or both of these parents is a speaker of another language, the child is very likely in fact to be EAL, and it will be necessary to check this. We hold that precise and robust data collection during admission is therefore essential to identify the language level and provide the most effective language and broader educational and emotional support.

Assessment of EAL students

The assessment of EAL students at Drayton Manor High School is based on the Bell Foundation Assessment Framework. Following the results of the assessment, the EAL students are subsequently identified with one of the following English Language Acquisition Levels:

A-New to English/beginning
B-Early acquisition/emerging
C-Developing competence/expanding
D-Competent/diversifying
E-Fluent

The main aspects of the EAL assessments:

- the assessment can be used for both summative and formative assessment
- it enables to plan and generate clear targets
- the assessment enables and guides progress
- it is used for new to English learners
- it is used for all EAL/bilingual learners who still need to develop their academic English to succeed at age-related expectations
- the assessment recognises a learner's potential and helps to improve their life chances
- it is designed to align with and support the statutory DfE Proficiency in English scales (A-E)

The key assessment criteria:

- Clearly differentiates the stages of progression in acquiring English
- Takes account of differentiation in rate of progress in the different language skills
- Identifies progression in terms of communication
- Identifies progression in terms of formal accuracy
- Accommodates evidence of pupils' language use
- Provides an orientation for learners and teachers that stimulates the development of learning autonomy
- Used for both summative (teaching and learning activities come to a halt; pupils' performance is being checked and rated) and formative assessment (assessment is carried out as part of day-to-day lesson activity, and teachers use pupil performance to plan forward to promote learning)

Below is the summary of the Language Codes as outlined in the Bell Foundation Assessment Framework (January 2017) as recommended by the DfE:

Code	Description
A	**New to English** May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.
B	**Early acquisition** May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.
C	**Developing competence** May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.
D	**Competent** Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks
E	**Fluent** Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.
N	Not yet assessed

The Bell Foundation Assessment Framework philosophy

The Assessment is a vital part in the process of collecting evidence to support EAL learners in order to improve their proficiency in English. With this in mind, the EAL assessment used at Drayton Manor High School consists of a series of formal and informal assessments throughout the whole cycle of intervention. In addition, the EAL assessment used at DMHS is quantitative (allows measurement of progress against a well-defined scale) and qualitative (allows a careful identification and description of an individual student's knowledge, background experience and skills profile).

We strongly believe that the EAL assessment must provide an orientation for students and teachers as regards to each EAL student's starting point or current level of English language acquisition as well as enable diagnosis of needs and individualisation of learning. This, as a result, allows the most effective provision of EAL intervention and enhances future development, higher attainment levels and educational success of the students.

The Assessment purposes

The effective EAL assessment significantly contributes to creating the student's unique initial academic profile. This is established through initial interview, with the learner and/or a parent by a suitably trained teacher and with reference to performance exemplars and descriptors adopted by the DfE as well as through more formal written assessment. We also aim to establish the areas of strengths and developments through collecting and analysing the information from the students and parents regarding their previous academic track records in particular subjects. This allows more effective evaluation of their general academic abilities. This knowledge then is taken into consideration when deciding about future EAL Intervention.
The effective EAL assessment also provides information about the realistic expectations of what the student can achieve, sets the further targets and decides which areas of learning must be especially addressed in the future.
In addition, it also provides valuable feedback of and for learning (indicators of the pathways of development supported by feedback at various levels to individual pupils and to teachers).

Nature of Provision

One of the major aspects of the EAL Department is to improve the attainment levels and close the gaps between the EAL students and native English speakers.
The EAL Staff are aware of the cultural differences among students coming from many different cultural, social and religious backgrounds. The students are treated equally regardless of their beliefs, gender and social or religious views.

No Previous Formal Education
We are especially concerned with narrowing the gaps among the students who join Drayton Manor High School with no prior education of any sort (not being able therefore to read or write in their own language or not able to use bilingual dictionaries). With this aim, the EAL teachers prepare lessons which are strongly grounded on visuals, presentations, Total Physical Response, Direct Method, real-life objects and frequent references to real-life situations which all facilitate second language learning and acquisition.

