



# Inclusion Policy

## 2017-2018

### Context

This policy should be read in conjunction with:

- Safeguarding Policy
- Behaviour Policy
- Special Educational Needs and Disability Policy
- Accessibility Plan
- Admission Policy
- Pupil Premium
- More Able Policy

<b>Governor Lead:</b>	<b>Pupil support committee</b>
<b>Nominated Lead Member of Staff:</b>	<b>Helen Holmes (SENCO)</b>
<b>Status &amp; Review Cycle:</b>	<b>Statutory (Annual Review)</b>
<b>Last Review Date:</b>	<b>Sept 2017</b>
<b>Next Review Date:</b>	

## 1. Principles

At North Cestrian School we are dedicated to meeting the individual needs of all young people. We respect diversity and aim to provide an educational environment in which all young people can thrive. Within the constraints of available resources, we will, where practicably possible, promote inclusion so that all students can realise their potential in terms of academic and personal achievement through access to the curriculum and extracurricular activities and by providing support which is tailored to individual needs.

## 2. Purpose

- to ensure that all stakeholders have a common understanding of inclusion
- to ensure all education settings and activities whether formal or informal are fully accessible to all young people
- to ensure early identification, assessment, support and review of the needs of all young people
- to promote partnership with parents, carers and other stakeholders
- to ensure the effective use of resources towards prevention and early intervention
- to promote collaboration with special schools and other education providers to enable the sharing of expertise and flexible responses to meet the needs of all young people
- to monitor appropriate indicators to measure the success of the inclusion policy
- to review the effectiveness and development of the inclusion policy

## 3. Definition of Inclusion

Inclusion is concerned with the learning, participation and equal opportunities of all young people, all of whom have a right to access the curriculum. It applies to all of the following:

- girls or boys where there are gender issues
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- students who need support to learn English as an additional language (EAL)
- students with special educational needs including those considered to have emotional, behavioural or social difficulties
- students with physical disabilities
- students who may be more able
- students in need including those in public care
- students whose families may be seriously disadvantaged by poverty and/or rural isolation
- students with emotional, behavioural and social difficulties
- children who are at risk of disaffection and exclusion from school
- other students, such as sick children; young carers; children from families under stress; pregnant school girls and teenage mothers

## 4. Implementing the Policy for Inclusion

The following information should be read alongside all related policies where there is more detail on implementation.

#### Common understanding of inclusion

- all policies and practices are underpinned by a commitment to inclusion
- staff training provides opportunities to explore issues and strategies that staff can use to promote inclusion
- inclusion is promoted amongst students through the Citizenship and PSHE programme, assemblies and day to day interactions with staff
- positive language and images are used when referring to all students, particularly to those who are disaffected, disabled or have learning difficulties; students and staff are encouraged to report use of discriminatory language and all allegations are taken seriously

#### Fully accessible educational settings and activities

- all safe areas of the school buildings and site are accessible to all students and their parents/carers
- the SEND team informs staff where learning resources need to be adapted so that a student may access them; the SEND team continually reviews resources and advises staff on making them accessible to all students
- students for whom English is an additional language and whose lack of English prevents them from accessing the curriculum are monitored and supported by the SEND team as needed, including English language programmes, native tongue dictionaries for use in exams and mentoring by staff within the school.
- at Key Stages 3 and 4 all students have entitlement to the full curriculum; in Key Stage 3 a small number follow a reduced curriculum tailored to their needs through the nurture group, intervention programmes and disapplication; at Key Stage 4, there is a wide range of accreditations and students are carefully matched to the pathway which will enable them to realise their full potential.
- all teachers plan a wide range of teaching and learning activities which take account of different learning styles, cultures, interests and experiences; tasks are differentiated so that all students are provided with appropriate pace and challenge; staff are given training and work closely with TAs to help students overcome barriers to learning; special arrangements are made in practical subjects so that all students can access all activities with due regard for Health and Safety; teachers use materials which reflect social and cultural diversity, challenge stereotypical views and provide positive images
- all students receive regular feedback on their work which acknowledges progress and gives clear guidelines on how to improve; teachers tailor their feedback to individual students and involve TAs in this process so that it is accessible
- where students are put in sets, this is organised using their targets; students who make more progress than expected are moved into higher sets; no student is moved into a lower set unless there are extenuating circumstances and without the agreement of the Heads of Key Stage; setting is closely monitored by Heads of Key Stage to ensure that all students are in sets that enable them to meet their targets; students are also often grouped within lessons to aid differentiation and effective deployment of LSAs. Parents are involved in such discussions.

