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Inclusion Guidelines for The Willow Tree Centre
See also - Telford College Equality and Diversity Policy.

Rational

The Willow Tree is an 'Inclusive' provision.

The Willow Tree Centre is committed to working in partnership with parents and other professionals. It is characterised by high expectations for all students. Classrooms are organised to meet the needs of the students and supported by a high staffing ratio. There is an innovative curriculum informed by careful and thorough assessment that supports personalised learning for each student.

The following are key aspects of Inclusion within The Willow Tree Centre.

PROVISION	BENEFITS
Groupings / organisation of classes	
<p>The Willow Tree is organised to meet the needs of the students. This means that students are grouped so that specific resources and expertise can be focused to enable the best learning environment possible. Students who are grouped together are also timetabled to join other classes throughout the week for curriculum activities and social interaction.</p>	<ul style="list-style-type: none"> • Staff with extensive training resulting in a high level of expertise and a wide range of teaching techniques. • Specialist resources, equipment, services are concentrated in one area to maximise learning opportunities and attend to physical needs. High staff to student ratio and personalised programmes ensure that students with complex needs are able to have intense access to a sensory curriculum. • Opportunities for social interaction and friendship for students with communication and interaction difficulties.

Curriculum	
<ul style="list-style-type: none"> The Willow Tree offers a curriculum appropriate to the age of students which is accredited as appropriate. 	<ul style="list-style-type: none"> Students access an adapted curriculum with parity to mainstream. Students have an exciting delivery that enables both lateral and linear progression to be demonstrated. Curriculum is effective in meeting the needs of a range of needs.
Delivery	
<ul style="list-style-type: none"> Students are taught in small groups and individually. Groupings are planned in a range of ways e.g. groupings with similar abilities or needs and also diverse groups. 	<ul style="list-style-type: none"> Personal needs of students can be met by a range of groupings. Students have access to enriched learning context. Units of work ensure differentiated objectives to meet the learning needs of all students
Teaching and Learning	
<ul style="list-style-type: none"> Differentiated teaching & learning to engage students with a range of learning & additional needs; specialist knowledge & techniques in supporting students. (e.g. Sensory Integration, Picture Exchange Communication System – P.E.C’s, Intensive Interaction, TEACCH). 	<ul style="list-style-type: none"> All students are engaged in curriculum and achieving. Where appropriate to the special needs of individuals, some students access to the wider college community for aspects of their learning.
Assessment	
<ul style="list-style-type: none"> A robust assessment process is applied throughout The Willow Tree Centre. Assessment practice is supported by a wide range of professionals working together around the student. 	<ul style="list-style-type: none"> Students have well matched learning outcomes. Teaching styles used enables students to make maximum progress based on clear assessment. Student progress is recognised and celebrated.
Resources	
<ul style="list-style-type: none"> There is access to a wide variety of resources which are differentiated and as age appropriate as possible. 	<ul style="list-style-type: none"> All students have an exciting, enterprising curriculum. Lateral progression is maximised through differentiated context curriculum resources
Inclusion within the wider college community	
<ul style="list-style-type: none"> Students are identified for inclusion opportunities based on individual needs and partnership with parents with clear identified outcomes for students. 	<ul style="list-style-type: none"> Students experience a wider range of peer models, interaction and a more complex linguistic environment.

Special Events	
<ul style="list-style-type: none"> • Special events are planned throughout the year, when students from mainstream and The Bridge School invite each other to participate in such activities as curriculum themed events / days, art days, music workshops, dance festivals, sports activities, special celebrations and performances, etc. 	<ul style="list-style-type: none"> • Students & staff experiencing the joy of the celebration & opportunities to observe & have active involvement.
Student placements	
<ul style="list-style-type: none"> • Telford college students within the wider community as part their course work may be placed within the Willow Tree Centre. • Individual Willow Tree students as part of their course work may be placed within another school within Telford College for some sessions. This would only happen following consultation with parents/carers and staff. The student would be supported at all times by staff from The Willow Tree Centre. 	<ul style="list-style-type: none"> • Positive awareness and knowledge of disability within the local community is developed alongside developing a desirability to work within the realms of special education. • Positive awareness & understanding of activities undertaken with students with complex needs. • Willow Tree students develop confidence in interacting with a wide range of people.
External visits	
<ul style="list-style-type: none"> • Students will access the local community for aspects of their learning such as access to community leisure facilities for swimming or Telford Town Centre as part of their Life Skills curriculum 	<ul style="list-style-type: none"> • As above • Students gain experience and broaden their learning by accessing their local community.
Continuous Professional Development	
<ul style="list-style-type: none"> • Recognition of changing needs of the student population and rapid response to training for skills to meet these needs. 	<ul style="list-style-type: none"> • Inclusion in and access to the curriculum and college life for students is greater enhanced by confident and skilled staff.

Guidance with regard to students accessing opportunities within the wider community of Telford College or other mainstream settings

- Inclusion opportunities are planned for those students who would benefit socially/academically from an experience with a wider range of experiences, peer groups, interaction and a more complex linguistic environment.

What will happen before the students are included?

- Students will be identified through the assessment process and from information on their ECHP. Learning Facilitators who assess that a student is ready for an inclusion experience will raise this with the Head or Deputy Head of The Willow Tree.

How will The Willow Tree Centre students be included?

This will depend on the identified needs of each individual student and may be

- On a regular basis e.g. to access Oakdene house for Life Skills or the Sports Dome for Sports activities
- Occasionally to access facilities such as the café or the library
- To access a “one off” special event within college

Willow Tree Staff will support the students at all times.