The Faculty offers a range of provision aimed at meeting the needs of students with English as an additional language, and refugee students. The allocated time of support for each pupil is flexible and is constantly under review.

In addition to this support focused on specific students, EAL teachers undertake partnership teaching, planning and advising across the curriculum, to ensure that EAL learners are able to access all subjects effectively. Furthermore, the EAL department are involved in delivering CPD to all staff across the school.

(Appendix 6 - EAL Department Initial Assessment Process and Appendix 7 - EAL Department Provision Overview)

Partnership with Parents
We anticipate that the parents of students with English as an additional language will work in close liaison with the school. Parents are notified in writing of the support their child will be receiving in school.

The leadership and management of provision for EAL students
Our aim is to have a whole school strategy for supporting learners who have English as an additional language as advised by Ofsted and DfE.

The EAL Coordinator

- aims to support and raise the achievement of EAL learners
- works on devising the most effective assessment procedures
- ensures that relevant information is shared with parents
- manages data collection to meet any external monitoring requirements
- works on developing and implementing the EAL Policy
- works on developing and implementing the effective EAL Scheme of Work
- coordinates EAL intervention lessons
- monitors teachers' effective use of information about students' abilities and needs in English when making decisions about curriculum planning and student grouping.
- helps train staff to better support EAL learners through CPD trainings and EAL Workshops

The Head of Inclusion:

- aims to support and raise the achievement of EAL learners
- ensures that relevant information is shared with parents
- manages data collection to meet any external monitoring requirements
- monitors teachers' effective use of information about students' abilities and needs in English when making decisions about curriculum planning and student grouping.

The Head and the SLT ensure that:

- EAL strategy features prominently in the school development plan
- there is regular and effective liaison for EAL learners with staff
- staff and resources are deployed to meet needs
- information on students' performance is collected systematically
- staff receive training in EAL
- oversees the Initial Interview and EAL Initial Assessment process
- liaises with staff over the specific needs of EAL learners
- informs and promotes the most effective strategies for teaching the EAL students

- is responsible for creating the most accurate Individual Education Plans for the EAL High Needs students
- assists faculties in supporting EAL learners when developing schemes of work, resources and assessments

Subject and class teachers should

- be knowledgeable about EAL students' abilities and their needs
- use this knowledge effectively in curriculum planning, pedagogy and student grouping
- make use of specialist language support teachers and bilingual assistants when teaching and monitoring progress

Other staff should

- work with class and subject teachers effectively to make focused and systematic assessment of students, including the use of their first language as appropriate
- help match the language demands of the curriculum to students' skills and needs, to maximize students' development of English
- provide effective specialist teaching for groups or individuals
- contribute to curriculum planning as members of a teaching team, to ensure continuity and progress within the curriculum subjects
- help strengthen links between home, school and community

Appendix 1 - ACCESS PLAN

Accessibility Policy

Accessibility Strategy
This statement sets out the ways in which Drayton Manor High School provides access to education for students with a disability. A person has a disability if "he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities" (Equality Act 2010).

Accessibility is addressed under the six headings below. The development requirements identified from the audit that underpins this strategy are listed separately

- Admissions
- Access to Buildings and Classrooms
- Curriculum Access
- Informal Curriculum
- Information for Students and Parents
- Access Plan

Admissions
The Governors of Drayton Manor High School support the Special Educational Needs and Disability Act (2001). The Governors are therefore committed to the principle of all local children having equal rights of access if this can reasonably be provided.

Access to Buildings and Classrooms
The following areas have full access with exceptions noted.

Building	Features
Allenby	Ramps to front entrance with handrails Ramp to main hall Ramp to music area Ramps to dining hall Ramp to changing rooms and downstairs gym Ramp to sixth form areas Partial access to upper floors across walkway from Dr Evans Building
C	Ramps to both entrances Disabled toilet Access to upper floor across walkway from Frances Moore Building
Sir Montagu Sharpe	Disabled toilets
Dr Evans	Disabled toilets
Frances Moore	Disabled toilets

The school will continue to review access to the physical environment for students with disabilities. However, it should be noted that the reasonable adjustments required by the Disability Discrimination Act excludes physical adjustments to the school site.

