

INCLUSION POLICY

September 2017

INCLUSION AND SAFEGUARDING STATEMENT:

We are committed to creating futures for all in a welcoming and supportive learning environment, in which all pupils feel valued and challenged to be resilient thinkers, active learners with transferable skills and have an appetite for world learning.

In the Synaptic Trust all pupils are valued, inspired and respected within our happy, welcoming family.

We set high expectations for all our pupils. Practitioners give every pupil the opportunity to experience success in their learning, by providing a relevant and challenging curriculum with an emphasis on personalised learning.

All children have unique experiences to share. Across the trust we celebrate this diversity by valuing the contribution of all pupils and providing a learning environment that encourages interdependence.

Our trust is committed to safeguarding and promoting welfare of children and expects staff to share this commitment.

Aims

It is the aim of The Synaptic Trust to ensure that all children attending our schools are given the opportunity to achieve to the best of their ability.

We aim to fulfil the entitlement of all children, whatever their needs, to support and enable them to have full access to the curriculum and to participate in the life of the school to the best of their abilities.

This document lays out the school's policy on inclusion. It also provides a framework for implementation, which will be used to ensure that all policies, procedures and practices are based on equalities principles, comply with the relevant legislation, and lead to the development of good practice.

Inclusion at The Woodside Academy means:

- Enabling pupils to participate in the life and work at Woodside to the best of their abilities, whatever their needs.
- Valuing all students and staff equally.
- Viewing the difference between pupils as resources to support learning, rather than as problems to be overcome.
- Reducing barriers to learning and participation for all.

At The Woodside Academy the learning, achievements, attitudes and well-being of all students and staff are of utmost importance. We aim to engender a sense of community and belonging, ensuring that the culture, policies and practices in the school respond to the diversity of the pupils. These differences make the school a richer environment for all.

We believe that inclusion is about equal opportunities for all learners, whatever their ability, age, gender, ethnic origin, religious belief, impairment, Looked After status, or social or economic background, paying particular attention to the provision made for, and the achievement of, different groups of learners. This does not necessarily mean that we treat all learners the same way.

These values apply to all aspects of educational provision, including the broader curriculum such as after school activities, learning review meetings, breaks and lunch times, work experience, trips, outings etc., as well as issues of exclusion and social inclusion.

Principle

At Woodside individual differences are recognised. Differences that can be attributed to social and cultural experiences are highlighted for attention with a view to valuing such differences and reducing sociological barriers to learning. The curriculum retains a broad, balanced, relevant and differentiated focus with 'understanding' and 'attitude' given as much importance as 'knowledge' and 'skills'.

This Policy has been developed to:

- Provide clear guidance for all stakeholders on inclusion issues.
- Make sense of the range of initiatives that promote inclusion and to enable them to operate within a coherent framework, that is explicit about the meaning of inclusion, and the principles that should underpin it.
- Ensure that the school fully addresses the following range of issues:
 - I. • All learners achieving their potential
 - II. • All staff utilise the experiences and expertise of all learners, parents/carers and members of the local community
 - III. • Increasing trust and satisfaction from all parents/carers, learners and members of the community

The monitoring of inclusion

We will know if the policy is successful when we can measure that:

- All pupils make at least expected progress and achieve their potential.
- The gap between the progress and attainment of disadvantaged pupils and their peers is closing
- The school has clear monitoring information relating to the achievement of all vulnerable groups, and acts on that information to address any areas of concern.
- All of the school's policies reflect the principles within this inclusion policy.
- The curriculum reflects the experiences, and develops the self-confidence of, pupils/learners from all equalities groups.
- There is a coherent programme of specific staff development relating to inclusion, and the Policy underpins all staff development that is offered.

School policies that are also relevant include:

- Disability and Special Educational Needs policy,
- Behaviour policy including exclusion and truancy procedures,
- Anti-bullying policy,
- Admission including information on part time/shared placement,
- Attendance policy,
- Equal Opportunities policy,
- Gifted and talented policy,
- Pupil Premium policy
- Physical restraint policy,
- School Development Plan.

The Assistant Heads for Inclusion are responsible for the day to day organisation within the school. Inclusion is closely monitored by the Head Teachers and the Governing Body through termly reports to the Governors.

School assessment data is monitored termly, any trends or patterns that need to be addressed are highlighted. Regular pupil progress meetings are held with all teachers to monitor the progress of all pupils and to identify any support they may need. Relevant interventions and support are planned accordingly. Each class teacher is responsible for ensuring at least expected progress and attainment of all the pupils in their class. They are responsible for the effective deployment of the learning support assistants to maximize their impact on the learning of the pupils.

In-school action to support inclusion

The School recognises the three principles that are essential to delivering an inclusive curriculum:

1) Setting suitable learning challenges.

Teachers aim to give every pupil the opportunity to experience success in learning and to reach their potential. This may mean choosing knowledge, skills and understanding from a previous year group curriculum to enable individual pupils to develop the skills and understanding they need to make progress.

2) Responding to pupils' diverse learning needs.

When planning, teachers set high expectations and provide a variety of opportunities within which all pupils can achieve some success. Teachers take specific action to respond to pupils' diverse needs by creating effective learning environments.

3) Overcoming whole school and subject specific barriers to learning and assessment for both individuals and groups.

