



Yasmina British Academy

Inclusion Policy

Purpose of this policy

This policy sets out the scope of inclusive education at Yasmina British Academy and supports parents and staff in understanding how the school ensures that every student has equal access to learning opportunities and resources. It enables parents, staff and the wider school community to understand how the ADEK Inclusion Policy is implemented at Yasmina British Academy.

Inclusive education

Our vision for inclusive education is to create a nurturing community where every student feels welcomed, valued and supported. We are dedicated to celebrating diversity and empowering each student to reach their full potential. Through collaboration between parents, staff and the wider community, we strive to provide equitable access to outstanding teaching and learning, recognizing the unique strengths and challenges of all learners and preparing them to thrive as they transition into adulthood.

Our mission is to provide high quality inclusive education that meets the needs of all students, which is responsive to their changing needs and encompasses the wider team (Parents, staff, counsellors and external professionals such as therapists). We will ensure that students get an opportunity to contribute to decision making about the support that they receive and their academic and social goals. We recognize the importance of ongoing professional development for our staff and ensure teachers are empowered to meet the needs of all students in their class.

Our strategy includes:

- Adopting the tiered model of intervention, which clarifies the levels of support required by each student with additional learning needs (ALN) and the nature of that support, leading to effective deployment of the inclusion team
- Developing and delivering school wide CPD to upskill our teachers and teaching assistants

- Using data and observations to identify students who may have ALN and to track the progress and attainment of all students, ensuring they receive targeted intervention to best support their needs.
- Working closely with parents, therapists and none-academic staff such as pastoral team to ensure that children's wellbeing is paramount and all involved with the student collaborate to achieve the best possible outcomes

Our targets for inclusive education in academic year 2024-2025 include:

- Full compliance with ADEK Inclusion Policy
- Implementation of therapy from external partners via the ADEK In school Specialist Services system
- Create and Install Primary Sensory room
- Shift terminology from 'School Action' to Tiered Model of Support

Admissions

Yasmina British Academy is an inclusive school and we welcome applications from students from all backgrounds, regardless of their first language, prior education and academic attainment. Each application is considered on its own merit. The school uses a comprehensive assessment process to ascertain the support needed, if any, and the students academic potential. Further information about the process is available in the schools Admissions Policy.

Should an applicant already have a diagnosed disability and require access arrangements and other adjustments to participate in the assessment process, the school will facilitate these to ensure that the student is not disadvantaged.

In accordance with the ADEK Inclusion Policy, the school are required to determine their own criteria for admission and to define their 'Inability to Accommodate'. When a student has a disclosed disability or additional learning need, the application will be carefully considered and reviewed by a team that includes the Head of Inclusion.

Students are admitted into the year group appropriate to their age and the stage of education they have already completed. Students with ALN are not permitted to repeat a year that they have already completed, unless the parents request via the school admissions and ADEK.



Standard Inclusive Provision

Staffing

Yasmina British Academy recognizes the importance of providing a team of specialists to support students with ALN. Each cycle across the school has an Inclusion Teacher, that is a qualified teacher with additional post-graduate qualifications in meeting the needs of students with ALN. The Inclusion teacher is responsible for day to day management of inclusive education within their cycle (EYFS- Michelle Smith, Middle School- Jenny Paddy Grey & Claire Smith, Middle School- Declan Gallagher, Secondary- Conor Duggan). The Inclusion Team also comprises of inclusion assistants, with one per year group, to enhance the support for Tier 2 and 3 pupils. Individual Assistants are not permitted to provide support with teaching or to create, modify or evaluate learning activities.

Accessibility

Yasmina British Academy has a fully accessible school site. There are elevators in all buildings with more than one floor, evacuation chair on the staircases and accessible POD bathrooms can be found in all parts of the school. Should a Student of Determination require adaptations to enable their access to teaching, learning and recreational spaces, these will be considered on a case by case basis and wherever possible, implemented with the support of the facilities and inclusion team.

