



The Halifax Academy

# Inclusion

Our Inclusion provision is available to pupils of every age, beginning with their early years schooling and continuing right up to their last years with us. Three key aims underpin every aspect of its general approach and specific interventions: to promote independence, remove any barriers to learning and development, and give pupils access to a rich and ambitious curriculum whenever possible. Our everyday Inclusion work also supports the main school's ethos of **Heart, Mind, Connect**, used to help grow pupils into confident, responsible and compassionate citizens with the awareness and skills to monitor and manage their own well-being. And to ensure that they have a voice to change the world.

Within Inclusion, our starting point is always that these are learners who find learning challenging and who can therefore present challenges. By working together, with children, families, teachers and support staff, these challenges can be overcome. Across school, students with cognition and learning needs are provided with high quality teaching across the curriculum, as any other student, with an adapted curriculum where this is necessary.

For students requiring additional support, our input is divided into two key programmes: Accelerator and Impact. Accelerator is the work we do to help pupils catch up with their learning, either when they're starting out from behind or falling behind over the course of normal schooling. Class sizes are small, while specialist teachers oversee their curriculum, building a close relationship with each pupil and using a holistic and adaptive approach to work with the strengths and challenges of each individual. Subjects covered are English, Maths, Humanities and Science, and we follow the National Curriculum, adapting it where and when necessary to suit a particular pupil.

Pupils with a more complex special educational needs, might join our Impact programme, where small classes offer a mixture of teaching input, emotional support and help with self-regulation. Pupils are helped to reach their full potential, whatever that might be, and the ASDAN life-skills curriculum supports the National Curriculum wherever that's appropriate. The emphasis here is on helping pupils grow their skills and confidence so they can pursue whatever pathway suits them after school, as well as live a rewarding and independent life.

We use a full range of pedagogical techniques to deliver a stimulating, tailored and, above all, appropriate and effective learning programme, for both Impact and Accelerator. These include chunking, spiralling, modelling, scaffolding and reflection, as well as more specific approaches including Bedrock, Lexia, IPEEL and Maths Mastery. We also use the phonics-based Fresh Start scheme for pupils with English as a second language. Self-regulation is also promoted, helping produce independent students who learn easily. In terms of texts, as much as possible we stay close to those of the main school, using classics like *Dracula* and *There's a Boy in the Girls' Bathroom* not just to help with literacy but also as a talking point for exploring a variety of developmental themes.

In both Accelerator and Impact, we make sure pupils are given every opportunity to develop their voice and gain the confidence and communication skills they'll need for expressing themselves effectively. We work very closely with pupils' families too, getting to know their carers and home situation right from day one. These groups are a fully-integrated part of the main school, students are taught foundation subjects with their peers and are linked with the pastoral and house system just as any other pupil in the wider academy.

For pupils across the academy with an Education, Health and Care Plan, the curriculum is adapted and appropriate support put in place as necessary. Communication is an essential part of our support package; key workers enhance the link between home and school for our most vulnerable students and those with the highest needs. Our nurture room provides a calming environment for any student requiring a quiet space, or additional support during social times.