

Inclusive Learning FAQ

General Information

Who can I contact in the Inclusive Learning Department?

There are a number of members of our Inclusive Learning Department who will be happy to liaise with you regarding your queries. Below we have provided a list of our contacts and inboxes to direct your queries.

Students in Years 7-9 (KS3) inclusivelearning@igs.mlt.co.uk FAO: Mrs Iliff (KS3 Inclusive Learning Manager)

Student in Years 10-13 (KS4/5) inclusivelearning@igs.mlt.co.uk FAO: Miss Graham (KS4 Inclusive Learning Manager)

Students with an EHCP. Lead contact Mrs Lowes ehcp@igs.mlt.co.uk

Resourced Provision: srp@igs.mlt.co.uk

Examinations access arrangement queries (Yr10-13, only) examaccess@igs.mlt.co.uk

Can I have a meeting with...?

We provide regular slots in the week where we offer our Inclusive Learning Clinic meetings. Meetings can be booked through inclusivelearning@igs.mlt.co.uk. We want to ensure that our clinic meetings can be solution focussed and ask therefore that additional information is shared with us ahead of the meetings and that there are up to 3 agenda items for discussion.

Depending upon agenda items and information required to support our discussions, an appropriate time of mutual convenience will be scheduled with you.

How are the needs of my child met in the classroom?

Students with an additional educational need will have a OnePlan created by a member of the Inclusive Learning Department. The plan is created using diagnostic assessment reports, and discussions with stakeholders including students and their families. These are live documents which will be reviewed in a timely manner and updated as required.

The student OnePlans are available to all teachers on our school EduLink platform and include up to 6 areas of difficulty, 4 areas of strength and up to 10 high-leverage teaching strategies. Indicators on a teacher's class page will signpost to the student having a OnePlan communicating their need(s).

Our curriculum areas deliver a clearly sequenced broad, balanced and ambitious curriculum built on developing powerful knowledge. Learning tasks increase in depth and complexity with supporting scaffolds removed over time. We employ a range of reasonable adjustments in our classrooms including the use of assistive technologies to ensure that our students are able to access the learning.

Where students continue to experience difficulties in the classroom, our curriculum is supplemented with a suite of interventions which focus on the four broad areas of additional educational needs- Cognition & Learning; Communication & Interaction; Social, Emotional & Mental Health and Physical & Sensory needs.

Can I see my child's OnePlan?

The information which we hold regarding your child's special educational needs can be viewed via the EduLink app. Within your child's profile page, there will be an SEN button which will show all of the information we share with teachers.

Teachers and parents can see the same information giving us full transparency.

My child needs to be on a no homework list – how do I go about this?

Homework is key part of our secondary curriculum to allow for consolidation and enhancement of learning. We appreciate however that for some of our students, this can be a challenging to complete for a range of individual reasons. We can therefore look at 'reasonable adjustments' on a case-by-case basis as to what the individual student requires.

Additionally, the Inclusive Learning Department can support through the offer of a Homework Club which is provided to students who may require additional support to complete their work.

Do you test for dyslexia?

We unfortunately do not test for dyslexia. A diagnostic assessment must be completed by a specialist assessor which is a position which we do not have within our school. Should you have concerns that your child may have dyslexia, please contact us via inclusivelearning@igs.mlt.co.uk and we will be happy to discuss this further with you. There are a number of assessors within our local area who are able to complete a diagnostic assessment, there is however an associated cost for the completion of an assessment.

Can you/how to make a referral to internal/external agencies.... (CAMHS, Dyslexia, Counselling, etc)

We work with a range of services and regularly receive requests for referrals to different agencies. Requests for school-based information will often be required from a member of staff who knows the student well. The information request therefore will be forwarded as required.

We would respectfully request that if a referral for an external assessment has been/is being made we are notified of this. We appreciate that some of the waiting lists are lengthy for assessments and that there are a range of avenues for assessments which are sought by families.

My child needs extra interventions, how do I approach and how do I get this?

A range of interventions are offered throughout the school year to support our students with a range of additional needs. The students would be identified through tracking, assessments, referrals etc.

We believe that support initially begins in the classroom, and we work with our teaching colleagues to support students to be able to access the learning. Where interventions are delivered, we will look to minimise the impact on the student's curriculum.

Should you wish to discuss interventions, please email inclusivelearning@igs.mlt.co.uk.

How do I know that provisions/strategies/reasonable adjustments/One Plans are being followed/adhered to in the classroom?

All teachers have access to a OnePlan for students who have an additional educational need. The nature of the plan is to outline student's areas of difficulty and areas of strength as well as a series of recommended high-leverage inclusive teaching strategies to integrate the students within the lesson.

