

	<p>St. Joseph's RC High School Ysgol Uwchradd Gatholig Joseff Sant</p>
	<p>Inclusion Policy</p>

Inclusion Policy

Inclusion Policy



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This policy was presented and accepted by the Governing Body on March 2025.

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This policy will be reviewed on March 2027.

# Inclusion Policy

## 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.

## The Principles underpinning the ALN system in Wales

The principles underpinning the ALN system in Wales are as follows:

- (a) **A rights-based approach** where the views, wishes and feelings of the children and young people, child's parent or young person are central to the planning and provision of support; and the child, child's parent or young person is enabled to participate as fully as possible in the decision-making processes and has effective rights to challenge decisions about ALN, ALP and related matters.
- (b) **Early identification, intervention, and prevention** where needs are identified, and provision put in place at the earliest opportunity and where possible interventions are put in place to prevent the development or escalation of ALN.
- (c) **Collaboration and integration** where services work together to ensure ALN are identified early, and appropriate co-ordinated support is put in place to enable children and young people to achieve positive expectations, experiences, and outcomes.
- (d) **Inclusive education** where the majority of children and young people with ALN are supported to participate fully in mainstream education and a whole setting approach is taken to meeting the needs of learners with ALN.
- (e) **A bilingual system** where all reasonable steps are taken to deliver ALP in Welsh for children and young people who require support through the medium of Welsh, with scope for increasing the delivery of ALP in Welsh over time.

## DEFINITION OF ADDITIONAL LEARNING NEEDS (ALN)

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## Additional Learning Needs

- (1) A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.
- (2) A child of compulsory school age or person over that age has a learning difficulty or disability if he or she—
- (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
  - (b) has a disability for the purposes of the Equality Act 2010 (c. 15) which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.
- (3) A child under compulsory school age has a learning difficulty or disability, if he or she is or would be if no additional learning provisions were made, likely to be within subsection (2) when of compulsory school age.

## Barriers to Learning

Although there is a wide range of learning difficulties or disabilities, the Additional Learning Needs code for Wales 2021 identifies four broad classifications as follows:

- 1.Cognition and learning** - some children and young people who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties, such as dyslexia or dyspraxia, may require specific programmes to aid progress in cognition and learning. Some of these children and young people may have associated sensory, physical and behavioural difficulties.
- 2.Behaviour, emotional and social development** - some children and young people will demonstrate features of emotional and behavioural difficulties. They may be withdrawn or isolated, disruptive and disturbing, hyperactive or lacking concentration; they may have under-developed social skills; or present challenging behaviours.
- 3.Sensory and / or physical needs** - this area of need includes the wide spectrum of sensory, multi-sensory and physical difficulties. The sensory range extends from profound and permanent deafness or visual impairment through to lesser levels of loss, which may only be temporary. Physical impairments may arise from physical, neurological or metabolic causes that only require appropriate access to educational facilities and equipment; others may lead to more complex learning and social needs; some children and young people will have multi-sensory difficulties some with associated physical difficulties.
- 4.Communication and interaction** - some children and young people might experience difficulty in one, some or all aspects of speech, language and communication. This area of need may encompass children and young people with speech and language delay, impairments or disorders, specific learning difficulties, such as dyslexia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum; it may also encompass some children and young people with moderate, severe or profound learning difficulties. The range of need will include those for whom language and communication difficulties are the result of permanent sensory or physical impairment.

## INCLUSION PROVISION

### Definition of additional learning provision (ALP)

### Additional Learning Provision

- (1) "Additional learning provision" for a person aged three or over means

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educational or training *provision that is additional to, or different from, that made generally for others of the same age* in—

- (a) mainstream maintained schools in Wales,
- (b) mainstream institutions in the further education sector in Wales,
- (c) places in Wales at which nursery education is provided.

(2) “Additional learning provision” for a child aged under three means educational provision of any kind.

(3) “nursery education” means education suitable for a child who has attained the age of three but is under compulsory school age.

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.
- Provide provision through universal, targeted and specialist support and intervention to overcome barriers to learning for all.
- To meet the needs of all pupils with Additional Learning Needs requiring Additional Learning. Provision as far as resources will allow at the school and with the support of the LA and outside agencies.
- To take a person-centred approach to ensure the wishes, views and opinions of the pupil are captured and considered. Parental engagement forms a critical aspect of the process.
- Further developing our strong, positive ethos which challenges negative stereotypes about specific groups of learners.

