

Inclusion Policy

Status: Revised Policy

Date for Next Review: August 2024



ESF now provides the opportunity to provide input on ESF policies. Your suggestions can help us improve our workplace, therefore, your feedback is appreciated. To provide input, please scan the QR code or click on the link below:

bit.ly/esfpolicy_spqa

Thank you in advance for your help.

Originator: Head of Student Support Services ESF Centre Date: June 2022	Policy Owner: Director of Strategic Performance and Quality Assurance ESF Centre	Reviewed by: Head of Student Support Services Head of Quality Improvement and Support Date: June 2022	Approved by: Senior Management Team ESF Centre Date: 23.08.22
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1. Policy Document Review

This policy document is subject to a regular review by ESF to ensure its continuing suitability, adequacy and effectiveness. Areas subject to review include, but are not limited to, follow-up action from previous reviews, policy conformity, review of complaints, status of corrective and preventive actions, and improvements. ESF reserves the right to amend this Policy following such review.

1.1 Review status

Review No.	Summary of Revision following Review	Reviewed		Approved	
		By	Date	By	Date
1.	Previously the SEN Policy. Renamed Inclusion Policy. Rewritten to include broader aspects of inclusion.	Head of Student Services Support and Head of Quality Improvement and Support	June 2022		

2. ESF vision

The English Schools Foundation vision is for every child to be the best that they can be.

3. Purpose

This policy sets out the principles of inclusion to be applied across all ESF schools.

Schools should develop practices for inclusion that align with the International Baccalaureate (IB) in valuing inclusion as “...an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers, to be organised in ways that value student diversity and respect individual learning differences.” (Learning diversity and inclusion in IB programmes, IBO 2020, p2).

4. Scope

This policy applies to:

- all staff, students and the wider school community.

The scope for this policy covers the implementation of the ESF Inclusion Principles (**Appendix 1**) within an educational context, pedagogy and curriculum, and the provision of education through an ESF school.

5. Definitions

ARP	Admission and Review Panel
DEI	Diversity, Equity and Inclusion
ESF	English Schools Foundation
ESL	Educational Services Limited
K-13	Kindergarten through Year 13
JCSRS	Jockey Club Sarah Roe School
LD	Learning Diversity
LDN	Learning Diversity Network
LOA	Levels of Adjustment
LS	Learning Support
PIS	Private Independent School
SSS	Student Support Services

6. Policy principles

Under the Inclusion Policy, ESF is committed to the following ESF Inclusion Principles and agreements:

- We believe that inclusion is engaging with all students as unique individuals with their own interests, identities, abilities, strengths and needs.
- We believe that joyful learning environments are enriched by student diversity.
- We believe that inclusion is valuing and welcoming every member of our community, and supporting their capacity to flourish.
- We believe that a culture of inclusion is constructed by a community of exceptional leaders and teachers, including suitably qualified and experienced Learning Diversity (LD) teachers and support staff.
- The language we use to describe our Inclusion Policy, practices and learning provision should acknowledge that all individuals are diverse learners and should be guided by the ESF Inclusive Language Agreements (**Appendix 2**).

7. Inclusion at ESF

ESF believes the process of inclusion should be/is collaborative and that all teachers are teachers of all students. Learning should be personalised to ensure that all students are safe, happy, kind, learning and engaged.

ESF is committed to maintaining a continuum of provision for each student, personalising learning and creating optimal learning environments for all students and ensuring that students have access to a wide range of learning experiences.

The broad themes within this policy are:

- Identifying and supporting students within the ESF Levels of Adjustment
- Supporting students from a diverse range of language backgrounds
- Differentiating for gifted and talented students
- Supporting expression of identity
- Supporting access arrangements for external examinations and assessments
- Supporting physical access

7.1 Identifying and supporting students within ESF Levels of Adjustment

ESF uses Levels of Adjustment (LOA) 1 - 6 to describe the amount and type of support schools must provide for students identified within the LOA continuum.

The ESF Levels of Adjustment and Differentiation Framework (**Appendix 3**) identifies curriculum access planning and provision examples, such as support, programmes, strategies and interventions commonly used in ESF schools.

ESF schools have an identified and suitably qualified Learning Diversity (LD) Manager. The broad responsibilities of the LD Manager are outlined in **Appendix 4**.