Where further information emerges regarding a student such as a new diagnosis or an escalation in need, information is shared via an internal school communication and there may be a Teach Meet session arranged whereby teachers of the individual are invited to a session to discuss best practice with an adult who knows the student well.

We are happy to arrange a discussion regarding your child's OnePlan and an Inclusive Learning Clinic meeting can be arranged via inclusivelearning@igs.mlt.co.uk.

I think my child has ADHD, what can you do about it?

As an assessment for ADHD is completed by a specialist, it is not a need which we are able to diagnose. Approaching your GP will be the recommended initial steps who will be able to make a referral with you. There is currently a lengthy waiting list for assessment.

If this is an avenue you wish to pursue, please schedule an Inclusive Learning Clinic meeting on inclusivelearning@igs.mlt.co.uk and we will be happy to discuss this further with you.

My child has sensory issues and won't be able to cope with noisy, busy corridors

IGS is a large secondary school with nearly 2200 students and is situated on a complex hillside location with multiple teaching buildings. On a typical day, students will move between sessions at least 10 times. This does create a naturally busy environment.

For many of our students with offer reasonable adjustments and provide a 'timeout' card which has been used to leave lessons slightly earlier to miss the busier periods of the school day.

Some of our students decide to use Ear Defenders at different times of the school day.

My child has sensory issues and won't be able to cope with (PE/Food tech/Swimming)

Where a student has an additional need which may impact access to a particular subject area, we will discuss these on a case-by-case level to consider 'reasonable adjustments' which can be made. A one size fits all approach is not taken and each student may require different arrangements.

My child has sensory issues and will need to make adjustments to their uniform

Should a student require adjustments to be made to their uniform due to their additional needs, we would ask for a discussion with their Head of Year and/or the Inclusive Learning Department.

Is there a quiet place where my child can go for break/lunch?

We encourage all of our students to integrate with their peers but recognise that for some of our students unstructured times of the school day can be extremely challenging. We offer students a quieter space during break and lunchtimes in our Learning Inclusion & Nurture Centre (LINC) which is ordinarily attended by a smaller group of students during these times.

Can my child use fidget aid in the classroom?

Students are able to use fidget aids in the classroom, but we ask that these are discrete and would create little distraction to others. For example, some of our current students have a ball of blu-tack or similar which is kept in their pocket. If you would like additional information for what your child may use as a fidget aid, please contact us on

inclusivelearning@igs.mlt.co.uk to discuss this further and we will be able to share this information with teaching colleagues.

Are students with SEN provided with a named adult, other than their form teacher, who will advocate for them?

All staff in the Inclusive Learning Department are advocated for students with additional needs. Learning Support Assistants and Key Stage Inclusive Learning Managers as are available to support our students. Students can attend G Corridor to access these adults where they are required.

My child may need to use the bathrooms during lesson time. Are they able to do this?

Where possible, we strongly encourage to go to the toilet between lesson times where, on a typical daily timetable students will move between lessons every 50/55 minutes. Should student have additional/medical needs which require them to visit the toilets more frequently, a Time Out/Toilet Pass can be provided to enable the student to use the facilities. Each of our main teaching buildings have toilet facilities available for the students use throughout the day.

We are considering a placement at your school, can we arrange a visit to IGS?

In addition to the planned Open Evening which is run during the first half term of the school year, we are happy to arrange a visit of our school. Enquiries should be made to inclusivelearning@igs.mlt.co.uk and we will arrange an appropriate time for your visit. We recommend visits are planned within the school day to enable you to experience what our day-to-day school is like.

We receive requests from families regarding a visit specifically to our Resourced Provision (SRP). As students who are aligned to the SRP access approximately 80% of mainstream lessons alongside their peers, visits to school would not solely be to the SRP as an experience of our whole school is important as this is where the students will attend for the majority of their time in school.

What can be done about the amount of negatives my child is receiving?

There may be a number of reasons a student is receiving negatives and, should this be causing concern, upset or anxiety as a school we will be happy to look into this for you. Your child's Form Tutor or Head of Year may be an initial contact for these concerns, and this will open a line of communication for you.

EHCP

How can I apply for an EHCP?

Prior to making an application for an EHCP, please schedule a meeting with the SENDCO to discuss this further. The SENDCO will speak with you about required evidence, timelines etc. to support you with the process.

An application for an Education, Health Care Assessment (EHCA) is made via the Bradford Citizens Portal. Applications can be initiated by parents or by school through the highlighted [link](#). The evidence provided is reviewed by a panel within the LA who will determine any outcomes and next steps. The panel is held every Thursday and outcomes are typically fed back to families and schools within a few days of the panel meeting.

Should there be disagreement with the panel's decision, families have the right to appeal which would involve attendance to mediation at an agreed time. Further presentation of evidence would occur during mediation with a representative from the LA and a further decision made during this session.