Evacuation Procedure

The school's evacuation procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the student and parents and will be set out in the Individual Education Plan for the student.

Curriculum Access (Teaching, Learning and Assessment)
Our aim is that students with disabilities should, as far as possible, have access to a full and broad curriculum similar to that followed by their peers.

Access to the curriculum is a key issue for consideration at the stage of admission to the school, transition within the school or when a disability develops. The Individual Education Plan (IEP) for the student will address the issue, which will therefore be kept under constant review.

Advice will be sought from the appropriate external agencies. Support can be provided in a variety of formats through the school's graduated response intervention strategy in line with the SEN Code of Practice.

The school's ICT network can provide access to students in a variety of locations. Effective use of these facilities can help overcome difficulties of mobility and sight impairment in particular.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the Inclusion Faculty the school will assess a student's need for support and assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or National Qualifications.

Informal Curriculum
Students at Drayton Manor High School have always been able to participate fully in the wide range of extra-curricular activities offered consistent with the limitations imposed by any disability. This has included

- Outdoor Education
- Sports
- School Drama Production
- Music
- Clubs and activities
- Excursions and trips

Arrangements for recreation and other aspects of a student's social development are incorporated into their Individual Educational Plan.

The suitability of any event and the need for additional support can be discussed fully with the parents in advance.
Information for Students and Parents

Parents are routinely involved in reviewing provision for their child. The child will also be involved. (See Inclusion Policy *Information about the School's Staffing Polices and Partnership with Bodies Beyond the School*.)

Large print format materials can be made available. The services of a sign language interpreter can be accessed via Ealing SAID service (Impartial Advice, Information and Support on Disability and Special Educational Needs) previously known as Ealing Parent Partnership.

If either students or parents have difficulty accessing information normally provided in writing by the school such as worksheets, homework or newsletters then the school will be happy to consider alternative forms of provision.

The following policy documents are relevant to the general issue of accessibility

