

London Enterprise Academy

Inclusion Policy



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1.0 London Enterprise Academy Mission Statement

London Enterprise Academy is a secondary free school in Tower Hamlets set up by serving teachers, professionals and local parents. Our vision is to create a truly outstanding free school delivering the very best educational opportunities, nurture academic excellence and enhanced ambition in all its pupils, inspire the next generation of professionals and entrepreneurs from diverse backgrounds.

All of the work of London Enterprise Academy is intended to support the delivery of our mission statement in full. The policy is linked to other policies in school such as curriculum, SEND, equal opportunities, health and safety, behaviour, anti-bullying, child protection, equality, admission and exclusion.

LEA is a totally inclusive school and we aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that students of all abilities are well equipped to meet the challenges of education, work and life. London Enterprise Academy values the individuality of all our students. We are committed to giving them every opportunity to achieve the highest of standards. We do this by taking account of students' varied life experiences and needs. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that the school promotes the individuality of all our students, irrespective of ethnicity, attainment, age, disability, gender or background.

The above is achieved by:

- Designing a curriculum to promote a full range of learning, thinking and life skills
- Providing a balanced and relevant curriculum, where the emphasis is on depth before breadth
- Using flexible and responsive teaching and learning styles
- Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society
- Developing a close partnership with the whole community, particularly parents

We aim to be an inclusive school and offer equality of opportunity to **all** groups of students within the school, including:

- All genders and those transitioning
- Students from minority faiths, ethnicities, travellers, asylum seekers, refugees
- Students who have English as an additional language
- Students with special and additional educational needs and disabilities
- More able students
- Looked after students
- Students at risk of disaffection or exclusion, young carers, sick children, children from families under stress

We aim to provide a differentiated curriculum that meets the needs of **all** students, individuals and groups by:

- Setting suitable learning challenges
- Responding to students' diverse learning needs
- Overcoming potential barriers to learning and assessment

We aim to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our students
- Providing high quality pastoral care, support and guidance
- Safeguarding the health, safety and welfare of the students
- Listening and responding to the concerns of students and parents
- Taking care to balance the needs of **all** members of the school community including visiting professionals, contractors and parents

We secure inclusive education for our students by reviewing and evaluating their progress and asking:

- Does each student achieve as much as they can?
- Are there differences in the achievements of different groups of students?
- What is in place for students who are not achieving their potential?
- Are our actions effective?
- Are all our students happy to be in school?

How do we support inclusion?

Subject Teachers and support staff ensure that children:

- feel secure and know that their contributions are valued
- appreciate and value the differences they see in others
- take responsibility for their own actions
- are taught in groupings that allow them all to experience success
- use materials that reflect a range of social and cultural backgrounds, without stereotyping
- have a common curriculum experience that allows for a range of different learning styles
- have challenging targets that enable them to succeed
- are encouraged to participate fully, regardless of disabilities or medical needs

Whole school actions support inclusion by

- A curriculum designed to reflect the different cultures, religions and races in our school and one which is challenging and provides enrichment
- Achievable targets in all subjects for all students
- The regular tracking of pupil attainment and the highlighting of any underachievement
- Targeting of support for pupils by the teachers, teaching assistants, and LG
- The use of intervention programmes to support pupils with learning difficulties
- The targeting of underachieving pupils and EAL
- Induction of pupils new to this country
- A consistent behaviour policy and encouraging children to restore relationships with others and take responsibility for their own actions
- Addressing racism, sexism, homophobia and bullying
- The involvement of parents and carers at parents' meetings, curriculum meetings and through regular informal contact
- Involvement of outside agencies and specialists
- Sharing information about pupils, including health issues, with all staff

How will we monitor inclusion?

Every staff member is responsible for inclusion. However, to ensure we are successful the following strategies will be used

- Regular tracking of pupil attainment
- Monitoring and assessment schedule
- Termly review of provision management with the SEND/Pastoral and safeguarding team
- Annual reviews for all pupils with an Education Health and Care Plan (EHCP)
- Review of targets after every data drop or assessment cycle.
- Conducting PPRs, lesson observations and learning walks to ensure the needs of all students are met
- Teacher assessment
- Student voice
- Parent Survey

Identification of pupils

London Enterprise Academy recognises the significance of early identification of pupils with Special Educational Needs and Disability (SEND), English as an Additional Language (EAL) needs or pupils of higher ability and work closely with other professionals already involved with pupils. The Special Educational Needs and Disability Coordinator (SENDCo), Heads of

Learning (HoL), Learning Mentors (LM), Subject teachers, safeguarding leads and support staff are all involved in identifying pupils. Pupils with SEND are identified as needing School Support or have an Educational Health and Care Plan. Information relating to pupils with SEND is shared with all staff, including supply teachers.

Provision

1. Differentiated Curriculum Provision

In order to make progress all children will receive a differentiated curriculum. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Differentiation will be recorded in the class teacher's plans and the SLJP document. Teachers are also encouraged to engage in adaptive teaching so they are catering for and meeting the needs of all pupils within a class.

2. Provision Management

Pupils are reviewed termly to ascertain the additional and extra interventions needed to enable them to make progress. A variety of programmes are used to support learning and behaviour. Parents are informed of the interventions their child will receive on a termly basis through individual Provision Maps.

