

“Building ambition;inspiring pride”



STROOD
ACADEMY

**INCLUSION POLICY
2018-19**

BACKGROUND and RATIONALE

We recognize and respect that our students come from a variety of backgrounds, cultures, and levels of life experiences. The diversity of student backgrounds contributes to our school community and inspires teachers and students to be caring and open minded. Multiple teaching strategies are employed to differentiate instruction so that all students have equal access to the curriculum.

It is the policy of Strood Academy not to discriminate on the basis of race, colour, religion, national origin, sex, age, height, weight, marital status, disability, genetic information, or any other reason prohibited by applicable laws, in its programs, services, activities, or employment practices.

We are committed to the following Practices:

Standard A9:

- The school supports access for students to the IB programme(s) and philosophy.

Standard A9a:

- The school strongly encourages participation for all students.

Standard B1.5b:

- The school has developed and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.

Standard B2.8:

- The school provides support for its students with learning and/or special educational needs and support for their teachers.

Definition of Special Educational Needs

Many of our students have special academic, physical, social or emotional needs that are addressed so each student can be successful. These special needs include:

- Specific Learning Disabilities
- Emotional Impairments
- Speech and Language Impairments
- Visual Impairment
- Hearing Impairments
- Physical Impairments
- Health Impairments (Otherwise Health Impaired)
- Autism Spectrum Disorders
- Cognitive Impairments

Access to Learning

Students with special needs are provided access to the curriculum in the least restrictive environment. For some, that means a self-contained classroom or mainstreaming for part of the day. However in many cases, this is a regular classroom where classroom teachers collaborate following an inclusive approach. Teachers and at times specialists in certain areas assess the children to determine each child's individual needs and provide any special services and/or materials they require. For students demonstrating academic talents in a particular area, teachers address those needs through classroom differentiation. Regardless of the type of need, teachers collect and analyze data, monitor progress, set and update goals with the students and parents.

SENCo and Team

The Student Support and Wellbeing team offer a wealth of experience and specialisms in different areas to support students accessing the curriculum and academy life and to support inclusion. This includes:

- Dyslexia and exams concessions specialist who is able to screen and test for different learning difficulties to plan for appropriate support
- ASD specialist
- ADHD specialist
- Handwriting development leader
- Numeracy and literacy teams
- Lexia and Accelerated reader leaders
- Counsellors
- Educational Psychologists
- Specialist in working with families and external agency support
- Teams working with Looked after Children.

Interventions/accommodations that can be utilized where needed include:

- Assistive Technology
- Small Group Instruction
- Scribe
- Reader
- Extended Time
- Prompting and Cueing
- Reading Grade Level appropriate Materials
- Simplified Directions
- Paraphrasing
- Behavioral Modifications
- Organizational Support
- Alternative Testing Environment
- Homework Support
- Sign Language Interpreters
- Access to intervention programmes such as accelerated reader, Lexia and numeracy

development

All students have the opportunity to participate in all aspects of the school community including the Middle Years Programme and all extra-curricular activities.

Please refer to the SEN Policy which supports this document