

1) The Faculty/Department Context and Line Management Structure:

FACULTY CONTEXT		
<i>Numbers in brackets indicate where corresponding whole school objectives are being achieved.</i>		
STAFF CODE	NAME	FACULTY RESPONSIBILITIES
BWo	Bruce Wooding	Head of Inclusion Faculty
SO	Samantha Oliver-Munt	Assistant SENCO
ZM	Zara Mainwaring	EMA CO-ORDINATOR
RT	Ros Titeux	SEN TEACHER
KB	Karen Belmont	SPEECH THERAPIST (0.4)
		PUPIL PREMIUM PROGRESS LEADER
LK	Lucy Kitchen	PUPIL PREMIUM PROGRESS LEADER
RR	Richard Rosada	INCLUSION CENTRE MANAGER
ESP	Elise Staves Pereira	STUDENT SUPPORT OFFICER
AC	Amra Chohan	UQT INCLUSION KS3
NM	Nicholas Michael	UQT INCLUSION KS4
		UQT INCLUSION QUALITY ASSURANCE
SOK	Sarah O’Keeffe	ADMINISTRATOR
SJR	Sheila Raikmo	STRAND MANAGER PHYSICAL AND SENSORY/TEACHING ASSISTANT (0.8)
ALo	Amanda Long	TEACHING ASSISTANT (0.6)
ASh	Amita Shah	TEACHING ASSISTANT(0.8)
CS	Champa Shah	TEACHING ASSISTANT
FA	Farhat Aslam	TEACHING ASSISTANT
DM	Dimitrios Maravellias	TEACHING ASSISTANT
HB	Hayley Beaumont	TEACHING ASSISTANT
JA	Januar Aujero	TEACHING ASSISTANT
HMA	Homa Majidi	TEACHING ASSISTANT
KG	Kalyani Gopalan	TEACHING ASSISTANT
KF	Khadija Featherstonhaugh	TEACHING ASSISTANT (0.6)
LD	Laura Danila	TEACHING ASSISTANT
MoK	Moeen Khan	TEACHING ASSISTANT
SM	Sapna Mashru	TEACHING ASSISTANT (0.6)
SE	Sabrina Ellis	TEACHING ASSISTANT
RK	Reema Khan	TEACHING ASSISTANT
	Vacancy	TEACHING ASSISTANT
	Vacancy	TEACHING ASSISTANT
	Vacancy	TEACHING ASSISTANT
	Vacancy	TEACHING ASSISTANT
	Vacancy	TEACHING ASSISTANT
	Vacancy	TEACHING ASSISTANT
ML	Margaret Loveridge	LIBRARIAN
NP	Neha Pithia	LIBRARY ASSISTANT (P/T)
ACP	Anne Pouget	LIBRARY ASSISTANT (P/T)

Facilities:

The faculty has a range of well suited classrooms and most of them are well equipped with IT. We have a small reading room and another two 1:1 spaces available in the library. There is a room dedicated for mentoring and supporting students with social and emotional needs. We call this the Daffon Centre. There is an Internal Exclusion Room where students may have to serve an internal exclusion if they have not followed the Ladder of Consequence. Whilst in the Internal Exclusion students work in booths and are expected to complete classwork and catch up on work they may have fallen behind on. There is also a Quiet Space for students who need a space for silent study which also serves as a base for Functional Skills qualifications. We also have a delightful outdoor learning space where we can do gardening. We have a well-equipped room for delivering interventions and literacy support as well as a multisensory room where students can have ‘calm time’.

2) Curriculum Plans

INCLUSION		
<p>The Inclusion Faculty work with a wide range of students and help to cater for their individual needs. For example, students working in Inclusion may require support in gaining English or may have the need for literacy support. They may also receive mentoring, 1:1 interventions or follow an alternative curriculum. Inclusion also provide Teaching Assistant in-class support to the appropriate SEN students. The provision in each year group/key stage can be seen below:</p>		
Year 7 (Key Stage 3)	<ul style="list-style-type: none"> • There are 3 period 7 intervention groups • In September 2016 a transition support group was established for students needing literacy and numeracy booster along with life skills. This meets every day P1 and 2 • Withdrawal for interventions takes place and reading recovery programmes, such as Stride Ahead, are used • Toe by Toe reading recovery programme is run in registrations 	Times vary depending on intervention
Year 8 (Key Stage 3)	<ul style="list-style-type: none"> • There are 4 small groups of Study Plus for those who require literacy support. Students who attend these timetabled sessions only take one modern foreign language • The Study Plus course has been developed to have more pre 20th Century text and we study six books a year • There are an additional 3 period 7 sessions for targeted interventions such as Stride Ahead comprehension programmes and on line programmes such as Units of Sound • Withdrawal for interventions takes place and reading recovery programmes, such as Toe by Toe and Stride Ahead are used • In 2018 a continuation of the Year 7 transition group was put in place for one period a day. This continues to focus on basic literacy and numeracy skills. Two of the sessions are delivered by out in-house SALT. 	Times vary depending on intervention Study Plus 2x 50 minute lessons per week
Year 9 (Key Stage 4)	<ul style="list-style-type: none"> • There is a 1 group for EAL students and 1 Study Plus group for those who require literacy support. Students who attend these timetabled sessions only take three GCSE options • Study Plus has a clear curriculum. Play text, poetry and pre twentieth century texts have been added • Curricular Enrichment for EAL students focusses on an iGCSE • Study Plus Maths explores Functional Skills Entry Level as an assessment system and to give an aligned curricular structure • A very small group attend i5 at some point in their week. This is an alternative curriculum and allows students to gain a raft of functional skills courses. 	Study Plus 3x 50 minute lessons per week
Year 10 and 11 (Key Stage 4)	<ul style="list-style-type: none"> • Provision continues as for Year 9 some students who have had particularly difficulty with a GCSE option may move to either Stretch Curriculum or Study Plus. • CE iGCSE is followed for both years. Students take mock exams in line with other GCSEs • Study Plus English has marking standards in line with English Faculty to best support students development • A very small group attend i5 at some point in their week. This is an alternative curriculum and allows students to gain a raft of functional skills courses. 	3x 50 minute lessons per week in year 10 3x 50 minute lessons per week in Year 11
EXTRA-CURRICULAR PROVISION IN THE INCLUSION FACULTY		
<p>The Inclusion Faculty see the importance of supporting the whole child and as such offer a wide range of extra-curricular activities. These include clubs and also a range of trips to enable real life based learning and the celebration of achievement for those students working hard to require new skills. Our provision includes:</p> <ul style="list-style-type: none"> • Inclusion Club every lunch and break • Well Being Committee • Gardening Club (in summer) • Continue trips for all year groups • Inclusion Festival 		

