



Inclusion Policy

INTRODUCTION

We are committed to giving all of our pupils every opportunity to achieve the highest of standards. We do this by taking account of their varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all our pupils. This policy helps to ensure that we promote the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background.

This policy should be read in conjunction with the following school policies or documents:

- SEN
- Behaviour
- Anti-bullying
- Admissions
- Attendance
- Equal Opportunities and Disabilities
- Gifted and Talented
- School Access Plan
- Risk Management
- Physical Restraint

DEFINING INCLUSION

CSIE (Centre for Studies on Inclusive Education) is an independent centre working to promote inclusion and end segregation in the UK education system; they support inclusion and challenge exclusion. CSIE defines inclusion education as:

“involving the processes of increasing the participation of students in, and reducing their exclusion from, cultures, curricula and communities of local schools.”

Educational inclusion is more than a concern about any one group of pupils. However, it does pay particular attention to the provision made for and the achievement of different groups of pupils within our school. The term ‘different groups’ could apply to any or all of the following:

- Girls and boys
- Ethnic minorities
- Pupils who need support to learn English as an additional language (EAL)
- Pupils with Special Educational Needs and other possible barriers to learning e.g. physical disabilities
- Gifted and Talented and Aim Higher Pupils
- Children in Care (CIC)
- Any pupils who are at risk of disaffection and exclusion
- Pupils whose attendance is an issue e.g. those with long term or recurring medical condition
- Pupils in receipt of a Free School Meal (FSM)

STATEMENT OF PRINCIPLE

Inclusion is about removing barriers to participation and learning so that everyone benefits from educational opportunities. We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work, life and their faith. Inclusion is a process, and not a state; it is everybody’s responsibility. It involves active partnership between parents and carers, school staff, pupils and the wider school community as well as outside agencies, professionals and support workers.

By adopting the following principles we are committing ourselves to the inclusion agenda:

- To seek to meet the needs of all pupils including those who may have barriers to learning or are feeling in some way disengaged from what the school provides. Responding flexibly to a pupil's diverse needs.
- By using early identification and intervention and a proactive approach to meet the needs of all the pupils
- By promoting teaching and learning of the highest possible standard that sets suitable learning challenges in order to enhance the educational inclusion of every pupil.
- By ensuring that educational inclusion is the responsibility of every member of staff both teaching and non-teaching.
- By ensuring that pupils and their parents receive their entitlement to be treated fairly in all important educational decisions which affect their lives.

AIMS

For all our pupils we aim to:

- Provide a secure environment in which they can achieve their potential
- Promote an atmosphere which encourages the pursuit of excellence
- Assist them in overcoming learning difficulties when and where these occur
- Give them the experience of success
- Ensure equal opportunities for them to succeed at the highest level possible, by removing barriers to access and participation and working to eliminate variations in outcomes for different groups
- Give them an awareness of their own worth, a sense of achievement and enjoyment in their own development
- Provide a caring atmosphere in the school in which stable relationships can be formed
- Encourage in them a sense of tolerance, justice and respect for others and a respect for the environment in which we live
- Prepare them to contribute to society by ensuring our pupils learn to understand others and value diversity, whilst also promoting shared values to develop skills of participation and act as responsible citizens
- Provide extended services and opportunities for them, their families and the wider community to take part in activities, and receive services, which build positive interaction and achievement for all groups
- Work in partnership with their parents and/or carers and the pupils themselves, to ensure effective and efficient use of resources to meet their needs

PRINCIPLES INTO PRACTICE

Our inclusive practice means:

- A curriculum for all, which is tailored to individual needs and which promotes personalised learning
- Awareness raising through PSHE lessons, assemblies and visiting speakers
- A school council where representatives from all year groups help to shape issues in school
- Equality of access for tests and exams through access arrangements and special consideration where deemed appropriate
- A comprehensive Transition Programme from primary to secondary school
- Close liaison with the feeder primary schools; particularly where the family situation or social background are identified as the main barriers to learning or inclusion
- The provision of in-class support, withdrawal from lessons for additional input, mentoring, one to one tutorials, setting and reviewing of Individual Education Plans
- Having resources and equipment to meet the pupils' needs
- Support and challenge for Gifted and Talented pupils
- Pastoral support workers who mentor, monitor, counsel and support the pupils
- Providing staff with information about pupils whose emotional and behavioural difficulties are creating a block to learning or inclusion
- Providing staff with information about our SEN pupils
- All staff playing a part in identifying, and being aware of, potential barriers to learning

- Keeping the Governors, through the Pupil Welfare Committee, up-to-date about pupils whose attendance or emotional and behavioural difficulties are creating a block to learning or inclusion
- Working with the Governors, through the Pupil Welfare Committee, to provide support for the parents of those pupils whose attendance or emotional and behavioural difficulties are creating a block to learning or inclusion
- Teachers understand pupils as learners and consider a variety of learning styles in the classroom and use differentiation to support the pupils
- Teachers promote race equality, disability equality and diversity through teaching and through relations with pupils

WORKING IN COLLABORATION WITH OTHERS

We work closely with a range of outside agencies, and draw on their expertise, to ensure that all inclusive issues are resolved. The main agencies include:

- Peak 11 Pastoral Panel
- Local MATs (Multi-agency Teams)
- Inclusion Support Service
- Behaviour Support Team
- Educational Psychology Service
- School Health and CAMHS (Children and Mental Health Service)
- EWO (The Educational Welfare Service)
- The Police School's Liaison Officer
- YOT (Youth Offending Team)
- Social Services
- Hearing Impaired Service
- Visually Impaired Service
- Physically Impaired Service
- Autism Outreach Service
- Post 16 Providers
- Careers Service (formally known as Connexions)

MONITORING AND REVIEW

Inclusion is led and promoted by the Deputy Headteacher (Responsible for Pupil Welfare), the Assistant Headteacher (Teaching and Learning) and the SENCO.

The inclusive practice of the school is monitored by the Governor's Pupil Welfare Committee. The group meets three times a year and is informed of issues related to inclusion, particularly those related to attendance (illness/school refusers) and behaviour. The Inclusion Policy will be reviewed annually and revised accordingly as we acknowledge that it is an on-going process.