

# **Walderslade Girls' School**



## **Inclusion Policy October 2012**

*(Ratified and adopted by the Governing Body November 2012)*

## **AIMS**

The potential of each student, regardless of ability and background, will be achieved within the framework of the following stated aims:

- to promote an atmosphere which encourages the pursuit of excellence
- to enable each student to develop her skills: creative, linguistic, mathematical, scientific, social and physical; and to develop an attitude of enquiry in acquiring these skills
- to assist students in overcoming learning difficulties when and where these occur
- to encourage in the students a sense of self responsibility and also a sense of responsibility to the school and outside community
- to give all students an awareness of their own worth, a sense of achievement and enjoyment in their own development
- to provide a caring atmosphere in the school in which stable relationships can be formed
- to encourage in the students a sense of tolerance, justice and respect for others and a respect for the environment in which we live
- to develop an awareness of the spiritual interpretations of life, respect for the cultural and moral achievements of mankind and to awaken a vital response to the arts
- to develop the growing partnership between home, school and the community
- to help the school become a focus for community development
- to prepare young people fully for the world of work, or further study, on leaving school
- To provide a welcoming environment where every student feels valued, cared for, guided and supported

## **PRINCIPLES**

We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that students of all ability levels are well equipped to meet the challenges of education, work and life.

This will be achieved by:

- designing a curriculum to promote a full range of learning, thinking and life skills
- providing a broad, balanced and relevant curriculum

- ensuring the curriculum offers pathways to students' future aspirations
- using flexible and responsive teaching and learning styles
- equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society
- developing a close partnership with the whole community, particularly parents

We aim to be an inclusive school and offer equality of opportunity to all groups of students within the school. These groups include students:

- from minority faiths, ethnicities, travellers, asylum seekers and refugees
- who have English as an additional language
- who have Special Educational Needs
- who are Gifted and Talented
- who are Looked After Children
- who are at risk of disaffection or exclusion
- young carers
- sick children
- children from families under stress
- lesbian / gay / bisexual

We aim to provide a differentiated curriculum that meets the needs of all students, individuals and groups by:

- setting suitable learning challenges
- responding to students' diverse learning needs
- overcoming potential barriers to learning and assessment
- arranging teaching groups accordingly to enable all students to learn and achieve

We aim to provide a happy, healthy and safe school by:

- recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our students

- providing high quality welfare care, support and guidance
- safeguarding as far as is possible the health, safety and welfare of students
- listening and responding to the concerns of children and parents
- taking care to balance the needs of all members of the school community
- delivering a high quality PSHE (Personal Social and Health Education) curriculum
- emphasising the benefits of healthy eating and exercise
- working in partnership with local health service providers
- providing access for students to emotional and behavioural support services
- ensuring high levels of effective supervision at break, lunchtimes, before and after school
- presence of a PCSO (Police Community Support Officer) on the school site.

We secure inclusive education for our students by reviewing and evaluating what is done and asking ourselves the following questions:

- does each student achieve as much as they can?
- are there differences in the achievements of different groups of students?
- what intervention or strategies are in place for students who are not achieving their potential?
- are our actions effective?
- are all our students happy to be in school?

All members of our school community are valued and are offered wide ranging opportunities to enable high standards of achievement.

All policies within the school support inclusion and are reflected in the school development planning. These include:

- Accessibility Policy
- Anti-bullying and Harassment Policy
- Attendance Policy
- Behaviour for Learning Policy and Practice
- Child protection Policy
- Citizenship Policy
- Complaints Policy

- Continuing Professional Development Policy
- Curriculum Policy
- Cyber Bullying Policy
- Drugs Education and the Management of Drugs Policy
- Educational Visits Policy
- Freedom Of Information Policy
- Gifted and talented Policy
- Guidance for Safer Working practice for Adults who work with Children and Young People
- Health and Safety Policy
- Home School Agreement Policy
- Learning and Teaching Policy
- Literacy Policy and Practice
- Managing Incidents in Schools Joint Working between Medway Schools and Kent Police
- Managing Sickness Absence policy
- Manual Handling Policy
- Performance Management Policy
- Policy and Procedures for dealing with employees on probation (Support Staff)
- Recruitment and Selection Policy
- School Improvement Plan
- SEN Policy
- The use of videos and photographs at school events
- Whistle Blowing Policy
- Work Related Learning Policy

The practice within school reflects our inclusive ethos from individual lesson planning responding to student diversity to material resources being used to support learning and participation for all.

