Inclusion at SFA

It is the full acceptance of all students and leads to a sense of belonging within the classroom community.

'Every Teacher is a Teacher of SEND'

All pupils have a right to effective teaching and full participation in the community of a school as set out in international agreements (the UN Convention on the Rights of the Child, 1989) and education law in England (the Equality Act, 2010 and the Children and Families Act, 2014).

According to the Code of Practice, 'a child or young person has SEN if they have a learning difficulty or disability' that calls for 'provision'. Ultimately allowing all barriers to be lifted so they are able to make progress in line with their peers.

How to Support Students with SEND

Quality First Teaching

The key aims of The Inclusion Department

Encourage Resilience and Independence & raise Self Confidence

Prepare all students of SEN for the world of Adulthood

To become inclusive members of Society and their local Community

Inclusion Department at SFA

SENCo   Sushma Padhiar

Admin assistant   Alice Henderson

LSAs   Loren Patterson
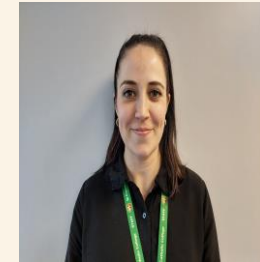
                         Helen Fletcher

                         Bernadette McCourt

                         Georgina Skraskowski

                         Nicola Bull

                         Sarah Brook

Working closely with the LSAs

- Working in partnerships with the LSA supporting in your lesson. Will be help to provide the best outcomes for students with SEND

- It is important to know that there may not always be a LSA in all lessons for the time being and support will be placed for students with an EHCP, they are high priority SEND and they come with a legal requirement of support.

- LAs will approach teachers in advance of lessons so they can prepare resources.

- LSAs are able to offer support with individual and specific differentiation which may be required

- LSAs can offer professional support for our teaching community

Getting to Know your Students

- Learning support plans and interventions for each student are all on class charts.

- LSPs contain invaluable information about each student, they highlight needs and inform us of the strategies which are effective for individuals.

- Class charts

- How we use this information as teachers

Class Charts - Identification

- Using class charts to help you identify students of SEND is quick and effective- you can access this by clicking on the 'i' button.

- To access the Learning Support Plan, you click on the student and then select 'SEN', then 'Learning Support Plan'.

Learning Support Plan for Codey Sharpe

Stage: **E**

Date of birth: 7/7/2009   Gender: Male   Tutor group: 7S   Year group: Y7

Teacher: Mrs Claire Walker   Start date: 1/7/2021   Review date: 29/9/2021

Gifted & talented: N   First language: ENG   Free school meals: N   Medical needs: N   In care: N   Ethnic background: Pupil Premium: N   EAL: N
Armed forces: N   Year 7 catch up: N   Attendance: 98.8%

Assess

Areas of strength: Enjoys playing computer games
Likes to participate in lessons and will often put his hand up to answer questions.

Areas of concern: EHCP - Dyslexia, SEMH, Cerebral Palsy

Access Arrangements
25% extra time

Reading age: 6y 5 months

Plan

Area of concern	Target	Success criteria	Strategies & Provisions	Key staff
Concentration	To start tasks quickly and maintain focus during completion.	Tasks are started within 5 minutes for each lesson over 6 week.	A class timer should be used to encourage Codey to start tasks on time and achievement of starting task should be praised. Time should be spent ensuring that Codey understands the requirements of the task and the success criteria. A short countdown to the start of the task will help Codey become mentally prepared to start. Clear expectations about pupils applying themselves quickly to tasks should be expressed and progress should be noted on monitoring sheet.	• Mrs Claire Walker
SpLD (Specific learning difficulties)	To maintain/improve confidence levels.	Codey makes good or better progress against his priority learning targets. Staff acknowledge increased confidence levels in their mid/end of year report.	Enable Codey to shine orally. Give Codey opportunities to explain/feedback his difficulties. Pre prepare material in advance so Codey can practise/rehearse.	• Mrs Claire Walker
SpLD (Specific learning difficulties)	To stay motivated.	Codey achieves in line/exceeds expectations academically.	Provide access to ICT so Codey can pace their efforts and meet with success - acknowledge publicly/privately in a variety of forms.	• Mrs Claire Walker
Listening	To improve listening skills.	Codey responds positively to instructions at the start of the lesson on 4 out of 5 occasions.	Remain consistent in expectations. Speak quietly. Give non verbal cues to signal that he/she can contribute.	• Mrs Claire Walker
Communication	To ask for help or guidance from teachers or other pupils.	Achieved 51% of time.	LSA support, traffic light system for discrete request for help, careful choice of learning pa̶r̶t̶n̶e̶r̶	

Students with SEND

- 21 EHCP students – SEN Priority Students
- 114 SEN K

Year 7 EHCP

- Bailey Brookes (brother of Connor Hargreaves in Year 9)
- Dillon Nye (brother of Emma Nye in Year 11)
- Gabriel Kasprzak
- Oliwier Donaj

Year 8 EHCP Students

- Matthew Downes
- Giulia Smith
- Noah Power
- Noah Sargeant
- Khiivah Welch
- Miles Harper
- Rhys O'Brien
- Amara Poole
- Nieve Coyle

EHCP Students in our setting

	Year 9	Year 10	Year 11

- Year 9   Year 10   Year 11
- Jacob Bayley   Dara Sidhu
- William Bayley   Saniya Santosh   Codey Sharpe
- Nancy Galt   Ciara Corbett Cyster   CJ Alwill Sowter
- Ana Luisa Menezes   Ryan Shaw
- Sophie Du Parry   Keiyan Meakin-Richards-Browne
- Charlie Shaw

EHCP Students in our setting

Year 11	Year 12	Year 13
Codey Sharpe	David Fortuna	William Wagstaff
CJ Alwill Sowter	Aaron Sidhu	
	Tyler Jordan Gough	
	Matthew Banks	
	Cameron Orr	

SEND & Exams Clinic

- Holly Lewis & I are available for a drop in SEND Clinic, where you are welcome to come along, to discuss individual students, share good practice, talk about what's working and how we can improve our SEN & Access Provision.

- Every Wednesday after School from 3.30 to 4pm, any time – refreshments will be available and it will be lovely to connect with you