A Personal Emergency Evacuation Plan (PEEP) is created for any student who needs support to safely evacuate the school building. A risk assessment in the form of a Pupil Management Plan will be created for a student with ALN who needs support to ensure their own safety and that of others, including adults. School security staff receive regular training in the use of equipment that aids evacuation.

All classrooms and learning spaces in school are designed to meet the needs of the children who use them. Adapted equipment such as chairs and tables can be used to support the integration of students with physical or sensory needs, where those needs occur on a temporary or long term basis. The Inclusion team have designated spaces within each block, to ensure inclusion teachers and assistants can facilitate pull-out interventions. Yasmina British Academy have purpose built therapy rooms for occupational and speech therapy, which are also used for pull-out interventions when



not being used for therapy. We have created timetables for each room to ensure therapy takes priority.

Teaching and Learning

Teachers at Yasmina British Academy adhere to the 'Yasmina Way', which ensures that all students are valued and respected and their needs are met. A range of approaches to delivering teaching and demonstrated learning are employed, these are considered when lessons are planned, during and after delivery. Where appropriate and applicable, teachers take account of students targets from the Pen Portraits/ learning plans and provide adjustments and accommodations in line with their 'normal way of working'. Through quality first teaching, all teachers will utilize adaptive teaching strategies.

Tiered Model of Support

We recognize that not all students with ALN need the same type or frequency of support and that some students needs are effectively met in the classroom through quality first teaching strategies. When a student has an identified or diagnosed disability or learning needs, the school allocates them a tier according to the support needed. In accordance with the ADEK Inclusion Policy, the Tiers are: Tier 1- Universal (students' needs are met in the classroom); Tier 2- Targeted (support is provided by the inclusion team, as well as the class/subject teacher) Tier 3- Intensive and Individualised Support (support is provided by the Inclusion Team, as well as the class/subject teachers, and this is highly personalised due to the students unique learning needs).

Identification, Referral and Tracking

The school employs a robust identification, referral and tracking system which enables teachers to raise concerns about students to the Inclusion Team and ensures that follow up action is taken. This could include a meeting with parents, reviews of the students work and grades, discreet in class observations, engagement with the student so that they can share their experiences and challenges firsthand and formalized assessments. Once reviewed, the Inclusion teacher and Head of Inclusion will meet to agree on next steps, such as advice to teachers on meeting needs and the provision of push-in/ pull-out targeted intervention from an Inclusion Team member.



Students who are identified as having an additional learning need as a result of this process will be allocated to a Tier. Tier 1 students with a CAT4 score lower than 87 have a Pen Portrait, which identifies strategies to be used linked to the batteries they scored lowest within. Tier 1 students are monitored regularly from discussions with classroom teachers and assistants. Students at Tier 2 and Tier 3 have a Documented Learning Plan which is reviewed termly. Both documents are constructed through a collaborative approach between teachers, parents and the student themselves, with the input for external professionals where appropriate. Termly reviews provide an opportunity to reflect on the impact of support given and make any required adjustments. Annual reviews are held for students at Tier 2 and Tier 3, as well as any others who have support from an Individual Assistant.

The school are required by ADEK to maintain records of students with disabilities and additional learning needs. This includes their tier of support, their type of need and their learning targets. These details and the students medical report provided by their parents where applicable, will be recorded on the ADEK eSIS system. Further information regarding ADEK records is available from the Head of Inclusion.

Therapy in school

Yasmina British Academy works in partnership with external therapy providers to facilitate the provision of therapy at school during the school day. Therapies available are speech and language therapy, occupational therapy and psychotherapy. Parents agree to a contract with the clinic providing where designated therapists and the clinic are responsible for administration of the registration and monitoring process, as well as the collection of therapy fees where the therapy is not covered by medical insurance. Refer to the school's In-School Specialist Services Policy for further information.

Additional Fees

Yasmina British Academy recognises that equitable access to education is the right of all students. The school does not charge additional fees for learning support, specialist assessment or consultation with other professional such as therapists. As an Inclusion department, we regularly observe therapists that attend school for sessions to ensure we are facilitating the very best providers for our students and parents.