- Admissions Policy
- Inclusion Policy
- Disability Equality Scheme

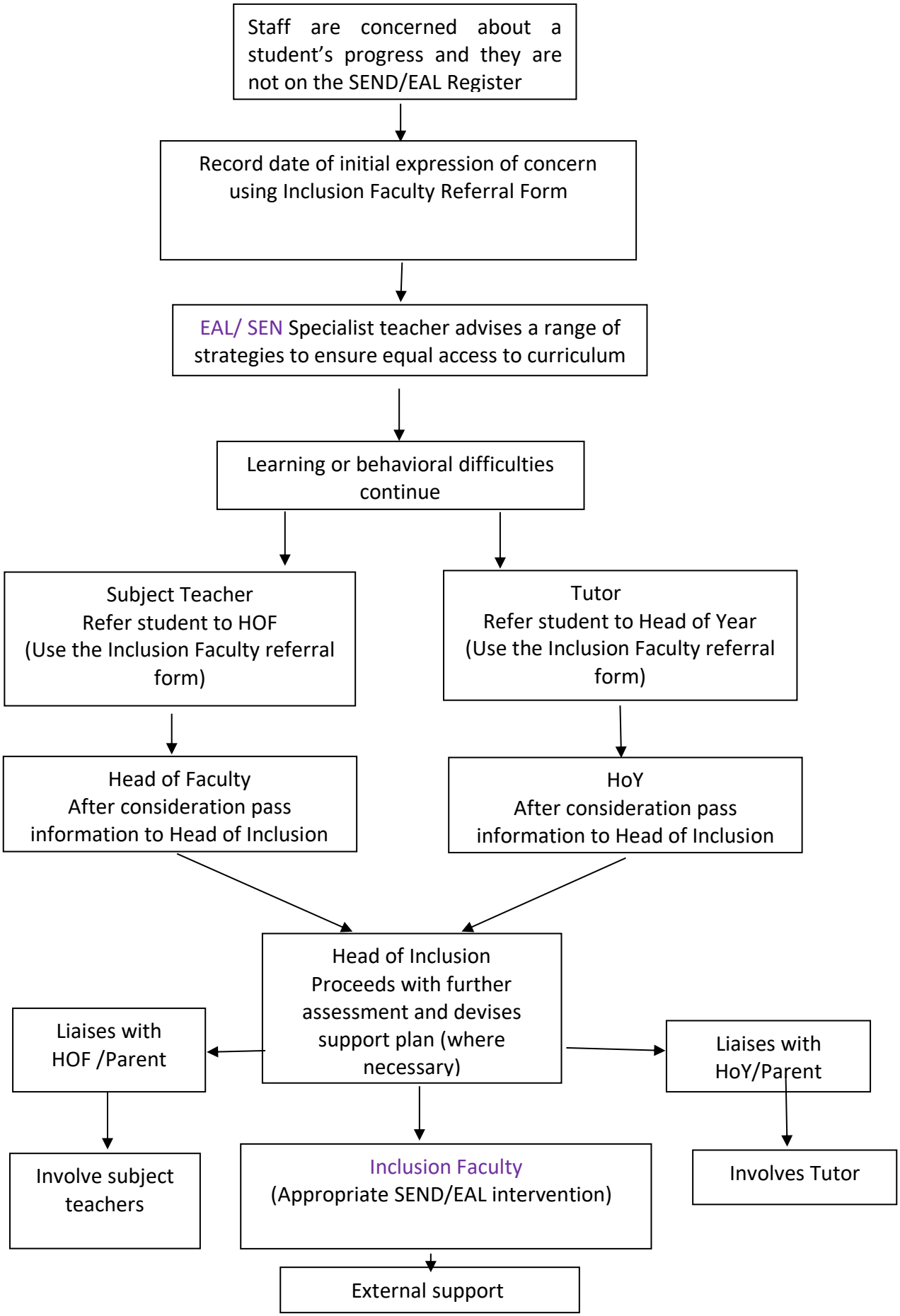
Appendix 2 - Provision Overview for Students with SEN/EAL Needs

	Communication/Social Skills withdrawal
Literacy	Lego Club
Paired Reading	Linked school programme –Springhallow integration
Reading Buddies	Conflict Resolution
Phonics programme	Peer Buddying
MONICS programme (Maths)	Academic Mentoring
Spellzone	School Counsellor
Touch-typing	Peer Mentoring
Homework Club	Friends for life Anxiety programme
English as an Additional Language withdrawal	Respite room
EAL Twilight sessions	Lunch/Break time support
EAL Reading Club	Nurture Group
English Online (Rosetta Stone)/ Spellzone	Social and Emotional Aspects for Learning programme
Alternative provision for Games	Individual Health Care Plan implementation
Timetable rooming adjustments	EAL Year 11 GCSE Twilight sessions
	EAL Language Skills Club
	Adapting Resources
	Welfare & Medical support
	Seating/Locker positioning

External Agency provision - guidance and assessment

- Education Psychologist (EP)
- Child and Adolescent Mental Health Service (CAMHs)
- Speech and Language Therapist (SalT)
- Team around the Family and Team around the Child (TAF/TAC)
- Supportive Action for Families in Ealing (SAFE)
- Youth Offending Service (YOS)
- School Counsellor
- Occupational Therapy
- School Nurse
- Visual and Hearing Impairment Specialist teachers
- Outreach Programme (Springhallow School)
- National Health Care Service (NHS)
- Social Services
- Early Help Assessment and Plan (EHAP)

Appendix 3 - Inclusion Referral Procedure



Appendix 4 - Inclusion Referral Form

DRAYTON MANOR HIGH SCHOOL

INCLUSION Faculty Referral Form

Student Name:	Tutor :
Staff name:	Date:
Reason for referral:	
Communication with home:	
Strategies currently in place:	

