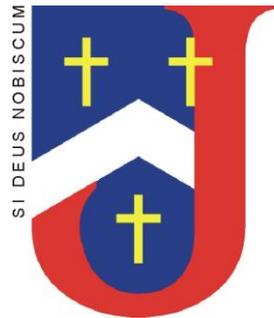


St. Joseph's RC High School
Ysgol Uwchradd Gatholig Joseff Sant

Inclusion Policy

13. Inclusion Policy



This policy was updated September 2016 by Miss D Jones

This policy was presented and accepted by the Governing Body on November 2016

Staff were made aware of this policy and or updates

This policy will be reviewed October 2018

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AIMS OF INCLUSION AT ST JOSEPH'S R.C. HIGH SCHOOL

St Joseph's R.C. High School aims to be an inclusive school. We actively seek to remove the barriers to learning and progress that can hinder or exclude individual pupils or groups of pupils. We firmly believe that everyone has a right to succeed and the entitlement to develop their full potential. St Joseph's R.C. High School values the individuality of all children. We are committed to giving all of our pupils every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all pupils. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We see inclusion as an on-going process that ensures equality of educational opportunity for all and further encourages us as a community to live out our mission:

“Serving God Through Learning Together”

POLICY FRAMEWORK

Our Inclusion policy is one of a framework of policies which ensure clear principles, values and procedures. Key school policies linked with Inclusion are the Equality Policy, Child Protection Policy, Positive Behavioural and Discipline Policy and the Anti –Bullying Policy.

LEGAL FRAMEWORK

St Joseph's school policies fully meet the requirements of key equal opportunities legislation covering race, gender and disability such as the Equality Act 2010.

INCLUSION PROVISION

Children with additional needs are integrated into mainstream classes. Support is provided by a team of 9 Inclusion Teaching Assistants and 2 subject specialist Learning Support Assistants (English and Science). To further aid our inclusion work, we have strong links with outside agencies including GEMS (Gwent Multi-Ethnic Service), Hearing and Visual Impairment Service and other advisory services. The Inclusion Department helps to identify more able and talented students. Provision for these students is coordinated by individual departments. We believe that making provision to meet the needs of more able and talented pupils will benefit all pupils.

As a school, we aim to offer a quality provision for this group of students by:

- Providing high quality and inspirational teaching.
- Providing a broad and stimulating curriculum offering choice.
- Allowing learners to develop at their own pace with clear attainment targets and methods of assessment designed to recognise a wide range of achievement.
- Further developing our strong, positive ethos which challenges negative stereotypes about specific groups of learners.

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The National Curriculum is a key part in planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- Setting suitable learning challenges.
- Responding to children's diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.
- Commitment to "The Core aims for Children and Young People".

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

TEACHING AND LEARNING STYLE

We aim to give all our pupils the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make on-going assessments of each pupil's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their pupils.

Teachers are familiar with the equality legislation covering race, gender and disability.

Teachers ensure that all children:

- Feel secure and know that their contributions are valued.
- Appreciate and value the differences they see in others.
- Take responsibility for their own actions.
- Are taught in groupings that allow them all to experience success.
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping.
- Have a common curriculum experience that allows for a range of different learning styles.
- Have challenging targets that enable them to succeed.
- Participate fully, regardless of disabilities or medical needs.

PUPILS WITH DISABILITIES

Some pupils in our school have disabilities. We are committed to meeting the needs of these pupils, as we are to meeting the needs of all groups of learners within our school. The school fully meets the requirements of the Equality Act 2010.

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All reasonable steps are taken to ensure that these pupils are not placed at a substantial disadvantage compared to non-disabled pupils.

The school is committed to providing an environment, within its resources, that allows disabled pupils full access to all areas of learning. Teachers modify teaching and learning expectations as appropriate for pupils with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning teachers ensure that they give pupils with disabilities the opportunity to develop skills in practical aspects of the curriculum. This is carried out in conjunction with the Accessibility Policy.

Teachers ensure that the work undertaken by disabled pupils:

- Takes account of their pace of learning and the equipment they use.
- Takes account of the effort and concentration needed in oral work, or when using, for example, vision aids.
- Is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials.
- Allows opportunities for them to take part in educational visits and other activities linked to their studies.
- Uses assessment techniques that reflect their individual needs and abilities.
- Takes account of pupils whose disability impacts upon their behaviour and make reasonable adjustments to accommodate this.