The statutory timeline for an EHCA is 20 weeks.

Should you wish to discuss this further, please email ehcp@igs.mlt.co.uk.

School-Led Resourced Provision (SRP)

Can you provide me with some details with regards to the school's Resourced Provision

The Resourced Provision at IGS opened in September 2019 and was commissioned for 12-places for students with an EHCP for an Autistic Spectrum Condition (ASC). Building works began during the 2023-24 academic year to expand the provision to 24 places from September 2024. Growth in numbers will be gradually and students aligned to the provision would be consulted on via the Local Authority.

The provision does not deliver a standalone curriculum, and students continue to access approximately 80% of mainstream lesson alongside their peers. Additional interventions delivered are to support students to be able to access the mainstream curriculum/environment.

For further information, please contact srp@igs.mlt.co.uk and we will be happy to discuss the provision further with you.

My child has an EHCP for Autism and I am keen for a placement in the school's Resourced Provision

Our Resourced Provision (SRP) opened in September 2019 for students with Autism and have an EHCP. The provision is undergoing expansion and during the 2024/25 academic year is due to accommodate up to 24 students.

Where there is an interest in a placement in the SRP, this would come via a consultation through your local authority (LA). IGS will then respond to the consultation requests within our statutory timescale of 15 days. It will be the LA who will determine the outcome of the consultation.

Exams Access Arrangements

Will my child have extra time for their exams?

The process for examinations access arrangements is externally validated by JCQ and the awarding bodies. A formal assessment for the use of extra time can take place no earlier than the start of Year 9 as outlined in JCQ's [Access Arrangements and Reasonable Adjustments](#) guidance. Having a diagnosed need does not automatically entitle a young person to exams access arrangements. An assessment conducted by a school approved Access Arrangements Assessor is required.

To be considered for extra time for their exams, there must be evidence of a history of need whereby candidates have persistent and significant difficulties which impact their access to learning. Where this criterion is met, one of our Access Assessors will arrange a time to conduct an assessment with your child.

For our students in Key Stage 3, we allow for the discretion of teachers to accommodate the requirement of the use of extra time. Classroom assessments occurring in Key Stage 3 can be completed within the allocated lesson time. This minimises impact on other areas of the curriculum.

Does a diagnosis automatically mean access arrangements for my child?

No, in published guidance for parents/carers by JCQ it is outlined that having an additional need does not automatically entitle candidates to access arrangements.

Although the candidate may possess a diagnostic report recommending specific access arrangements, schools are responsible for their own access arrangement testing by a school approved Access Arrangement Assessor.

There may be cases where a student has used an access arrangement throughout their time in school however, at the point of formal assessment does not meet the required criteria. In such cases, we would not be able to proceed with an application to JCQ and the awarding bodies.

My child has a diagnostic report which states that they must have extra time and a small room. Will this be in place for their assessments/exams?

Although we receive many diagnostic reports across the school year which provide school-based recommendations, any formal applications for examination access arrangements must be made by a school approved Access Arrangements Assessor. Currently, our assessors are Mr Daniel Keane and Mr Alex Crisp who can be contacted via examaccess@igs.mlt.co.uk.

In a recent publication for [parents/carers by JCQ](#) it states: *Additional needs alone do not entitle a student to access arrangements.*

For our students in Key Stage 3, assessments are primarily conducted in the classroom. A central calendar of assessments is not kept as students will reach assessment points at different stages in the timetable. Where we are establishing a picture of need for the students, the reasonable adjustments being considered for access arrangements will be included on the student's OnePlan.

My child types in my lessons - can they type in their exams?

For all considerations of Examination Access Arrangements, decisions are made in line with the JCQ [Access Arrangements and Reasonable Adjustments](#) guidance.

The guidance outlines that candidates should only be using a Word Processor (WP) due to a need and **not** because this is a preferred way of working.

Using an iPad in school for example to complete work on Showbie would **not** be as a result of a candidate's needs.

Consideration for the use of a WP would be given in situations where a candidate's handwriting is illegible, there is a need such as hypermobility of joints etc.

If you feel that your child has a need for the use of a WP and wish to discuss this further, please email examaccess@igs.mlt.co.uk.

I have rest breaks; can I have extra time instead?

The use of supervised rest breaks is a centre administered access arrangement which would be confirmed by one of our school Access Arrangement Assessors. For students who have a complex need such as Autism or ADHD, there is a requirement to determine if the use of a supervised rest break would be a more suitable arrangement prior to making an application for extra time.

Applications for the use of extra time must be made to JCQ and the awarding bodies by one of our Access Arrangement Assessors. Any agreement to conducting and assessment will be in accordance with JCQ's [Access Arrangements and Reasonable Adjustments](#) guidance.