Speaking and Listening	Yes	No		Y	N
Listens			Talks only in the present tense		
Speaks			Uses single words/phrases/sentences		
Clear pronunciation			Uses correct grammar		
Can follow simple instructions			Asks questions		
Can answer simple questions					
Reading				Y	N
Enjoys reading			Attempts to decode words		
Appropriate book behaviour			Can predict words/phrases/story		
Tries to make sense of text			Uses picture/contextual clues		
Self corrects			Good comprehension skills		
Writing	Y	N		Y	N
Writes on line			Good spelling		
Forms letters correctly			Spells common words correctly		
Uses capital letters correctly			Uses full stops correctly		
Maintains meaning			Understands structure of different genres		
Numeracy	Y	N		Y	N
Counts/reads/writes numbers to 100			Knows/can use tables		
Does simple addition			Can tell the time		
Does simple subtraction			Understands money		
Does simple multiplication			Understands decimals		
Does simple division			Understands fractions		
Attitude to learning	Y	N		Y	N
Perseveres			Settles quickly to work		
Attempts tasks			Concentrates		
Is confident			Takes care over presentation		
Participates in most activities			Completes tasks		
Completes homework			Organised		
Needs adult support/reassurance			Contributes to discussions		
Behaviour	Y	N		Y	N
Listens to adults			Listens to other students		
Polite			Can work co-operatively		
Follows instructions			Helps other students		
Behaves appropriately in class			Can work in large groups		
Behaves appropriately during breaks			Can work in small groups		
Social/Emotional/Health Issues	Y	N		Y	N
Maintains concentration in a group			Copies without adult reassurance		

Relates to other students appropriately			Avoids verbal disputes		
Maintains friendships			Avoids physical disputes		
Respects property and environment			Expresses emotions appropriately		
Social/Emotional/Health Issues	Y	N		Y	N
Makes friends easily			Relates to adults appropriately		
Needs and wears glasses			Good physical and eye co-ordination		
Strains to see the board			Good attendance		
Clear speech			Good memory		
Good personal hygiene			Good general health		

Summary of concern	Y	N
Is speaking and listening a priority area of concern?		
Is reading a priority area of concern?		
Is writing a priority area of concern?		
Is numeracy a priority area of concern?		
Is attitude to learning a priority area for concern?		
Is behaviour a priority area of concern?		
Is social/emotional/health issues a priority area for concern?		

DYSLEXIA INITIAL CHECKLIST (if appropriate)

This checklist only provides an indicator as to whether a student is presenting with dyslexic type tendencies – the format diagnosis of dyslexia is generally undertaken by an educational psychologist or a specialist teacher who has obtained additional qualifications in this area. It should also be noted that regardless of whether a student is formally or informally identified, the process only has meaning if it leads to a different approach to the education of the student. Ideally, the checklist should be completed collaboratively by two or more staff.

The Student	Yes	No	Unsure
1. Is working at a significantly lower reading level to that of their peers (2 years +)			
2. Is working at a significantly lower spelling level to that of their peers (2 years +)			
3. Presents with observable lateral confusion ie writes with left hand, kicks a football with right foot etc			
4. Has a talent for visual and/or a kinaesthetic learning activities, whilst struggling at other tasks			
5. Struggles to add a rhyming or alliteration word to a list of rhyming or alliteration words			
6. Struggles to follow a sequence of instructions, struggles to sequence a story etc			
7. Makes mistakes when writing letters – especially letter reversals, confused starting points, irregular size			
8. Is noticeably inconsistent when reading – recognising words then being unable to read the same word later in the day/book/page			
9. Will spell the same word in different ways within the same piece of work – and is unable to identify the correct spelling			
10. Will become off-task during literacy activities more frequently than when taking part in other activities such as art, design, sport etc			
11. Will resist writing and/or reading tasks because of low confidence			
12. Is able to speak articulately about a story or answer but struggles to put it into writing			
13. Is noticeably clumsy/has poor coordination			
14. Struggles to copy from the board, take notes etc			
15. When copying from the board or a book, will look at it more frequently than other students			

