BIG CREATIVE EDUCATION APPRENTICESHIPS TRAINING ACADEMY

Ofsted Outstanding Provider

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INCLUSIVE LEARNING POLICY

Updated January 2025

Approved by the Principal

This policy refers to and should be read in conjunction with the following policies:

- **Special Educational Needs Policy**
- **Assessment and IV Policy**

1. Introduction

Big Creative Academy's philosophy arises from a firm belief in the individuality and the emotional well-being of all students. Their strengths are individual and we celebrate this diversity. We aim to identify specific talents and areas for development in all aspects of Academy life and respond accordingly to the needs of all learners.

2. Purpose

2.1. All learners deserve an education designed to take into consideration their unique needs and attributes. The SEND Code of Practice 2015 outlines specific requirements of teachers and education staff with regards to teaching, planning and assessment for learners identified with SEND. A learner has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to learner of the same age. These requirements are outlined in SEND learner profile. This policy interprets the requirements of the SEND Code of Practice as it relates to education at Big Creative Academy. All learners deserve an education designed to take into consideration their unique needs and attributes. The SEND Code of Practice 2015 outlines specific requirements of teachers and education staff with regards to teaching, planning and assessment for learners identified with SEND. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. This policy interprets the requirements of the SEND Code of Practice as it relates to education at Big Creative Academy.

2.2. The aims of the Inclusive Learning is :

- to ensure that all learners receive the education appropriate to their needs
- to provide a focus for teaching and learning which will have a positive impact on the curriculum as a whole
- to have an impact on self-esteem and attainment for all pupils by fostering an achievement culture

- to enable all learners to develop higher cognitive abilities
- to provide opportunities to develop specific skills or talents

3. The Graduated Approach

3.1. Teachers should set high expectations for every learner. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to student achievement. In many cases, such planning will mean that learner with SEND will be able to study the same curriculum as all other learner without modification.

3.2. The Graduated Approach is a cycle of actions that, when implemented by teaching staff, constitute high quality teaching. The Graduated Approach can be summarised by four steps: Assess, Plan, Do, Review.

3.3. **Assess**: All teachers need to employ a schedule of regular assessments that inform their lesson planning and teaching. Beginning in September, all learner should be baseline assessed in their respective subjects. This would include in English and Maths if the student is enrolled in core subjects, and assessed for basic literacy skills within their vocational subjects. These assessments are then used to create a series of targets for each student that will subsequently inform planning. The SENCO will monitor these initial assessments for learners with SEND to ensure that they are being delivered appropriately and in a timely manner.

3.3.1. Summative assessments should be made throughout the term, in the form of classroom observations, regular marking and feedback. Formative assessments should also be utilized when appropriate, such as unit quizzes and mock exams. The SENCO will check regularly with teachers/tutors on the progress of learners identified as SEND and would expect teachers to provide this information readily.

3.3.2. All progress made should be adequately tracked using a combination of resources and in line with the Assessment and Internal Verification Policy. Through summative and formative assessment, each learner should have a clear set of targets that they are working towards. In Core subjects, this would be related to their specific challenges in areas related to the passing of their GCSEs. In vocational subjects, this would be related to the key performance indicators outlined by UAL for each project, leading up to the final major project. These targets should be tracked through each learner appraisals file.

3.3.3. Teachers may also want to employ further tracking to monitor student attainment on specific formative assessments so that they can show progress throughout the year and to help identify areas of weakness to be addressed through lesson planning. These should also seek to identify learner making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Does not match or better the learner's previous rate of progress
- A widening attainment gap between the learner and their peers
- Any learner who meets the above categories should be identified, where applicable with the assistance of the SENCO, for early intervention and for possible SEND assessment.

3.3.4. The accurate assessment of all learners is the responsibility of the teacher. The SENCO will assist teachers, if necessary, with carrying out assessments and with the tracking of progress

3.4. **Plan**: Once the gaps in student learning have been identified and targets have been set, teachers need to plan on how they will fill these gaps. If an individual lesson plan is not going to be used for each lesson, then the teacher needs to have a clear way of demonstrating that assessment is being used to inform their teaching on a daily basis. Planning will be necessary so that the teacher can appropriately differentiate their lessons to meet the variety of needs in their class. The SENCO will work with teachers to support planning and resourcing of lessons for learners with SEND. Heads of Curriculum will work with teachers to support planning and resourcing of lessons for learners with high ability.