- students who qualify for the pupil premium may benefit from additional resources to support them in their learning and preparation for exams and to intervention programmes to enhance their progress especially in English and Maths. School will ensure that available resources are used effectively to bring maximum benefit.
- students who miss education for more than a few days are provided with work to do at home ; where a student is unable to attend school, a referral can be made to the Medical Education Service.
- all students are entitled to attend all extra-curricular activities except where this is not possible for Health and Safety reasons; teachers and the SEND team encourage students to take part in a wide range of activities and particular attention is paid to those who are vulnerable, disaffected or have special needs.

## **5. Identification, Assessment, Support and Review**

- all students are set attainable and challenging targets in order to achieve the highest grades possible; these are based on Key Stage 2 scores or assessment information from primary schools . The aim is for ALL students to achieve at least their expected progress as determined by Progress and Attainment 8 measures.
- regular formal assessments, 4 per year, are used to build up a picture of progress for all students and groups of students
- subjects use a range of formative and summative assessment methods, allowing all students to demonstrate learning; familiar contexts without cultural bias are used and special arrangements are put in place where needed
- all subject staff have training to ensure a common and fair interpretation of assessment criteria
- Subject and Senior Leaders, the Inclusion Manager and the SENCO scrutinise assessment information for all students and niche groups, organise intervention where students are not making expected progress and, with support from the teaching team, help teachers to adapt learning activities for underperforming niche groups
- form tutors mentor their tutees to identify and help them overcome barriers to learning
- the support and guidance team uses assessment information from SISRA, pastoral information from SIMs and information from tutors to identify individual or groups of students who are not making progress, who are at risk of disaffection, vulnerable or displaying negative behaviour; appropriate intervention is put in place in liaison with the Inclusion Manager, SENCO, subject staff, Heads of Key Stages, Pastoral Director and Deputy Head.

## **6.Partnerships**

- the school keeps parents/carers informed through regular reports and parents evenings; parents are encouraged to contact the school if they have concerns; parents of students causing concern are kept informed of interventions and progress through letters, phone calls home and meetings. Contact details are available via a weekly newsletter
- the form tutor is the first point of contact for all parents/carers.

- support and guidance advisors are available at all times for parents and students who need additional support; parents/carers and students are involved in setting targets for IEPs and the SENCO communicates regularly on their progress; the Inclusion Manager oversees interventions for students at risk of PEX and works closely with parents/carers to establish mutual support; the SENCO oversees all Looked After Children and those on Child Protection plans and establishes a close working relationship with parents/carers, social workers and the LA virtual school.
- the SENCO regularly keeps parents/carers of SEND students informed of their progress and involves them in setting targets for IEPs and provision maps
- the school liaises with the designated School Nurse regarding students who have extreme medical needs; medical plans are highlighted in SIMs and training is provided on dealing with issues such as epilepsy
- the school liaises with a wide range of external agencies to support the needs of individual and groups of students causing concern ; this is overseen by the Heads of Key Stages and SENCO.
- there are clear procedures for disagreement resolution through complaints procedures

### **7. Effective use of resources**

- deployment of staff and resources is driven by an assessment of need, based on assessment data, information from SIMs, work and lesson scrutinies and the day to day work of the SEND team
- pupil premium is used to provide additional staffing and resources, targeted at those students who qualify for the funding, aiming to make effective use of any additional resource
- the work of TAs is carefully planned and focussed on identified needs
- the school is committed to additional in-school provision for vulnerable and SEND students and funds a nurture room
- thorough monitoring of academic and pastoral outcomes is used to assess the impact of additional staffing and resources.

### **8. Monitoring and evaluation**

- the progress of all students and niche groups is monitored termly by nominated members of the Senior Leadership team who liaise with Subject and Pastoral Leaders where there are concerns.
- information from SIMs is used to monitor the welfare, behaviour and achievements of all students and niche groups and this is reported six times a year to the senior team and governors
- outcomes from monitoring are used to identify development priorities each year and these are embedded in annual action plans