LOAs are specific to the ESF context and therefore are assigned only by ESF LD specialists.

The LOA informs the provision or placement required. The points below outline the most common placements for students within each LOA. Occasionally, placements may differ depending on the profile of the individual student.

- LOA 1 & 2 - Mainstream placement with additional support
- LOA 3 & 4 - Learning Support placement (in ESF primary and secondary schools)
- LOA 5 & 6 - Jockey Club Sarah Roe School placement

There are support structures and mechanisms in place for schools and students, such as:

- The ESF Educational Psychology Service provides a range of consultation and assessment services and supports schools to plan interventions and implement supportive strategies.
- The Learning Diversity Network (LDN) is comprised of LD managers and teachers from every ESF school and meets once a term to share good practices, collaborate, and influence the development of inclusion across ESF.
- Student Support Services (SSS) Advisers provide advisory support to all schools and kindergartens.
- Career Development Service Coaches provide structured workplace training for year 12 and 13 students supported within LOAs 3-6.
- Access to support from social workers and counsellors in the secondary phase.
- Access to on-site, parent-funded therapy and specialist intervention.
- Partnerships with external organisations and NGOs.

7.2 The Admission and Review Process (ARP)

The Admission and Review Process informs the placement of students applying for or transferring into or out of LS or JCSRS provision within ESF. This includes students within an ESF Kindergarten who may not be able to access a mainstream curriculum.

The allocation of places within LS and JCSRS is managed centrally following the recommendation of the ARP. Places are allocated depending on the student's recommended LOA, priority level, and school availability. ESF schools are expected to support the recommendation of the ARP panel regarding students' LOA and work with the Student Support Services team to admit students who are centrally placed through this process.

ESF is committed to supporting all students, in line with the ESF Levels of Adjustment and Differentiation Framework and the funding formula for LS and JCSRS. However, a small number of students with a pervasive, highly complex combination of emotional/behavioural/mental health needs will require an entirely individualised, specialised and/or therapeutic curriculum outside of the classroom, with ongoing direct input from multidisciplinary educational and health professionals. There is currently no provision within an ESF context to support students with such highly specialised support requirements.

For students already within ESF provision whose needs change to an extent that the current provision is no longer deemed suitable, ongoing consultative discussions and planning, in conjunction with ESF policy, must take place between the school, Student Support Services, family and multi-disciplinary health professionals in order to determine the most suitable environment for the student. The ARP process or exclusions policy may be required to guide this consultation. In exceptional cases, the most suitable environment and resourcing may not be within the ESF context. The final decision is made by the Principal, Head of Student Support Services, and Director of Strategic Performance and Quality Assurance.

7.3 Supporting students from diverse language backgrounds

ESF recognises the strengths of bilingual and multilingual language learners and strives to support translanguaging. Teachers use a range of differentiation strategies to support students as they develop their language abilities in English. Further details may be found in the Language Policy.

7.4 Differentiating for gifted and talented students

ESF schools continually strive to be proactive and reflective about identifying gifted students from K-13. ESF is committed to supporting teachers and schools in implementing teaching and learning programs and provisions for gifted students across the different domains and levels of giftedness and talent. Further details can be found in the ESF Gifted and Talented Education Position Statement (Appendix 5).

7.5 Supporting expression of identity

ESF holds a shared vision to create a welcoming learning environment where everyone is valued and supported and treated with dignity and respect so that every student in our community can thrive.

Each school is aware of its critical role in shaping the future generation of global citizens and is committed to constantly assessing and challenging diversity, equity and inclusion practices to ensure we are doing our very best for our students. Further details may be found in the DEI Policy and Position Statement.

Relationships and Sexuality Education (RSE) in ESF schools is a key aspect of student wellbeing and holistic development. It builds knowledge, skills, and behaviours which empower young people to make positive, safe and responsible choices. The ESF Relationships and Sexuality Education (RSE) Policy recognises the importance of inclusivity.

7.6 Supporting access arrangements for external examinations and assessments

ESF schools plan for and support students undertaking examinations or assessments by providing the necessary access arrangements set out by the various examination boards. Arrangements may include additional invigilation support and extension of time.

