

SPH



# Inclusion



## **What is Inclusion?**

At St Philip Howard Catholic High School we have adopted a whole-school approach to Additional Educational Needs (AEN) policy and practice.

Every effort is made to ensure that all students including those with AEN have full access to the National Curriculum and are integrated into all aspects of the school.

For pupils with identified AEN, the Inclusion Co-ordinator (INCO) will oversee a differentiated curriculum, appropriate to the individual's needs and ability.

## **Inclusion Department**

Support is provided for students with all categories of AEN and those with English as an Additional Language (EAL). The Gifted and Talented students and Looked After Children are also supported according to need.

The department has 14 teaching assistants, AEN Secretary and three Learning Mentors and is led by Mrs W Norris (INCO) and Mrs C Wing (Deputy INCO).

We are supported by Mrs A Careless (Assistant Head).

We support students from Year 7 to Year 13, some long term and some temporarily.

Our teaching assistants are experienced and have training in a number of areas including: Maths and Science specialisms, Speech and Language, EAL, Occupational Therapy, Social Communication, Dyslexia and Hearing Impairment.



## **What we offer!**

- Withdrawal literacy groups (from Classics) for Year 7
- Study Skills groups Years 8 – 11 for extra literacy and support with classwork, homework and revision.
- Years 10 – 11 Study Skills for Asdan-Cope Level 2 (equivalent to grade B GCSE).
- Small group support for:
  - ◇ Social communication skills
  - ◇ Speech and Language
  - ◇ EAL
  - ◇ Step Ahead (Occupational Therapy programme)
  - ◇ Anger Management
  - ◇ Emotional Literacy
- Registration withdrawal support for spelling, reading, and Maths
- Touch typing
- Homework club – invitation only for those students requiring additional support
- Movie club – invitation only for EAL students and those requiring an alternative secure base at lunchtime
- Exam Dispensation – assessment and support.
- Alternative Curriculum for selected students only, usually statemented
- Art Therapy
- School Counsellor.

## **Assessment and Reporting**

When a student enters the school especially in Year 7, we will have had conversations with their previous school and look at assessment information already available.

We will do our own reading, spelling and numeracy assessments.

Year 7 students will also do Cognitive Ability Tests (CATs).

After looking at all available assessment information we will decide what support will be offered.

A letter will then go out to parents asking for their permission to withdraw students for support or for further assessments to take place with outside agencies.

In addition we do carry out dyslexia, visual stress, handwriting, and exam dispensation assessments. (These are only done for selected students at staff discretion).

## EAL

Students who have English as an additional language are assessed and where there is a need they are invited to attend support sessions in the Inclusion Suite.

We are pleased to say some students are able to complete English Competency certificates. Students may also have in-class support.

With this in mind, all our students with low level English acquisition have been provided with bilingual dictionaries. Netbooks and iPads are available to use in the classroom to translate key words and text where appropriate.



## Step Ahead

Step Ahead is an Occupational Therapy programme which is designed to help students with Dyspraxia and spatial awareness difficulties.

Following an assessment, the aim of the programme is to concentrate on fine motor skills such as handwriting and gross motor skills to improve balance and movement.

The pupils have access to the Wii and a varied selection of equipment and games including Hama Beads, K'nex, Yo-Yos, juggling balls, Jenga, a balance board, various balls and hoops.

Improvements are noted in motor control and self esteem.



## Emotional Literacy/Social Skills

Students may be in the group if they have confidence issues, low self-esteem, friendship or anger-management issues.

EL looks to build students' self esteem and self worth so they feel happier and more confident to take on the challenges they face.

Students will be involved in activities such as discussions, role play, body language and individual activities like self reflection.

They will also be given the chance to discuss any problems they may be having if they wish to.

In the first session a group contract will be made between the students outlining the rules for their group so they feel comfortable at all times.



### **Parent Tip**

**Falling out with friends is very common as children form new friendships and new 'pecking orders' are established.**

**Give advice but don't overreact.**

**Contact the school if worried.**

## Spelling

Many children at Key Stage 3 and 4 have a specific difficulty with spelling which requires support.

Within the Inclusion Department students have the opportunity to practise their spelling skills using a structured and multi-sensory approach.

Most spelling sessions are taught during tutor time which does not affect their timetabled lessons.

For pupils with greater specific spelling needs, lessons may be taught one to one with withdrawal from a lesson.



### **Parent Tip**

**Time the journey to school or bus-stop.**

**Be sure your child is clear about what time they are expected to be home and what to do if they are held up for any reason.**

**Make sure they know/have your contact numbers.**

## Speech and Language

Some pupils do not develop speech and language as expected. They may have difficulties with any or all aspects of speech and language ranging from moving the muscles that control speech to the ability to understand or use language at all. The effects of language impairment can range from mild and transient to severe and long term.

At SPH we cater for pupils with a wide range of speech and language needs. Students are supported in very small groups or individually if necessary to develop their key skills in specifically targeted sessions, using programmes devised by the Speech and Language Therapy Service.



### **Parent Tip**

**Knowing the school rules regarding uniform (including jewellery and make-up).**

**Making sure everything is ready to put on the evening before (including shoes and underwear).**

**Name everything, even shoes—you would not believe what children lose! A marker pen is as good as labels.**

## **Learning Mentor**

Our Learning Mentors offer support and guidance to students who are experiencing challenges with their studies. This can be academic, pastoral or behavioural.

It involves regular 1:1 sessions tailored to each individual student's specific needs, whether achievement, well-being and progress or behaviour, enabling them to be instrumental in the solution focus.

The Learning Mentors also monitor the progress of Looked After Children (LAC) using their individual Personal Education Plan to inform their work.



## **Gifted and Talented**

Students are selected on the basis of cognitive ability, Key Stage 2 tests and teacher assessments.

Regular checks on progress are made through data tracking and interviews with students.

Students are also invited to attend special courses throughout the year provided by West Sussex County Council.

## Homework Club

Sessions are held daily and last one hour after school. Letters are sent home inviting chosen students to attend. Students are supported by Teaching Assistants and enjoy doing homework with their peers. At present we have 52 students who regularly attend Homework Club.

Registers are always taken to ensure the safety of students who attend and telephone calls/text alerts are sent home unless they are absent, have other clubs or a detention. If there are any changes we do require a note from home, in their planner, or a telephone call will do.



### **Parent Tip**

**Try to ensure that homework is done on the night it is set to prevent 'build-up'.**

**Don't do homework for your child, support and let staff know immediately of any problems.**

**Check their planner for any reminders/notes each night and sign it weekly.**



## Movie Club

The Movie Club is used to support EAL students and students requiring a supervised base during lunch time.

The Club is supervised by two teaching assistants, and all students who join receive a membership card.

Nothing over a 12 censorship is ever shown and we manage to obtain a wide variety of films.

## Update

Over the next year we will be arranging Parent Inset/Forums with Specialists.

Areas to be covered are Dyslexia, Autism, Speech and Language.

Keep an eye on the school web page for information.

**[www.st-philiphoward.w-sussex.sch.uk](http://www.st-philiphoward.w-sussex.sch.uk)**