16. Struggles to cope with extended writing tasks without substantial support (teaching assistant, pre-planning, writing frames, word banks etc)			
17. Comes from a family with a history of literacy difficulties			

Appendix 5 – Roles of Support Staff

Effectively Using Graduate Inclusion Support Assistant (GISA) in Class

Before the lesson, teachers could ensure GISA have

- planning for lessons they are to support, at the start of the week or before if possible
- tasks to complete during all parts of the lesson
- clear instructions as to the tasks you require them to do by the end of the lesson

In addition, it is beneficial if planning given to GISA includes any resources to be used and identification of your intended role of the GISA within lessons.

Before the lesson, GISAs should

- read any plans and take up any queries/needs with staff
- arrive on time which will aid the teacher in beginning the lesson punctually
- ensure they have knowledge of GEPs/IEPs and individual learning needs for the SEND students who they are responsible for
- ensure they understand the level of support/tasks required by the teacher for the lesson
- use and distribute SEND/ EAL resources that are needed for particular lessons
- ensure the identified SEND/ EAL students are able to access the curriculum and discuss strategies with the teacher if they identify any concerns

During teacher introductions at the start of the lesson, GISAs could be asked to

- make notes on SEND/ EAL children supported during the previous lesson
- carry out planned starter activities for lesson
- carry out speaking and listening observations of the whole class or targeted students
- read/introduce the lesson starter
- be a partner to a specific SEND/ EAL student
- ensure resources that are needed for the lesson are available in order to support targeted students
- further differentiate materials/resources to enable SEND/ EAL students to achieve lesson objective and outcomes
- support students to aid their understanding/answering of oral questions
- guide/support students through the reading/explanation of various text

In the main part of the lesson, GISAs could be asked to

- take a proactive role and use initiative within the classroom
- support/aid/track the learning of students with an Education, Health and Care plan and those identified as SEND/ EAL
- implement action written in GEP/IEP's/external agency reports and support staff through discussion of student's individuals needs with regard to these

- further adapt/differentiate/extend/modify specific tasks in discussion with the teacher for SEND students, enabling them to achieve success and meet their needs
- support a group of SEND students to achieve the task/objective set
- support/adapt the curriculum to meet the needs of SEND/ EAL students
- lead/deliver specific teacher directed activities/programmes of work with SEND/ EAL students

In the main part of the lesson, GISAs could be asked to

- support group/individual-reading tasks
- use practical activities with small groups of SEND/ EAL students with a particular need
- support small groups of SEND/ EAL students to achieve the differentiated task/objective set
- aid SEND/ EAL students with organizational concerns
- re-explain tasks/objectives to individuals/groups of SEND/ EAL students
- reinforce teacher's instructions or carry out assessments missed by SEND/ EAL students

At the end of the lesson, GISA could be asked to

- support SEND/ EAL students in order to help them pack away, reinforce homework and assist in recording homework
- support targeted SEND/ EAL students to help them participate in the plenary sessions
- provide regular feedback to the teacher, written or verbally, with regard to the success of the target group/individuals within it and discuss further testing/resources required
- read up or become familiar with activities/tasks/skills needed to enable support during subsequent lessons
- discuss/report any difficulties that have arisen during the lesson for specific SEND/ EAL students
- discuss/report any areas of achievement for specific SEND/ EAL student

After the lesson, GISAs could

- discuss areas of difficulties/achievements for SEND/ EAL students assigned to work with the GISA
- ask if there are any additional needs/considerations that could be included into future lessons to help particular SEND/ EAL students achieve greater success

Appendix 6 - EAL Department Initial Assessment Process

Student is enrolled at the school

Year 7 September Admissions:

- EAL Coordinator visits primary schools with the largest intake, to meet with students and their teachers in order to discuss the needs of the identified EAL students and plan EAL provision
- EAL team meets students and parents at Y6 meeting days.

