

Inclusion Policy

February 2019

Office use

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Associated documents:			
Links to:			

Due regard has been given to the Equalities Act and Keeping Children Safe in Education 2016

Key Principles

- Inclusion is an ongoing process, which recognises diversity and values it as a rich resource, which can contribute to the learning of all students.
- There are many barriers to learning and participation, which must be recognized, challenged and minimized, and resources must be maximised to reduce these barriers to learning.
- Every student has an entitlement to develop to their full potential irrespective of their abilities, gender, sexual identity, ethnicity, language and social background.
- All student and parents / carers are entitled to be treated with respect and to have their views taken into account.

Aims

- Help all student to develop their personalities, skills and abilities and to experience success and achievement
- Provide quality teaching first which encourages learning which is challenging and enjoyable
- Provide equality of educational opportunity
- Differentiate to ensure all learning needs are met in the classroom

Objectives

- Operate within the framework of inclusion provided by Government and LA guidelines.
- Ensure that this policy is understood by all and implemented consistently across the Academy.
- Challenge and eradicate discrimination and prejudice in all its forms.
- Recognise and celebrate diversity as a positive aspect of the Academy community
- Provide appropriately to meet diversity of needs.
- Ensure all students have access to an appropriately differentiated curriculum which is broad, balanced, relevant and challenging and is appropriate to a student's individual abilities, talents and personal qualities.
- Recognise, value and celebrate all students' achievements.
- Work in partnership with parents / carers in supporting their child's education.
- Guide and support all Academy staff, governors and parents on inclusion issues.

- Through the implementation of this policy effect a reduction in the number of instances of Fixed Term and Permanent Exclusions from the Academy.

Management and Staffing

- The Assistant Principal PDBW has Leadership Team oversight for 'inclusion' issues and policy implementation. Inclusion provision will be monitor and assess by the Inclusion team ensuring that the Academy's approach to inclusion is coherent, consistent and effective.
- The Behaviour for Learning Team manages the daily organisation of the Inclusion Area and through a variety of intervention strategies, support vulnerable students at risk of disengaging.
- The Assistant Principal, Inclusion Manager, Lead Professional Behaviour and SENCO will work together to identify barriers to learning and provide staff with appropriate strategies: share inclusive expertise with, and support the professional development of classroom teachers and Teaching Assistants: provide appropriate resources: monitor student progress: liaise with parents, liaise with members of staff with responsibility for cross phase/cross academy transition; liaise with Heads of Department and Head of Houses and the Personalised Learning Team staff who will co-ordinate with external specialist provision as required.
- A Needs Assessment Panel assesses the needs of the student prior to entry where it is judged to be appropriate.
- It is recognised that some students are exceptionally able and that teaching strategies have to be developed to cater for their needs too, so that appropriate resources and curriculum can be put in place.
- All teachers are responsible for meeting the needs of all students in their class
- All House Tutors are responsible for the welfare, development and progress of all students in their form
- Continuing Professional development of all Staff is the responsibility of the Principal.
- Staff are kept fully informed about LEA, national and regional training courses, seminars and networks which relate to inclusive educational practice
- Staff attending any courses are expected to disseminate and share their knowledge with colleagues.
- Staff are encouraged to observe good inclusive practice within the academy, and also in other schools/academies.
- Staff are expected to reflect the principles of inclusive practice in their planning and development processes.

Provision

- The Academy offers a continuum of provision to meet a diversity of students' needs.
- A variety of mixed ability setting is in place based upon the preference and appropriateness within the different subject areas. The pastoral curriculum is delivered in mixed ability groups.