DISAPPLICATION AND MODIFICATION

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its pupils, without recourse to disapplication or modification. We achieve this through greater differentiation of the pupil's work, or through the provision of auxiliary aids. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the pupil.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents/carers. The school governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we should do so through:

- Section 364 of the Education Act (1996). This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs.
- Section 365 of the Education Act (1996). This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

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INCLUSION AND RACISM

The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to the governing body by the head teacher. The school contacts parents/carers of those pupils involved in racist incidents. Further details are to be found in the school's Equality Policy.

STAFF RESPONSIBILITIES

Acting Head of Department: Miss D Jones

The Head of Inclusion's responsibilities include the following:

- To be a member of the school's SMT.
- To establish a vision for the department, which reflects the school's commitment to include pupils and improve pupil achievement.
- To develop and implement policies and practices which reflect the school's commitment to enable pupils to reach their full potential.
- To support the school in meeting its legal requirements for Inclusion and Access.
- To liaise with Heads of Year and Heads of Department to be responsible for the development of materials and strategies for teaching that are both appropriate to and challenging for all pupils.
- To use performance data to inform and direct strategies.
- To establish a clear shared understanding of the importance and role of the Inclusion Department in contributing to pupils' spiritual, moral, cultural, mental and physical development and in preparing pupils for the opportunities, responsibilities and experiences of adult life.

SECOND IN DEPARTMENT

The role of the Second in Department is one which is negotiated with the Head of Department and Line Manager to support the Head of Department in:

- To act as the school SENCO.
- The strategic direction of the department.
- Management of learning.
- Management of people.
- Management of policy.
- Management of resources.
- Leading IEP/IDP target reviews and update the IEPs/IDPs.
- Administering key assessment procedures such as WRAT testing and assisting with referrals to outside agencies.
- Further development of positive environment in the Inclusion department.
- Organising, delivering and monitoring key intervention groups.

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TAs – TEACHING ASSISTANTS

In the classroom, the TA team focus on students on the Inclusion Register, particularly but not exclusively those with statements. They ensure that pupils are socially included in the class, which means that the TA will usually not work exclusively 1:1 with any pupil throughout a lesson. Instead, the TA will work with individuals when needed, but will circulate, thereby allowing all individuals to interact with the whole class. They also are aware of EAL students and other pupils with additional needs. The TA team are also fully trained to deliver key intervention groups such as literacy support when it is felt appropriate by the Head of Department.

As general good practice in the classroom, our TA team:

- Support good classroom management and the Positive Behaviour and Discipline Policy.
- Develop the students' key skills.
- Support our Assessment for Learning agenda by ensuring that students can read, understand and remember key feedback from subject teachers.
- Help to ensure that students understand homework tasks and have recorded them in their planner.

HEADTEACHER AND GOVERNORS

The Head teacher and Governors ensure that the Inclusion Policy and its relating procedures and strategies are implemented fully. They ensure that all staff are aware of their responsibilities under the policy and are given the appropriate training and support so that they can fulfil their responsibilities.

TEACHING STAFF

All staff have a responsibility to further develop inclusive practices in the classroom. They must ensure, with the support of the Head teacher, Governors and the Inclusion Department, that pupils from all equality groups have full access to the curriculum. Teaching staff undertake quality planning of schemes of work and individual lessons in order to ensure that all pupils' needs are met. They have joint responsibility for promoting race equality, disability equality, and diversity through teaching and through relations with pupils, staff, parents/carers and the wider community.

Staff must also be aware of the additional needs of those they teach, the IEP/IDP targets, and ensure that practices within their classroom reflect the school's high expectations of all pupils and the school's commitment to enable all pupils to reach their full potential.

With the support of the Head teacher, Governors and the Inclusion department, all staff have a responsibility to not discriminate on grounds of race, disability or other equality issues. They are required to keep up to date with equalities legislation and other related legislation. Staff must know how to deal with incidents of discrimination and know how to identify and challenge bias and stereotyping.

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LEARNING SUPPORT CENTRE

The Learning Support Centre (LSC) is a provision at St Joseph's RC High School which has grown out of a desire to find an effective alternative to fixed term exclusions. Within the context of the school's Positive Behaviour and Discipline Policy, pupils who exhibit challenging behaviour and who may ordinarily have received a fixed term exclusion may now spend a period of time within the LSC where they will receive a constructive learning experience and appropriate intervention in order to move forward.

