

## P6 – INCLUSION AND ENRICHMENT

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### 1.0 PRINCIPLES

1.1 St Dunstan's College aims to help all pupils thrive and fulfil their potential. Inclusion and Enrichment policy and procedure strive to promote full participation in, and benefit from, the school curriculum for all. The intention is to work towards the elimination of disadvantage and to empower all pupils to navigate or overcome obstacles in the way of progress, mindful of individual and differing needs. In line with the Equality Act (2010), Children and Families Act (2014), SEND Code of Practice (2015), and statutory framework for the EYFS (2017), the College celebrates and supports the diversity of its pupils, and recognises and responds to learning and enrichment needs. Resources and systems are in place for this purpose. There are, of course, practical and financial limits to what can reasonably be provided. This policy and its related documents should be viewed alongside our Equal Opportunities Policy (*P13*), Admissions Policy (*P10*), and their related documents.

### 2.0 POLICY

- 2.1. It is the responsibility of each teacher to ensure progress is made by all in their classes, providing appropriately differentiated strategies, or work, to address all pupils' learning and enrichment needs. Teachers are supported in this in the following ways:
- 2.1.1. In the Senior School, the Head of Department is responsible for subject based Schemes of Learning and Assessment. In the Junior School the Subject Co-ordinators are responsible for subject based Schemes of Work and Assessment. These schemes and their delivery are managed to provide supporting materials and advice, including the identification of strategies and resources designed to promote inclusion, enrichment, and extension.
  - 2.1.2. In the Senior School, the Tutor and Head of Section provide support to pupils and review general progress on a regular basis. In the Junior School this is the responsibility of the form teacher.
  - 2.1.3. In the Senior School the Assistant Head (Inclusion and Enrichment) oversees an Inclusion and Enrichment team. This includes:
    - 2.1.3.1. The Special Educational Needs and Disabilities Co-ordinator (SENDCO), who advises on strategies to ensure inclusion and progress in the curriculum for pupils with specific learning needs or disabilities (SEND).


- 2.1.3.2. The EAL Coordinator, who provides support to and advice on relevant inclusion strategies for international and EAL pupils.
- 2.1.3.3. The GMAT Coordinator, who provides support to and advice on relevant enrichment strategies for the Gifted, More Able and Talented.
- 2.1.4. In the Junior School, the Junior School Head of Inclusion and Enrichment oversees an Inclusion and Enrichment Team, including Learning Support Assistants, to promote progress and inclusion for SEND, EAL and GMAT.
- 2.2. Teaching staff and Inclusion and Enrichment staff collaborate across College contexts. Teachers approach the I&E team for support and guidance to enhance inclusion and enrichment. Similarly, I&E staff support teachers by attending Department meetings, engaging in pupil pursuits and learning walks, leading staff training, monitoring academic and co-curricular outcomes by I&E students, and providing advice and guidance to individual staff as needed.
- 2.3. The Senior and Junior School Inclusion and Enrichment teams actively support relevant teaching staff to enhance the quality of inclusion and enrichment in their classrooms.
- 2.4. Typically, pupils who may benefit from support for inclusion or enrichment are those with learning needs relating to the following areas:
  - 2.4.1. Communication and interaction (including ASD, speech and language difficulty)
  - 2.4.2. Cognition and learning (including dyslexia, dyspraxia, dyscalculia)
  - 2.4.3. Social, emotional and mental health
  - 2.4.4. Sensory and/or physical needs
  - 2.4.5. Medical conditions, working with the College Nurse
  - 2.4.6. EAL
  - 2.4.7. Gifted, More Able, or Talented
- 2.5. With regard to all forms of inclusion and enrichment, the College advocates a pupil focused approach of Assess, Plan, Do, Review.
  - 2.5.1. With regard to SEND the cycle of Assess, Plan, Do, Review always involves the child and their family in the discussion and decision making process, having the opportunity to express preferences. Within the parameters of what is reasonable and can be resourced, there will be a graduated response to need, which always begins with High Quality Teaching by our staff for inclusive learning.
  - 2.5.2. With regard to EAL and GMAT the cycle and processes outlined above will be applied as appropriate.
- 2.6. With regard to identification and assessment of need, it is the responsibility of families to inform the College of previously diagnosed or anticipated learning needs before admission to the College, or as soon as they are aware of them thereafter. Further information can be found in the Admissions Policy (*P10*), Admissions Assessment Procedures, and SEND Admissions Policy.
- 2.7. Subsequent to admission, the College seeks to ensure appropriate identification and assessment of developing pupil need. All initial assessments result in the creation of a Learning Support Profile, summarising relevant details of need, and initial Priority Strategies for staff. This is made available to all relevant staff through the College-wide Inclusion and Enrichment Register, which identifies all pupils with SEND, EAL,

GMAT support or enrichment needs. The Register is updated regularly. Families are informed if their child is on the Inclusion and Enrichment Register, or if a child is being monitored by the I&E team.

- 2.8. With regard to support and intervention, the intention of the College is to work with pupils to promote successful integration and inclusion into the mainstream curriculum. Normal practice is for the College I&E staff to support pupils and families to generate Priority Strategies arising from their Learning Support Profiles that focus on approaches the pupil and teachers can implement in and between lessons to promote successful learning. These Priority Strategies are reviewed regularly by I&E staff, and can be supplemented by an Action Plan if further intervention is appropriate.
- 2.8.1 In the Junior School, Learning Support Profiles, Priority Strategies, and Action Plans may require pupils attending learning support sessions and potentially receiving support from a Learning Support Assistant during lessons.
- 2.8.2 In the Senior School, 1 to 1 or group learning support for SEND, EAL and GMAT is not provided during timetabled lessons, subject to the College's obligations under the Equality Act 2010, and advice arising from approved Educational Health Care Plans.
- 2.8.3 Where the College feels it appropriate, parents can be requested to seek further advice and guidance from external specialists or other educational/medical professionals. This could include the request of an Educational Health Care assessment. Where parents do not enact College requests to seek further advice, the College will continue to support the pupil through best professional judgements of staff.
- 2.9. In terms of review, pupils should expect the effectiveness and impact of strategies associated with their Profiles to be reviewed at agreed points based on the specifics of each Learning Support Profile. Profiles will be reviewed at least annually. In the Senior School, review is coordinated by the SENDCO, EAL or GMAT Coordinator as appropriate. In the Junior School, review is coordinated by the Junior School Head of Inclusion and Enrichment. Action Plans are reviewed at least half-termly by the member of staff responsible for the creation of the Plan.
- 2.10. In the Senior School, the SENDCO, in partnership with the Examinations Officer, is responsible for managing and reviewing examination access arrangements during a pupil's time at the College. Please see the Disability Policy Examinations. In the Junior School, the Head of Inclusion and Enrichment is responsible for managing access arrangements.

### **3.0 RELATED DOCUMENTS**

<b>Special Educational Needs and Disabilities (SEND) Learning Support</b>
<b>English as an Additional Language (EAL) Learning Support</b>
<b>Gifted, More Able, and Talented (GMAT) Enrichment and Learning Support</b>

<b>Inclusion and Enrichment</b>			
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<b>Date Ratified:</b>	25 January 2019	<b>Next Review Date:</b>	Lent 2020
<b>Committee:</b>	Education Committee	<b>Clerk to the Governors</b>  <b>Signature:</b>	  .....