- In terms of SEN provision a combination of a variety of approaches is used including in class support, withdrawal in small groups and one to one withdrawal.
- Alternative curriculum programmes are developed for those for whom a full mainstream timetable is inappropriate.
- Smaller ability groups are set within mixed ability classes if deemed appropriate
- Literacy and numeracy are delivered across the curriculum and through withdrawal including Easter and summer schools
- The Academy has established a Gifted and Able Co-ordinator
- In class support is delivered by a team of people including Teaching Assistants, SENCO, the Behavioural Support Team and other outside providers and support agencies where appropriate
- Support staff students with emotional and behavioural difficulties as well as working with those who are gifted and able.
- Alternative Provision is an option that can be offered students in danger of disengaging

Provision is supported and underpinned by a specific inclusive infrastructure which includes:

1. Whole Academy Self Review process
2. Individual student monitoring and tracking
3. Inclusion Area
4. Lunchtime clubs and LSC
5. A wide and varied extra-curricular programme which provides opportunities for ALL students
6. Financial support packages for those families in need
7. Inclusive behaviour management systems
8. Effective rewards system which emphasises the celebration of success by all
9. Multi Agency planning groups
10. Work Experience and Community Service Programme
11. Systems to involve and include all stakeholders in the academy's decision making process
12. Academy Counselling Service, including CASY
13. Common monitoring centre for racial abuse
14. LGBTQ support groups

External Support

The Academy obtains additional external specialist advice and support from the following sources:

1. Targeted Support Services
2. Police
3. EPS
4. Advisory and Inspection Service
5. Child and Family therapy
6. The LEA
7. Social Services Department
8. Health Service

9. Home and Hospital Education Service
10. Dyslexia Institute
11. Traveller's Education Service
12. NHS
13. FE College
14. Private Training Providers
15. Stonewall
16. Engagement Centre, in partnership with East Bassetlaw Schools
 - The above services provide advice and guidance on issues related to behaviour management, curriculum provision, gifted and able students, gender issues, sexual identity, literacy and numeracy initiative and disability access provision.
 - As well as assisting with the identification of student's needs outside agencies also contribute to classroom provision in the form of direct teaching, in class support, counselling, and assessment of students' needs and progress.

Resource Allocation

- The Academy allocates a significant percentage of its budget to directly resource educational inclusion. This is increased by any funding supplied by the LA in support of students with significant needs.
- The Planning and Finance group review all bids for resourcing to ensure that inclusive practice is moved forwards and the cost effectiveness and best value are achieved.

Assessment

- Provision is made to ensure that all students have their achievements and progress recognised and celebrated.
- The Academy has its own internally developed monitoring and tracking system in place which identifies student capability in Yr 7 and tracks individual progress against this capability. This is maintained throughout Years 7-13 and ensures graduated pathways are in place to meet the needs of learners.
- A well-developed rewards system is linked to individual student progress which ensures students of all abilities can experience and celebrate success.
- All students are aware of their progress and engage in the process of target setting and review.
- The Academy's assessment systems and policy are based upon nationally recognised procedures and baseline date.
- All teachers' monitor and review student progress. The Academy has a progress management team led by an Assistant Principal.
- In order to ensure that accurate assessments are made teachers annually moderate and standardise samples of students' work and achievements across the curriculum, led by the progress manager.
- Student progress is reviewed regularly and parents are able to monitor through Parent View on Go4s tracking system on progress.
- The Academy's computerised behaviour and progress management system Go4s enables progress to be celebrated in all areas of student development.

Role of Parents / Carers

- The Academy believes strongly in working with parents as partners
- Knowledge, views and first-hand experience of parents makes a valued contribution to a child's education
- Parents are welcome to contact the inclusion team if they have concerns about inclusive education provision

Arrangements for Monitoring and Evaluation

This policy is reviewed on an annual basis, as are other policies and guidance documents, which are directly related to inclusive provision. Examples include:

1. Attendance Policy
2. Race Equality Policy
3. SEN Policy
4. Safeguarding
5. Curriculum Policy
6. Behaviour Management Policy
7. Access Policy
8. Equal Opportunities

- Policy evaluation focuses on establishing how successful the aims and objectives of the policy have been met, how effective the inclusion provision has been in relation, to the resources allocated and the attainment of students. Value added factors, comments and feedback from parents and students and the outcomes of the Academy self-review process provide a solid base for Inclusion progress.
- In the light of the findings the policy is revised and amended accordingly

Policy Updated February 2018 and due regard given to the Equalities Act and Keeping Children Safe in Education 2016