Referral to the LSC will come from the Leadership Team to the Head of Inclusion. The LSC Manager will be responsible for supervising the pupils within the LSC and collecting appropriate learning resources. They may have a range of ages and abilities within the LSC, although it is not anticipated that large numbers of pupils will be accommodated at any one time. The LSC Manager will also be involved in the re-integration of pupils back into mainstream as well as delivering appropriate intervention programmes to develop pupil's emotional well-being and helping them to more effectively manage their behaviour, learning and motivation.

STAFF WITH SPECIFIC RESPONSIBILITIES

In addition to the responsibilities outlines above, a member of the leadership team has responsibility for dealing with reported incidents of racism and racial harassment and is the school's behaviour co-ordinator (BECO).

Link Manager: Mr T Brown

IDENTIFICATION AND ASSESSMENT

Pupils may enter the school with Inclusion needs; this is identified by their primary school and is initially used by us to provide support. Through staff feedback and IEP/IDP/ Statement reviews, the needs of a pupil are monitored and support is amended to suit the pupil's needs. If a pupil is supported by school staff only and this may be just by monitoring IEP/IDP targets, then they are school action. If a pupil requires help from external agencies, then they are placed at school action plus on the Inclusion Register. When support from the external agency is completed and/ or support is removed from the external agency, the pupil is then placed at school action on the Inclusion Register. Statemented pupils are reviewed on an annual basis as well as having their IDP/ IEPs reviewed. Statements can be amended, reduced or removed as a consequence of an annual review meeting.

Pupils who are not on the register but who develop additional needs are either identified through the testing carried out by department or by staff feedback via the internal referral form. Parents/carers can also request testing, however, the school cannot provide diagnoses. Pupils who are referred via staff can be tested using the following- WRAT (Wide Range Attainment Test), DASH (Detailed Assessment of Speed of Handwriting), BPVS (British Picture Vocabulary Scale) etc. If these tests produce data that indicates further support is required, they can either be placed on an intervention group running within school, referred to an external agency or the Educational Psychology Service etc.

Parents/ Carers are kept informed at all stages and written permission is obtained before referring to external agencies.

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INCLUSION REGISTER

This is our document containing the name of those pupils who have been identified as having some form of difficulty making progress in school. The register records when the difficulty was identified and tracks the pupil's progress.

SCHOOL ACTION

Where a pupil who despite receiving appropriate educational experiences:

- Makes little or no progress.
- Is working at levels significantly below those expected for pupils of a similar age.
- Presents persistent emotional/behavioural difficulties.
- Has sensory or physical problems and continues to make little or no progress despite the provision of personal aids and equipment.
- Has communication and/or interaction difficulties and requires specific individual interventions.

SCHOOL ACTION PLUS

Where a pupil continues to have difficulties in the above areas and the school request the involvement of external agencies who will help by providing intervention, targeted support or advice on new IDPs/IEPs and teaching strategies.

PUPILS WITH STATEMENTS OF SPECIAL NEEDS

When it is deemed that a pupil may require more specialist provision, the school or parent/carer may request a statutory assessment which can lead to a Statement of Special Needs.

PARTNERSHIP WITH PARENTS/CARERS

The Inclusion Department is committed to our partnerships with parents/carers. Parents/carers can access advice, information, policies and procedures by contacting the department. All IDPs/IEPs are sent to parents/carers for consultation and feedback is invited and acknowledged. In all assessment, identification, intervention and general inclusion issues, the input of parents/carers is sort after and valued.

INVOLVEMENT OF PUPILS

The Inclusion Department is committed to the involvement of pupils in the role of inclusion within the school. The views of pupils are sought in all decisions that affect them e.g. reviews, IDPs/IEPs, Pastoral Support plan meeting etc. Pupils' views on the effectiveness of this policy and Inclusion within the school are regularly sought via day-to-day interaction with staff, pupil interviews and via the School Council.

PARTNERSHIP WITH OUR FEEDER PRIMARY SCHOOLS

The Head of Inclusion maintains strong relationships with our feeder primary schools and other primary schools. We attend transition review meetings for all Year 6 pupils with statements of Special

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Educational Needs. Specific transition arrangements are organised if parents/carers and/or primary SENCOs/Head teacher feel that they are necessary, in line with the school's transition policy.

REVIEWING AND EVALUATING THE INCLUSION POLICY

This policy will be reviewed and evaluated by the Head of Inclusion and Head Teacher as part of the school's self-evaluation process. Key indicators are outlined in the Inclusion Departmental Improvement Plan.