



Inclusive Learning Parent/Carer Bulletin

Inclusive Learning Key Contacts

Dear Parent/Carer,

Welcome to our first *At a Glance* bulletin for Inclusive Learning. This will be a half termly publication that will provide key updates and dates in relation to the Inclusive Learning Department and the support provided for our students.

Our aim is to improve communication, build strong links between home and school, ensuring that you only need to tell the story of your child once and we can work in positive partnership to secure the best possible outcomes for all students who have an additional educational need.

Daniel Keane: Assistant Headteacher- Inclusion & Personalisation

Communications & Contacts

To support the efficiency of home/school communications, we ask that any correspondence is emailed to inclusivelearning@igs.mlt.co.uk where emails will be triaged by our Key Stage Inclusive Learning Managers and a response made within a timely manner. There may be some cases or instances that require wider discussions and staff will be able to provide you with updates as required. As we receive a high number of communications, we will process any communications as timely as possible and aim to provide at least an initial response within 2 full working days of receipt of any email or query.

Please address emails for the attention of (FAO) Mrs Iliff (Key Stage 3) or Ms Graham (Key Stage 4/5) which will allow us to respond via the appropriate channels.

Inclusive Learning Key Contacts

Daniel Keane: Assistant Headteacher- Inclusion & Personalisation
Laura Malkinson: Deputy SENCO
Jessica Clasper: Deputy SENCO- Additional Provisions
Adam Birks: SRP Assistant Manager
Jude Iliff: Key Stage 3 Inclusive Learning Manager
Alison Graham: Key Stage 4/5 Inclusive Learning Manager

Inclusive Learning Department-

inclusivelearning@igs.mlt.co.uk

Examinations Access- examaccess@igs.mlt.co.uk

School Resourced Provision- srp@igs.mlt.co.uk

Students with an EHCP- EHCP@igs.mlt.co.uk

For general SEND queries, please email

inclusivelearning@igs.mlt.co.uk in the first instance

SENCO Clinics

From Friday 05/01/24, the Inclusive Learning Department will be launching a series of SENCO Clinic meetings. These meetings will enable us to collaborate on the support and provision for your child, enabling discussion of emerging needs and channels of support and intervention which can be offered. The meetings are intended to be solution focussed and we request any information you wish us to view or discuss is shared ahead of the planned meeting time. On a Friday 05/01/2024 19/1/24, 02/02/2024, leaders in Inclusive Learning will be offering a series of 20-minute meetings with parents/carers to discuss students and their individual needs. Meetings will be offered face-to-face or via Microsoft Teams and can be booked through inclusivelearning@ilkleygs.co.uk.

To get the most from your Clinic meeting:

- Please keep communications into school brief with no more than 3 agenda items. Too much information can delay our response/request for information;
- If you have any specific requests, these may require wider conversations outside of the Clinic meeting. Depending on the nature of requests, appointments may be rescheduled to enable information to be gathered;
- Plan for meetings to be completed within the 20-minute session. If you feel that a meeting will exceed this, please contact Inclusive Learning however, there will be a lead time for these;
- In some cases, further information may be required by the Inclusive Learning Department. Please endeavour to submit this information in advance.

Items that are not able to be determined immediately by the SENCO:

- Withdrawal from subjects: This is a curriculum adaptation and not an Inclusive Learning provision. These are only agreed in rare and exceptional circumstances and upon receipt of medical or official documentation
- The deployment of our LSA's: Our Learning Support Assistants are deployed to a timetable. They are not able to be withdrawn from other students and our first wave of support will be through the classroom and high-leverage teaching strategies / 'best bets' for high incidence special educational needs.

As an iPad school, we are in the fortunate position to have access to a range of accessible features to enable students to engage with learning within the classroom. The effective use of Assistive Technology (A.T) can empower young people to independently access lesson material and establish a normal way of working towards their examinations. Common uses of A.T. at IGS include: Immersive Reader; Text-to-Speech; Reader Pens; iPad accessibility e.g. Screen Filters; Digital Exercise Books and the use of Word Processor/Keyboard.

For further information, please email inclusivelearning@igs.mlt.co.uk, FAO: Mrs Broadbent

Common Uses of Assistive Technology

Examination Reader Pen (ERP)

Where students have reading as a barrier, they may be able to use an ERP. The ERP allows students to remain within the main exam hall, whilst having the independence to listen to the text. This tool is particularly useful for students who may only require single words or questions to be read for them.



Read more about ERP's [here](#)

Immersive Reader (IR)

The Immersive Reader is an accessibility feature of Microsoft's Office 365 package. The IR enables the user to listen to text and customise their reading experiences through platforms such as Word and OneNote by changing fonts, language and page colours.

Word Processing (WP) & Digital Exercise Book (DEB)

Many students at IGS will use a Word Processor and keyboard with their iPads to support their learning in the classroom. In some cases, there may be a requirement for students to use this arrangement in examinations*.

A DEB allows students to type their work. This arrangement will be confirmed through the IL Department.

Speech-to-Text

Where students have a Specific Learning Difficulty such as *Dyslexia*, there may be the need for alternative methods of recording work. Although this arrangement is relatively rare, students are able to dictate their work to their iPads or Word Processors.

Assistive Technology & Exams

The use of Examination Access Arrangements (EAA) is an externally validated process by JCQ. **There are strict guidelines that centres must adhere to in advance of any applications to the awarding bodies.**

*In most cases, the use of A.T. **must** be as a result of a need and **not** because it is a preferred way of working. Centres are required to provide substantiating evidence confirming the history and nature of the candidate's impairment.

Where the JCQ criteria is met, discussions will be held between the school's Access Arrangements Assessor and the Examinations Manager.

JCQ- [Access Arrangements & Reasonable Adjustments](#) guidance

Examination Access Arrangements

Does IGS assess students for EAA?

Yes, however, the EAA process is externally validated by JCQ. There are strict guidelines that must be adhered to by centres (schools) in advance of any applications.

Who decides if my child is eligible for EAA?

The outcomes of assessments will be submitted via an online application. It is not the decision of IGS as to whether a student is eligible for additional time to complete their assessments. There may be cases where a student has made use of additional time in school but does not meet the eligibility criteria for the awarding body approval.

What evidence is needed to be able to conduct an assessment for EAA?

The JCQ- [Access Arrangements & Reasonable Adjustments](#) guidance details the requirements for assessment and includes IGS being able to evidence that the student has a *History of Needs*.

My child is in Key Stage 3, are they eligible for the use of EAA?

Where a student is in Key Stage 3, it is at the discretion of a student's individual teachers to allow for the use of additional time for the completion of assessments in class. The allowance of additional time will not be a confirmed access arrangement until formal approval has been granted through a JCQ externally validated process which can take place no earlier than the start of Year 9. All formal assessments will be conducted in line with the Year in Exams calendar to allow for the prioritisation of students entered for external examinations. There will be occurrences whereby a student who may have been allowed the use of additional time who does not meet the required criteria by JCQ. It is important therefore that any such arrangements are taken with caution and used only where appropriate to ensure a student can complete an assessment as a result of their cognition & learning needs.

For queries regarding examination access arrangements, please email examaccess@igs.mlt.co.uk

Inclusive Learning Vacancies

We currently have vacancies open for Learning Support Assistants at IGS, with flexible patterns and hours of work available. If you're interested in working with us, please visit the [vacancies](#) section of our website.