3. Education, Health and Care Plan

(See the SEND Policy)

4. Pupils with EAL

Pupils with EAL are supported by staff inside the classroom and in small groups. Interpreters are used when necessary. Pupils are also provided with individual bilingual dictionaries and are encouraged to use these in lessons.

5. Challenging children of higher ability

Pupils identified as of higher ability are provided for through a differentiated curriculum, which aim to challenge and extend targeted children. There are opportunities for advancement of more able students through extracurricular activities such as maths tournaments and debates.

6. Resources

Resources for additional needs and inclusion are purchased as appropriate and are matched to needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate.

Record Keeping

(See SEND Policy)

Looked after Children (LaC)

Children in public care will have targets set within a personal education plan (PEP) twice a year. The targets will be set by the school, the carer and social services. We aim to send a representative to all LaC reviews. We aim to work closely with social services and carers. Academic progress will be reported to the governing body.

Working with Outside Agencies

London Enterprise Academy promotes the value of specialist advice and support from a variety of professional and voluntary services. LEA also welcomes and positively promotes links with educational bodies that can promote pupils learning and provide enhanced opportunities for our more able learners.

The DSL and SENDCo liaises frequently with a number of other outside agencies and specialists:

- Social Services
- Education Welfare Service
- School Nurse
- Community Paediatrician
- Physiotherapy
- Occupational Therapy
- Educational Psychology
- Autistic Spectrum Disorder [ASD] Outreach
- Speech and Language therapists
- Specific learning difficulties team
- Visual and hearing impaired team
- Child and Adolescent Mental Health Service [CAMHS]
- LEA advisors
- Children's Society and Targeted Family Support Agency

Parents/carers are informed if any outside agency is involved.

Links with other schools/Transfer arrangements

Advisory teachers and subject teachers of children joining from other schools will receive information from the previous school; if the child has special educational needs, the SENCO will liaise with the feeder school to further discuss the child's needs. Children transferring to new schools will have records sent and the SENCO will discuss these children and provide a pen portrait and strategies to help the teachers support the student in order to access the curriculum.

The Governing Body

The school's Governors have statutory responsibilities outlined in the Special Needs Code of Practice. **Named governor** is the governor responsible for Inclusion. Governors will receive an Inclusion report at every full governing body meeting. They are required to report annually to parents on the fulfilment of the school's Inclusion Policy.

Equality Act

The Single Equality Act (see Policy) makes it unlawful for schools and LEA's to discriminate against disabled pupils for a reason relating to their disability without justification.

London Enterprise Academy aims to cater for the full ability range and the presence or absence of a special need is not a factor in the selection of pupils from its catchment area, unless it is felt by agreement with the parents and professionals involved that alternative arrangements would be more suitable.

Working with Parents

Parents will be involved with their children's progress both informally and formally. Positive parental involvement is important for the success of all children and is in accordance with the SEND Code of Practice. Parents will be involved right from the initial stages. Parents will be given the opportunity to express their views, be active in decision making and participate in their child's education, at review meetings, parent consultations and induction meetings. Pupils will also be given the opportunity to express their views and comment on their success.

To support parents, evening meetings are often organised to explain key areas of the curriculum and to develop understanding of children's special educational needs and disability.

Parents will have the opportunities to meet with their child's subject teacher during parent evening meetings. However, this does not mean that the parent cannot contact the school if they have any concerns about their child.

SEND department will hold regular coffee mornings throughout the academic year, providing parents with opportunities to drop in and to discuss their child's needs or any emerging difficulties.

Complaints

If any parent feels that London Enterprise Academy is not meeting the needs of their child they will be supported via the procedures outlined in the Complaints Policy. Parents may also seek support from the Parent Partnership and the Conciliation services.

Staff Development

The Leadership Group (LG) will review the needs of the teaching and support staff and provide INSET via external courses and in-school training. The needs of pupils and the interest areas of staff will also be taken into account when planning INSET.

Policy Review

This Policy will be reviewed as and when necessary to respond to any LEA or Government requirements. In the absence of any such changes the policy will be reviewed on a three yearly cycle.

Modification

The school, following advice from the SENDCO, will, where necessary, modify the National Curriculum and its assessment arrangements. London Enterprise Academy will do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. LEA achieves this through greater differentiation of planned learning or through the provision of learning resources. When necessary, LEA also supports learning through the involvement of appropriate external specialists. In such cases, teachers work closely with them to support the student. In exceptional circumstances we may decide that modification is necessary. This would only be undertaken following detailed consultation with parents and the student. The school governor with responsibility for additional learning needs would also be closely involved in this process. LEA would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

The role of the SENDCo

The SENDCo, under the supervision of the designated senior leader, will be responsible for the achievement of this policy's aims and will report annually to the Governing Body. More detailed descriptions of the SENDCo role are contained in the SEND policy.

Inclusion and racism

The diversity of the society in which our students are living is addressed through the planned schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to the Governing Body by the principal. The school contacts parents of those students involved in racist incidents. Further details are to be found in the schools Equality Policy.

We value each student as a unique individual. We will always continue to strive to meet the reasonable needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion. We will continue to have discussions with the Local Authority regarding our part in the “Local Offer” for students with Special Educational Needs and Disabilities.

Impact

The impact of this policy will be regularly monitored and evaluated. This will be done by consulting relevant stakeholders and by using an appropriate Equality Impact Assessment. The policy may be amended as a result of this assessment.

Date adopted

Signature of the Chair of Governors

Signature of the Principal

Review July 2028