### **PRINCIPLES INTO PRACTICE**

The following strategies and support are available to promote inclusion and will be used where appropriate:

- the welfare support system, the PCSO, School Council, mentoring and the delivery of PSHE and Citizenship
- the Healthy Schools Award
- anti-bullying procedure
- the Special Needs Department
- the setting up of a CAF (Core Assessment Framework) where appropriate
- systematic follow-up for 'late' and non-attendance

- referral to the Attendance and Advisory Service to Schools and Academies
- alternative curriculum at Key Stage 4 and in certain circumstances Key Stage 3
- tutorial support for those who have English as an additional language (EAL)
- learning mentor support (Pupil Progress Manager, Tutor)
- homework / coursework clubs
- Medway Youth Trust
- working with external support services including: Educational Psychology Service, NHS, Social Services, Police, inter-agency groups, Outreach Support, Onside
- links with out of school provision e.g. Nacro
- training programmes for staff
- extra curricula activities
- links with Primary Schools

A student can be referred for support by any member of staff directly to the Pupil Progress Manager, AEN Coordinator or Assistant Headteacher - Welfare and Discipline (Designated Child Protection Coordinator and Designation Looked After and Designated Looked After Children teacher. Parental concern should be raised through the Form Tutor / Pupil Progress Manager.

## **RESPONSIBILITIES**

### **The Governing Body**

- nominates a governor who has the lead responsibility for educational inclusion and equality issues
- ensures that the school complies with Race Relations, Disability and Special Educational Needs related legislation
- ensures that the Inclusion Policy and its related procedures and strategies are implemented.

### **The Headteacher**

- along with the governing body, ensures that the policy and its related procedures and strategies are implemented
- ensures that all staff are aware of their responsibilities under the policy and are given appropriate training and support

- takes disciplinary action against staff or students who discriminate or contravene the policy
- ensures that issues of equality and inclusion are addressed within the PSHE and Citizenship curriculum

### **The Assistant Headteacher Welfare and Discipline**

- ensures that reported incidents of racism, racial harassment, bullying and verbal and physical abuse are recorded and that appropriate disciplinary action is taken
- liaises with Pupil Progress Manager's and AEN Coordinator to provide support for students with emotional or behavioural difficulties that are creating a block to learning
- refers students who are at risk of disaffection or exclusion to external agencies as appropriate
- co-ordinates the provision for students who are at risk of disaffection or exclusion and those returning from periods of exclusion
- co-ordinates along with the AEN Coordinator the support given to students by outside agencies
- ensures that the School Improvement Plan identifies areas for development in the policy, culture and practice of inclusion
- ensures that regular School Council meetings are held to provide a forum for student opinions and concerns

### **The AEN Coordinator**

- ensures that students with Special Educational Needs are identified and that their needs and entitlement are met
- co-ordinates the work of Teaching Assistants in the support of students with Special Educational Needs in the classroom

### **Pupil Progress Managers**

- collate information given to them by tutors and classroom teachers regarding students whose emotional and behavioural difficulties are creating a block to learning or inclusion
- liaise with Assistant Headteacher, Welfare and Discipline, and AEN Coordinator to provide support for students with emotional/behaviour difficulties

**Tutors**

- inform the Pupil Progress Manager when they become aware of potential barriers to learning
- develop a sense of community and belonging within the tutor group, school and wider community
- encourage participation in School Council through the election of form representatives and by holding pre Council meeting discussions in tutor groups
- refer incidents of discrimination and challenge stereotypes and the use of discriminatory language

**Teachers**

- understand students as learners and consider a variety of learning styles in the classroom and use differentiation to support some students
- promote race equality, disability, equality and diversity through teaching and through relations with students, staff, parents/carers and the wider community
- are aware of potential barriers to learning and refer students with emotional or behavioural difficulties to Head of Department who will liaise with Pupil Progress Manager
- create an environment where students can contribute fully and feel valued
- take account of students' cultural background, disability and linguistic needs in classroom practice
- refer incidents of discrimination and challenge stereotypes and the use of discriminatory language
- work with Higher Level Teaching Assistants / Learning Support Assistants to ensure that the diverse needs of the student are met

**Support Staff**

- are aware of barriers to inclusion and communicate concerns to AEN Coordinator
- refer incidents of discrimination and challenge stereotypes and the use of discriminatory language

**Students**

- inform a member of staff if they witness any incidents of discrimination



- inform their Form Tutor or Pupil Progress Manager if they become aware of any barriers to learning

**Parents/Carers**

- inform the Pupil Progress Manager if they have knowledge of any discrimination