

Inclusion Statement

Adopted by BoG October 2019

Review October 2022



In Larne High School we believe that each pupil is entitled to the highest standards in terms of Teaching, Learning Opportunities, Pastoral Care and Learning Beyond the Classroom. This entitlement is regardless of religious belief, political opinion, racial group, age, sexual orientation, gender identity. This entitlement applies to learners with a disability and learners without. The statement below articulates the entitlement of all pupils to access a level of education appropriate to their needs, abilities and aspirations.

As an inclusive school we do not seek to closely define the additional educational needs for which we will make provision. Our success is built upon our ability to provide outstanding learning and teaching experiences for a wide range of different needs and abilities. As an all-ability, inclusive school which places the learner at the core of our values, there are three principles that guide us in developing an inclusive curriculum which provides all students, regardless of the characteristics identified above, with relevant and challenging learning. The three principles are as follows:

- setting suitable learning challenges
- responding to students' diverse learning needs
- helping overcome potential barriers to learning and assessment for individuals and groups of students

In admitting students with special educational needs we anticipate having informative discussions with the student, their parents/guardians, their previous schools and representatives of the Education Authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a student with special educational needs through the school's SEN funding. As a mainstream school, it would be challenging for us to make provision for students whose needs and/or demands are significant, severe or profound – to the extent that it could be reasoned that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each student in constructive conversation with other agencies.

The staff of Larne High School endeavour to create a culture of inclusion to achieve maximum integration and outcomes of all children (including vulnerable learners) whilst meeting their individual needs. This is done by:

- providing differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities whilst providing challenge. This ensures that all children have a full access to the school curriculum
- making every effort to narrow the gap in attainment between vulnerable groups of learners and others
- providing differentiated work and individual learning opportunities for children who are learning EAL as part of our provision for vulnerable learners
- focusing on individual progress in terms of attainment, achievements and attitudinal surveys (such as GL PASS) as the main indicator of success and as the starting point for future improvements
- striving to make a clear distinction between *underachievement* – often caused by a poor early experience of learning and *special educational needs*. Some students in Larne High School may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these students catch up

Other students will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that students with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential elements of success for these learners.

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of approaches to address targets identified for individual students.

- clear individualised plans for each SEN learner, linked to subject specific targets for support and improvement
- teachers differentiate work as part of quality first teaching
- small group withdrawal time
- individual class support / individual withdrawal for Numeracy and Literacy support
- further differentiation of resources

This is not an exhaustive list as there are many other means of supporting learners to overcome any barrier to attainment and achievement which we will implement in partnership with the learner. We endeavour to fully involve all learners by encouraging them to:

- state their views about their education and learning and develop a positive attitude to learning through developing a growth mind set.
- helping pupils identify their own needs and learn about learning through a range of strategies delivered in the classroom
- share in individual target setting across the curriculum **so that students know what their targets are and why they have been set**
- self-review their progress and set new targets
- monitor their success at achieving the targets on their Individual Education Plans for some students with special educational needs
- provide appropriate support and intervention tailored to the needs of each individual learner