In addition to the strategies outlined in this policy the School has worked towards a more inclusive curriculum by:

- offering pupils other curricular opportunities outside the national curriculum, e.g. speech and language therapy;
- taking into account any gaps in a pupil's learning resulting from missed or interrupted schooling, e.g. pupils who are, or have been, travellers, refugees, in care, suffering from long-term medical conditions.

Teaching and Learning

- The school publicly supports and values diversity, actively promotes inclusion and openly opposes all forms of discrimination;
- There is a positive atmosphere of mutual respect and trust between learners and staff from different groups;
- The school has equally high expectations of all learners and is committed to encouraging and enabling all learners to achieve the highest standards;
- All forms of achievement are valued;
- Learner attainment and progress is monitored in relation to all groups and evaluated to identify trends and patterns of underachievement.
- All assessment procedures are made accessible to children with "special educational needs", disabled learners or learners with English as an additional language (e.g. exam questions translated/read out.)
- The School includes the views of the learners and their parents/carers in all the decision making that affects them both individually (e.g. through participation in review or other meetings), or collectively (e.g. through school council, parents/carers' forums and other consultation mechanisms);

- Staff aim to create an environment where all learners can contribute fully and feel valued;
- All teaching aims to take account of learners' cultural backgrounds, impairments, emotional needs, linguistic needs and different learning styles;
- Teachers are encouraged to use a range of teaching styles;
- Different cultural traditions and life styles are valued in their own terms;
- Each area of the curriculum aims to incorporate the principles of equality and to promote positive attitudes towards diversity and difference;
- The PSHE and Citizenship curriculum explicitly covers issues of equalities, diversity, human rights, community and inclusion
- Resources and displays portray positive images of different people from all groups, religions and cultures.
- The school ensures that their procedures for disciplining learners and managing behaviour are fair and equitable to learners from all groups;
- All staff aim to operate consistent systems of rewards and sanctions.

Action to obtain pupils views

The School values the views of all pupils and uses various means to ascertain them. Each class uses Circle Time on a regular basis to encourage whole class discussion on many issues. The School Council meets regularly to discuss issues that pupils or staff have identified.

Pupils are encouraged to use self-assessment to reflect on their learning. Targets are set and evaluated regularly with the pupils and their parents.

All pupils have the opportunity to take part in a pupil survey.

Pastoral support and life skills

PSHE is a strong feature of the school. Each class has a regular lesson following a set curriculum. This is also reflected in assembly themes. The school has a programme of self-assessment to develop greater awareness by pupils of their own emotional development and learning.

All efforts are taken to support pupils in a pastoral way through social skills courses and anger management sessions. Some pupils have a Behaviour Support Plan that outlines their details, targets, and how best their needs can be met. If necessary, pupils can be given individual support from an adult. Nurture provision is in place to support those pupils with emotional difficulties or who struggle to access the mainstream curriculum.

Staff recruitment and professional development

Where possible, efforts are made when recruiting new staff that the adults in school reflect the diversity of pupils. The recruitment procedure adheres to safer recruitment practice.

Inset for the whole staff reflects inclusion issues with regular whole staff training taking place.

Management of inclusion policy

Inclusion remains a central feature of The Woodside Academy and is subject to the rigors of school self-review on a regular basis.

The Senior Leadership Team oversee issues surrounding inclusion. Targets are set as part of the School Development Plan. Governors are kept informed of inclusion issues on a termly basis.

Partnership with parents/carers

Communication between parents/carers and the school is given high importance. The school has a brochure for all new families, a weekly newsletter and a web site.

Termly review meetings take place for all parents where targets are set and the child's Learning Passport will be reviewed if applicable. A yearly written report is sent to all parents/carers. If necessary, informal reporting may take place through the year.

All staff, including the SLT, are available on a daily basis for informal discussions with parents. Appointments can be made through the school office.

Links with other schools

The school uses other schools wherever possible to pool resources and expertise. We are active participants of the Woodside Partnership of Schools. The school also supports the transfer process into EYFS and to KS3 by ensuring that good transition plans are in place for the most vulnerable pupils.

Links with external agencies

The school consults and liaises with any outside agency that may offer support and advice which will help the school meet the needs of the individual pupil.

Access to the Environment

Due to the fact that Woodside is an old school built over 120 years ago and situated at the junction of two busy main roads access for those with restricted mobility can be challenging. However, where possible, we provide inclusive access.

Access to the curriculum

The school recognises the entitlement of every pupil to a broad and balanced curriculum, including educational visits. The curriculum and resources are differentiated suitably to allow all pupils access, whatever their need. In exceptional circumstances, if a child is demonstrating behaviour in school that is unsafe to themselves or puts others, including members of staff, at risk then attendance at an activity off-site will be subject to a health and safety risk assessment. If the risk is assessed to be high a family member will be required to accompany the child on the off-site activity and take responsibility for their behaviour and safety for the duration of the visit. If the pupil demonstrates unsafe behaviour during the visit then the teacher in charge will instruct the accompanying adult to return to school with the child. If a family member cannot accompany the child on the visit the child will be unable to take part in the activity and must attend school as usual. Suitable learning activities will be set for the pupil by their class teacher which they will complete in another class.