Schools have qualified staff to carry out the required standardised assessments, ascertain eligibility, and make the necessary applications to examination boards.

7.7 Supporting physical access

ESF schools work collaboratively to support all students to access the physical learning environment. This purpose is to remove or reduce physical barriers students may face across their learning environments. When schools recognise that a student has access requirements, they collaborate with families and multi-disciplinary professionals to plan the necessary support. Staff will continuously monitor the supports to ensure they remain optimal for the student.

8. Compliance

8.1 Responsibilities

The Director of Strategic Performance and Quality Assurance is the Policy Owner.

The contact officers for this policy are:

- Head of Student Support Services

The following are responsible for the implementation of this policy at the school-level:

- Principals

8.2 Recording and reporting

Any matters related to non-compliance with this policy should be directed to the Director of Strategic Performance and Quality Assurance.

Appendix 1: ESF Inclusion Principles

1. Personalising Approaches to Learning

We believe that inclusion is engaging with all students as unique individuals with their own interests, identities, abilities and strengths. Therefore we strive to:

- use a strengths based, holistic approach to understand and support every student
- collaboratively design authentic and dynamic curricular and co-curricular experiences that are differentiated, modified and build upon prior learning
- use assessments to create individualised goals, and ensure high expectations of achievement for every student
- provide a range of curriculum experiences and learning pathways so that learning is suitably structured, challenging and achievable
- provide a range of learning environments and provision to include all learners

2. Creating Joyful Learning Environments

We believe that joyful learning environments are enriched by student diversity. Therefore we strive to:

- consider student diversity as a positive resource which enhances learning for all
- co-construct appropriately resourced and accessible learning spaces
- engage all learners, through a variety of evidence based strategies, in purposeful interaction and learning
- design inclusive learning experiences that extend beyond the school campus
- continually enrich the environment to recognise and strengthen student learning
- create flexible learning and teaching environments that are safe and support all learners

3. Nurturing

We believe that inclusion is valuing and welcoming every member of our community, and supporting their capacity to flourish. Therefore we strive to:

- foster a sense of belonging and strong relationships through warm acceptance and an interest in every student and family
- embed wellbeing through all aspects of teaching, learning and school life
- create social and learning environments that are safe and encourage risk-taking and student voice and choice
- support students to develop a sense of autonomy, leadership and a willingness to take initiative
- recognise contributions and achievements of all

4. Exceptional Teachers

We believe that a culture of inclusion is constructed by a community of exceptional leaders and teachers, including suitably qualified and experienced learning diversity teachers and support staff. Therefore we strive to:

- develop a shared understanding and commitment to inclusion as part of an ongoing process of community engagement and professional development
- encourage and support all staff in ongoing professional learning and application to improve teaching practice

- provide a range of professional learning opportunities, including those specifically related to learning diversity and student support
- collaboratively engage with colleagues around best practice for learning diversity which may include co-teaching, collaborative planning, direct instruction, and/or evidence based interventions

Appendix 2: ESF Inclusive Language Agreements

ESF is committed to ensuring that we are inclusive and respectful to the diversity that exists within our student population, and that our language enables everyone to be valued, respected and included.

The ESF Inclusion Principles were developed collaboratively across the Foundation to articulate our core beliefs and reflect our commitment to inclusive practices within our schools.

- We value and welcome every member of our community, and support their capacity to flourish.
- We engage with all students as unique individuals with their own interests, identities, abilities, strengths and needs.
- We create a culture of inclusion which is constructed by a community of exceptional leaders, teachers and support staff.
- We provide joyful learning environments enriched by student diversity.

Learning Diversity

A clear commitment for review and change of language related to learning diversity, often known as special educational needs, was expressed by the ESF Senior Management Team, Executive Leadership Committee and Learning Diversity Network. Consultation with key stakeholder groups has enabled the creation of this framework to ensure our language for learning is inclusive, respectful, accurate and relevant.

Feedback from stakeholders, alongside the ESF Inclusion Principles, has led to the articulation of the following ESF Inclusive Language Agreements:

- Language should be strengths based and positive: acknowledging strengths and capacities rather than using deficit labels.
- Language should be person first: focusing on the person first rather than defining an individual by a label, unless the individual prefers the use of identity-first language.
- Language should acknowledge diversity and variability: ESF is a population of diverse learners requiring a range of student support services to help remove barriers to learning.