Casual Admissions:

- EAL Coordinator liaises with Head of Inclusion to conduct an EAL Initial Interview and Language Assessment
- All results and findings thoroughly discussed with Head of Inclusion, and respective Head of Year in order to provide the most effective EAL support as well as accommodate to assign the EAL student to the most appropriate tutor

During the Initial EAL Interview and within the first week at DMHS, EAL Coordinator meets with new student in order to:

- Welcome the student and check they are settling in well
- Further find out about their cultural and educational background
- To monitor the effectiveness of the provision offered
- To implement/ adjust the provision offered in order to maximize the educational outcomes

Student is not fluent in English ~~in~~ (EAL Levels: A, B and C Less Confident)

Student's first or home language is not English, but they are fluent in English and their bilingualism does not affect their learning. (EAL Level C Confident, D and E)

Student's first and only home language is English (non-EAL)

- Student is placed on the EAL High Need Register in bold to indicate monitoring and an Individual Education Plan is created
- Intervention is put in place
- Information regarding the current Language level, needs and effective teaching strategies is shared with relevant

- Student is placed on the EAL Language Database

- If student has recently arrived from abroad, the UK educational system is explained. Student is (if possible) introduced to other students who share the same language.
- Student is entitled to extra time and bilingual dictionary in the assessments (if appropriate)
- If available, student may be invited to take a GCSE in their home language.
- Student is invited to weekly Inclusion Faculty Homework Club for support
- Student is invited to attend the Online English Club, ESOL Twilight sessions, Spellzone and Rosetta Stone online

- EAL Coordinator refers back to Head of Inclusion with any concerns.
- Intervention may be put in place by other departments or within Inclusion Faculty, if appropriate.

Appendix 7 - EAL Department Provision Overview

Universal EAL Provision

- Quality First Teaching by all staff should ensure that students are able to access the curriculum and develop their language skills. To support this, staff are given the opportunity to attend EAL training (twilight CPDs, Faculty specific CPDs, individual consultation with EAL coordinator)
- Students are invited to attend weekly Inclusion Faculty Homework Club
- Identified students are invited to attend Master Classes to develop specific skills
- If students have recently arrived from abroad, some cultural orientation is given
- If possible, students are introduced to peers who speak the same language and/ or come from the same country
- Students who have been in the country for less than 3 years and were admitted to UK school with no prior knowledge of English language, are entitled to use a bilingual dictionary in lessons and some assessments and 10% extra time in some assessments
- If available, students may be invited to take a GCSE or other qualification in their home language (in conjunction with MFL Faculty)
- Students are regularly assessed in all four language skills
- Progress of students is tracked through date on SIMS and Teacher Assessment, provision is continually adjusted as appropriate
- Students are referred to other Departments within the Inclusion Faculty as necessary
- Pastoral care is an integral part of all intervention programmes
- EAL/ SEN students receive appropriate support from both Departments in Inclusion Faculty

Students at EAL Level A

- 5 hours of EAL withdrawal lessons per week (KS3)
- 2 hours of EAL withdrawal lessons per week (KS4)
- IEP created for use by all staff to ensure personalized learning
- Shared in-class support and Team Teaching in some subjects
- Inclusion Homework Club
- Twilight Master Classes (ESOL Club, Reading Groups, Spellzone, English Online)

Students at EAL Level B

- 3 hours of EAL withdrawal lessons per week (KS3)
- 2 hours of EAL withdrawal lessons per week (KS4)
- IEP created for use by all staff to ensure personalized learning
- Shared in-class support and Team Teaching in some subjects
- Inclusion Homework Club
- Twilight Master Classes (ESOL Club, Reading Groups, Spellzone, English Online)

Students at EAL Level C

- 2 hours of EAL withdrawal lessons per week (KS3)
- 2 hours of EAL withdrawal lessons per week (KS4)
- IEP created for High Need EAL students for use by all staff to ensure personalized learning
- Shared in-class support and Team Teaching in some subjects
- Inclusion Homework Club
- Twilight Master Classes (ESOL Club, Reading Groups, Spellzone, English Online)

Appendix 8 ACCESS ARRANGEMENT GUIDELINES

Access arrangements are pre-agreed reasonable adjustments made to exams, tests and assessments for individual candidates. Access arrangements are in place to ensure that all candidates are able to access exams, tests and assessments, and have the same opportunities to demonstrate their skills and abilities, as other candidates.