Intervention/Classes	Evaluation of outcomes - Stats	Factors affecting outcomes – stats & why	Strategies for improvements
Toe by Toe	The current Year 10's who participated in Year 7 displayed an average increase of 2.2 years progress in their reading age. Current Year 9's scores indicate an average increase of 1.7 years in their reading age. Of the 3 students who have completed Toe by Toe from current year 8, the average progress is 1.2 years. Fewer students have completed at this stage and we hope that the average score will increase over time.	Statistics have dropped over the last few year groups due to a higher number of students completing Toe by Toe. Also due to students not turning up to their interventions as they did not want to leave registration. High TA turnover therefore this intervention lacked consistency.	In the next academic year there will need to be better quality assurance that all TA's are delivering the program effectively. Registers to be taken for the intervention. Students to be collected from form room if they are not regularly attending.
Stride Ahead	The 2014-15 cohorts demonstrate a mean average demonstrates an increase of 4.8 years progress in their reading age (GL reading test). The 2015-16 cohorts indicate a mean average increase of 1.4 years progress.	Similarly to Toe by Toe, staff had left mid-year and there were not enough staff to cover all students.	Stride Ahead as well as Toe by Toe will tried to be picked up during support for Learning lessons, Period 7, or English lessons. We hope that consistent staffing will further improve impact.
Lexia	On the Year 7 S4L class progress report in October 2016, 0% of students were working at the intermediate level, 79% of students were working at the elementary level and 21% working at the basic level. In June, 67% of students are working at an intermediate level, 33% at the elementary level and 0% at the basic level.	Lexia data showed great improvements in reading and spelling ages.	TA's will need to do more Toe by Toe and also the individualised , targeted Lexia worksheets each day, as we were not maximising TA time when the students are on the computer based programs in the first term.
Achieve 3000	In September 2016, all students bar one were below their level therefore required aggressive intervention. However results from January to April 2017 only 38% students still require aggressive intervention. The students are scheduled in for a final term assessment on the 6th July 2017; we will then be able to see further progression of the student's attainment whilst using the program.	Achieve is being used mainly with Year 7 Support for Learning lessons and has been trial for staff and students as it was a new program.	Marking needs to be completed on a weekly basis, feedback will ensure students are completing tasks to the best of their ability. More encouragement for students to log in from home and work independently.
Year 7 Support for Learning	Entry Level Functional Skills English and Maths results. All bar one student passed their Entry Level 1 English reading, writing, and speaking and listening modules. 11 out of 18 students passed their Entry Level 2 maths exams, 4 of whom were just a mark off passing.	All students should start at the basic Entry Level 1 papers, the initial diagnostic test did not show correct base line result for the students. Therefore the students were placed on the wrong level for English and Maths.	All students will be tested at the end of each topic and results will aid the teacher in making the decision for when to test the students at the end of the academic year. The exams will need to be completed before transitioning back into full timetable (before Spring holidays).
Accelerated Maths	Star test results have shown the year 7 students who participated in Accelerated Maths 16/17 achieved on	The results are very encouraging, but there were	Next year the programme will be run with two staff members, allowing

	average +8 normed referenced standardised score, +17 percentile rank and +73 scaled score compared to when they were originally tested at the start of the academic year.	a few anomalies in the data for individual students. This seems to be due to low attendance/punctuality by the students when the data was compared to their attendance records.	absences to be followed up during the session.
Study Plus Year 8	Based on their GTR reading and Vernon spelling results the current cohort of Year 8 students progressed in their reading age by average mean of 2.3 years and spelling age progressed by average mean of 1.1 years for the class. Out of two year 8 classes of 15 students 4 students progressed by more than 3 years in their reading age.	All of students are EAL or SEN and have progressed exceedingly well for their expectation of learning. Also reading and comprehension was the focus for the academic year.	Next year spelling will have a greater focus and be included in lessons as a starter. This will hopefully aid the students in increasing their spelling ages.