Inclusive Language Agreements	✗	✓
Strengths Based and Positive	Special educational needs Learning difficulty Learning disability	Learning diversity Learning variability Student support
Person First Language ¹	Learning support student Disabled student	Student receiving learning support Student with a disability
Acknowledge Diversity and	Special educational needs	Support for learning

¹ Some individuals prefer the use of identity-first language, which positions disability as an identity category.

Variability		Learning enhancement Learning diversity
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Summary:

Language is a powerful tool for building inclusion. The language we use to describe our policy, practices and provision should acknowledge that all individuals are diverse learners, and should be guided by the ESF Inclusive Language Agreements, grounded within the ESF Inclusion Principles. Alongside the agreements, we should be mindful and respectful of the choice of individuals in how they prefer to identify and be identified.

Recommendations:

1. The language in Foundation wide policies, documents and commonly used terms of reference should be reviewed and updated in line with the ESF Inclusive Language Agreements.

Current	Proposed
Special Educational Needs	Learning Diversity
SEN Policy	Learning Diversity Policy
ESF Matrix	ESF Learning Diversity Matrix
ESF Model of Differentiation	Remove references to SEN
SEN Application	Learning Support Application

2. The language in ESF school policies, documents and commonly used terms of reference should be reviewed and updated in line with the ESF Inclusive Language Agreements. This might include the name of the department providing support to students, job titles, policies, labels in the physical environment, communications including parent literature and websites.

Current language / document	Examples
SEN teacher / educational assistant SENCo	Student support teacher / educational assistant Learning diversity teacher / educational assistant Learning enhancement teacher / educational assistant Learning support teacher / educational assistant Specialist teacher / educational assistant Student support coordinator / leader
SEN Department	Student support department / services Learning diversity department / services Learning enhancement department / services Learning support department / services
Disabled Toilet	Accessible toilet

3. All ESF staff should make a commitment to consciously consider language in line with the ESF Inclusive Language Agreements and support each other to form new habits within our common terms of reference related to learning diversity.

Appendix 3 Levels of Adjustment and Differentiation Framework

Levels of Adjustment		Level 1 Mainstream with support	Level 2 Mainstream with support	Level 3 & 4 Learning Support	Level 5 & 6 Jockey Club Sarah Roe School
	All children	Some children		A few children	Very few children
Model of Differentiation	Class differentiation	Additional differentiation	Regular, ongoing differentiation	Daily, continuous differentiation	Continuous, individualised differentiation
Curricular Access Planning	Quality, differentiated and inclusive teaching that: - Personalises learning and sets suitable learning challenges - Responds to students' diverse needs - Overcomes potential barriers to learning	Additional class based differentiation of curriculum content for students who require additional support to achieve year group learning outcomes Short term small group intervention in 1 or 2 dimensions of schooling	Regular, individualised teaching and learning adjustments of objectives, outcomes, materials or equipment A combination of additional small group, for minimum 2 cycles of intervention, as documented in VLE / IEP	Daily, individualised teaching and learning adjustments of objectives, outcomes, materials or equipment Access to daily push in support in mainstream lessons and pull out support that focuses on skill development / concept reinforcement / functional life skills teaching Access to alternative curriculums at secondary level	Continuous, individualised support Systematic interventions and highly individualised teaching programmes through multidisciplinary approaches with a high staff to student ratio
Provision Examples	- Differentiated curriculum planning, activities, delivery and outcomes - Flexible teaching arrangements - In class support - Focused group work, e.g. guided reading - Whole school behaviour policy, e.g. based on positive behaviour management approach - Whole school / class rules, rewards and sanctions system - Structured school and class routines - Increased visual aids / modelling - Writing frames / graphic organisers - Use of technology - Visual timetables		- Regular small group skills or subject based teaching - In- class additional support - Additional phonics training - Individual reading /paired reading - Individual reward system - Support for unstructured times - Access to equipment e.g. writing slopes - Memory skills training - Peer tutoring/mentoring - Social/Emotional support e.g. ELSA - Social Communication groups e.g. Social Thinking, lunch clubs	- Daily, small group skills or subject based teaching - Structured programmes for key skills - Continuous opportunities for regular practice and overlearning - Visual timetables and supports - Individual reward system - Social Thinking - Individual / small group motor skills programme - Functional life skills teaching - Access to alternative curriculum (secondary) - Positive handling plan - Simplified language	- Specialised curriculum - Highly structured learning environment - High staff-to-student ratio - Ongoing explicit instruction - Access to adaptive technology - Modified communication system - Support for alternative forms of communication e.g. Makaton - In-school therapy support (as part of a multidisciplinary team) - Detailed, multidisciplinary behavioural plan - Physical prompts to reinforce attention/encourage participation
Personnel Responsible	Class, subject and / or specialist teacher		Class, subject and / or specialist teacher supported by LD teacher / manager	Joint planning by LS teacher and mainstream teacher(s) feeds into IEP	Class teacher Therapists
Monitoring Requirements	Year group learning outcomes VLE (for Monitoring and above)		IEP X2 per year (K/Primary) VLE	IEP x3 per year VLE Annual Review/Yr. 6 Cross-phase transition doc submitted to ESFC	IEP x 3 per year VLE Annual Review submitted to ESFC