The assessment, applications and execution of access arrangements are the responsibility of the Head of Inclusion and Examinations Officer. Staff must make a referral to the Head of Inclusion before discussing access arrangements with the student or parent.

If a student has a statement of special needs or dyslexia this does not automatically guarantee access arrangements. While learning difficulties affect many students, they may not significantly influence their performance in test conditions. All candidates who qualify for access arrangements must have substantial evidence of need to avoid giving some individuals an unfair advantage.

The Access Arrangement list will inform you of identified needs and access arrangements.

Access arrangements should

- be organised as early as possible so staff, students and parents/carers know what adjustments will be made for their assessments, course work, controlled assessments and public examinations
- reflect the support that is already provided in the classroom and acknowledge the candidate's normal way of working. The most common types of access arrangements are outlined below, but this list is not exhaustive. For any other student concerns please contact the Head of Inclusion

Adjustment	Who is eligible?
Extra Time	candidates with evidence that relates to speed of processing, e.g.: slow reading, slow reading comprehension, slow writing, or cognitive processing
Supervised Rest Breaks	candidates with poor concentration, stress, emotional or behavioural difficulties
Bilingual Dictionary	candidates whose first language is not English, subject to JCQ specifications
Reader	candidates with significant reading disabilities, visual impairment or a poor reading comprehension score of below 70
Scribe or speech to text computer	candidates with a substantial impairment that affects their handwriting
Read aloud	candidates who work more effectively if he/she can hear themselves read
Prompter	candidates who lose concentration or lack a sense of time

Word processor	candidates with poor fine motor control that affects their handwriting. Excluding exceptional cases, spell check and predictive text must be disabled.

Role	Responsibility
Head of Inclusion/SENCo (oversee and monitor)	• Making online applications to JCQ for candidate's access arrangements • Ensuring that each candidate's application meets JCQ criteria • Liaising with the Exams Officer , Deputy SENCo, staff, professionals and parents regarding each candidate's eligibility and adjustments • Reporting to SLT, HOYs and Inclusion staff on updates and developments regarding Access Arrangements • Ensuring the provision of appropriate adjustments in exams • Ensuring accuracy and security of access arrangement records
Exams Officer	• Ensuring that specified adjustments, facilities and staffing are appropriate and in place for all exams • Keeping up to date with annually revised JCQ specifications for Access Arrangements • Liaising with the Head of Inclusion, Deputy SENCo and Invigilators • Ensuring accuracy and security of access arrangement records
Deputy SENCO/Specialist Teacher	• Administering assessments that meet with JCQ specifications • Publish a calendar of assessments • Collating evidence of candidate's eligibility for access arrangements • Ensuring that each candidate's evidence meets JCQ criteria • Liaising with the Exams Officer , Deputy SENCo, staff, professionals and parents regarding each candidate's eligibility and adjustments • Ensuring accuracy and security of access arrangement records
Head of Faculty/Department	• To monitor access arrangements and implement them appropriately in their area. • To liaise with the Deputy SENCo regarding testing • Making referrals to Head of Inclusion regarding student concerns
Head of Year	• To keep records of students who have access arrangements. • Liaising with teachers, Head of Inclusion and Deputy SENCo • Making referrals to Head of Inclusion regarding student concerns
Teacher/Tutor	• Observing students

	• Providing evidence for application for access arrangements. e.g. records of observation, samples of work and round robins • Making referrals to students' Heads of Faculty for access arrangements
Learning Support Assistants	• Observing students • Providing evidence for application for access arrangements. e.g. records of observation, samples of work and Round Robins • Raising concerns with the Head of Inclusion
External Professionals	• To provide evidence of diagnoses beyond the specialist assessments available in within the school