3.4.1. For teachers with learners who have SEND Support or an EHCP, additional planning will be necessary in order to differentiate lesson materials and teaching approaches to meet the specific needs outlined in their student strategy. The SENCO will work with the teacher to ensure adequate differentiation is taking place. If a provision is outlined in a learner's EHCP to be carried out by their classroom teacher, this provision must be planned for and evidenced that it is taking place. If learners require additional intervention in order to bring their progress in line with their peers, then this needs to be planned and resourced by the teacher in conjunction with the SENCO, and, if available, the Learning Coach (LC) supporting in the classroom. Any additional intervention, whether it takes place inside the classroom or outside, needs to be rigorously evidenced. If a LC is carrying out this intervention, it is their responsibility to keep record of the intervention and its impact. However, they need to work closely with the teacher to decide what direction the intervention will take, what resources to use and how the interventions will be assessed.

3.5. **Do**: This part of the cycle is concerned with what takes place in the classroom, specifically lesson delivery and behaviour management. As stated before, teachers should set high expectations for every student, whatever their prior attainment. Teachers are responsible and accountable for the progress and development of the learner in their class, including learners who access support from Learning coaches or specialist staff, and those that demonstrate high talent and/ ability. It is the responsibility of the teacher to create classroom conditions in which all learners can thrive.

3.6. **Review**: Each term, all targets on learner appraisals need to be reviewed and updated by the teacher, with input from any other staff who support the learner. As regular assessment and tracking has been carried out throughout the term, evidence of the progress that each learner has made towards their targets should be readily available.

3.6.1. Evidence from any party involved in working with the student should be considered, especially if that learner has SEND. If the learner has an EHCP, it is necessary to hold an end-of-term progress meeting to review the targets of their EHCP and to get feedback from all staff involved in meeting those targets. The SENCO will chair this meeting with assistance from any staff working with the student who would like to attend. Additionally, it is important that the parents/carers of any learner who has an EHCP are able to give their feedback on their child's progress and so they should be invited to attend the meeting, or give their feedback verbally or in writing. During the progress meeting, the following is discussed:

- What progress has the student made? Have they achieved their agreed targets and what is the evidence for this?
- What impact has the support/intervention had on progress?
- What are the student's, parents' and professionals' views on the support/intervention?
- What changes need to be made to targets or provision next term?

3.6.2. The quality of teaching for all learners and the progress that they make should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. As described in the SEND Code of Practice 2015, the progress and attainment of learner with SEND is the sole responsibility of the teacher. In order for teachers to feel confident in addressing the needs of all learners, they should have regular opportunities to meet and consult with the SENCO, including receiving formal CPD if necessary. School leaders, including the SENCO, should work with teachers to build their confidence and knowledge in addressing the complex needs of their learner, ensuring that there are regular opportunities for professional development. The teacher should have regular opportunities to work with the SENCO to develop knowledge on the range of learning difficulties and disabilities that they may encounter in the classroom. The SEND, whenever necessary, should seek the advice of outside professionals to help in this process.

3.6.3. The SEND Code of Practice 2015 puts an increased emphasis on the involvement of the parent/carer and the learner in making decisions regarding the education of learner with SEND. The parents/carers of learner with documented SEND should be contacted termly by the SENCO and requested to give their input on their child's needs. They can either respond in writing or over the phone. The parents of learner with an EHCP will be invited to attend a termly EHCP review meeting where their young person's overall progress, progress towards targets and general feedback will be discussed. All staff who are involved in the education of this learner will give feedback about the learner's progress prior to the meeting and will also be invited to attend the meeting, if possible. In the summer term, parents/carers will be contacted via mail with a formal request to attend their young person's EHCP Annual Review. This is a more in-depth review of the student's progress over the year and must be carried out according to the format decided by the student's Local Authority. The protocols guiding how the Annual Review is conducted changes depending on what Local Authority the student comes from. The Local Authority should be contacted the month prior to the annual review to obtain the appropriate documentation and guidelines.