Appendix 4: Learning Diversity Manager

It is the responsibility of the LD Manager to:

- identify any students within LOA 1 - 2, in consultation with the class teacher.
- maintain LOA records on the VLE.
- review the list of students within LOA 1 - 2 on a termly basis.
- make a referral to the Admission and Review Process (ARP) for any students who may require support within LOA 3 - 6.
- maintain regular contact with the SSS Advisers through school visits, phone and email contact.
- attend and participate in Learning Diversity Network (LDN) meetings.
- manage the documenting and reviewing, with parents, of an appropriate curriculum for students supported within LOA 2 - 6 through the use of Individual Education Plans (IEP).
- ensure that all students supported within LOA 3 - 6 have an annual review, attended by the LD Manager, class teacher, and parents.
- submit a copy of the ESF Annual Review Record form to the link SSS Adviser, with additional discussion if the outcome of the meeting was that the current level of provision no longer meets the student's needs.

Appendix 5: Gifted and Talented Education Position Statement

Gifted and Talented Education Position Statement

“Students identified as expert learners, highly-able, gifted and talented, or exceptionally able, may be globally gifted, gifted in specific areas or indeed be gifted in some areas but experience learning challenges in other areas” (IBO 2019).

For consistency, ESF will use the terms “gifted” or “gifted and talented” and supports the following definitions and understandings:

- Gifted students have the potential to perform at levels significantly beyond what might be expected for their age in any domain
- Talented students exhibit distinctly above-average performance relative to their age peers in any domain
- Giftedness is multifaceted, can encompass a wide range of abilities and cannot be measured according to a single dimension
- Gifted students often have asynchronous development where intellectual, physical and social development, can occur at dramatically different rates, so may require varied services based on their changing needs
- Gifted students sometimes experience learning and processing challenges that require specialised intervention and accommodation
- Ongoing professional development for all teachers in research-based, gifted education practices, facilitates meeting the needs of gifted students

ESF schools continually strive to be proactive and reflective about identifying gifted students from K-13, using multiple criteria across the domains of giftedness and ongoing achievement assessments to recognise emerging talents as they develop. Identification strategies, using both formal and informal identification methods, are required to establish the domains and levels of giftedness.

ESF acknowledges that appropriate educational outcomes for gifted students may be achieved through the following research-based strategies and opportunities:

- multiple criteria identification
- well-planned and articulated curriculum differentiation which includes high-quality classroom support materials, resources, assessments and allocated planning time
- flexible pathways in progression, which may include accelerative strategies
- planning for social-emotional needs
- regular, collaborative review, assessment and evaluation of goals and outcomes

ESF is committed to supporting teachers and schools in implementing teaching and learning adjustments for gifted students across the different domains and levels of giftedness and talent. This support may involve the development of support materials, professional learning opportunities for teachers and school leaders, and collaborative partnerships with the ESF community and external experts.

References:

- Meeting student learning diversity in the classroom: Removing barriers to learning (International Baccalaureate Organization 2019)
- National Association for Gifted Students ([link](#))