The Curriculum for Wales 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.

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?

The Inclusion department also 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.

## TEACHING AND LEARNING

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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.

## STAFF RESPONSIBILITIES

Meeting the needs of learners with ALN will be a whole school approach. All staff in the school will ensure that is embedded within the normal school curriculum and provision. The primary responsibility for provision lies with the subject teacher who, using the information from the IDP, one-page profiles, and intervention planning, will deliver and assess achievement and progress according to the needs of the pupil.

### The Head teacher and school leadership team

- Advise the governors on policies to meet their statutory responsibilities under the ALN ET Act.
- Work to agree the school ALN ethos and policy and to implement the agreed vision and policy.
- Oversee all aspects of strategic leadership and management.
- Ensure that the ALNCo has enough time and resources to carry out their duties.

### Head of Inclusion and School's named ALNCo

- Ensure the daily implementation and review of the school Additional Learning Needs Policy.
- Ensure clear implementation of the Additional Learning Needs Code and statutory responsibilities are in place across the school.
- Ensure a clear process and system of identification, assessment, and review of pupils where there is a query around an ALN.
- Ensure clear systems around the development, review and the quality assurance process around identification, assessment, planning and reviewing the one-page profiles, (OPP), Target Sheets and IDPs.
- Monitor and evaluate the person-centred approach used across the school.
- Monitor and review the School Provision Map, ensuring, alongside the SLT, appropriate and wide universal provision, and impactful targeted provision .

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- Liaise with and advise colleagues through the appropriate channels on additional learning needs matters.
- Oversee the co-ordination of the additional learning provision (specialised support) for pupils with additional learning needs throughout the school.
- Ensure a clear process of appeal and dispute resolution in relation to ALN.
- Contribute to the in-service training of all colleagues in developing practice at the school with all matters concerning additional learning needs.
- Work alongside the cluster of primary schools and the local authority.

### Subject Teacher

- Provide high quality teaching and learning as part of the universal provision of the school.
  - Implement any reasonable adjustments through universal provision.
  - Implement the school's ALN Policy.
  - Ensure that the resources, targets, and curriculum are appropriate to the needs of the pupil as set out in the pupil's One Page Profile, Target Sheets, and IDPs
  - Ensure that achievement and progress are also appropriate to the needs of the pupil.
  - Support the school processes around early identification, targeted intervention, and a graduated response to meet individual need.
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- Work with Teaching Assistants (where relevant) in the planning and delivery of lessons in supporting learners and the assessment of learner progress when appropriate, gaining advice from the Additional Learning Needs Coordinator (ALNCo) where required.
  - Differentiate learning and materials and set achievable goals to ensure that pupils experience success.
  - Attend reviews and discussions on pupil progress, as required.
  - Record and report any concerns on pupil progress to the Head of Department and the Form Tutor (passing onto the ALNCo where appropriate).
  - Contribute to the provision map for individual pupils, making use of this to identify requirements for targeted intervention, tracking and monitoring progress through targeted intervention.
  - Contribute to the development of specific support through additional learning provision where appropriate, in liaison with the Inclusion Team/ALNCo.
  - Communicate with parents, raising concerns and celebrating progress.
  - Support the effective handover of information to ensure successful transitions between year groups, phases, and settings.

### Head of Department

- Ensure high quality teaching and learning as part of the universal provision of the school across the department / faculty.
- Ensure reasonable adjustments as part of universal-provision are in place across the Subject Area.
- Implement the ALN Policy.
- Ensure that the resources, targets, and curriculum are appropriate to the needs of pupils with additional learning needs.
- Work with Teaching Assistants and involve them in the practice and pedagogy of the department.
- Review the attainment of pupils and alert the Form Tutor and Head of Year of any concerns about a pupil's progress.
- Liaise with members of the additional learning needs team about Additional Learning Needs matters (ALNCo).

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- Co-ordinate targeted intervention for pupils with additional learning needs in their department / faculty in liaison with the Inclusion Team.
- Contribute to the training of staff in their department on developing practice in relation to Additional Learning Needs, liaising with the Inclusion Team as required.

### **Pastoral Support – Head of Year**

- Identify, assess, and monitor the progress of all pupils.
- Liaise with teaching staff on pupil provision and progress.
- Oversee records of all pupils in their Year Group and liaise with the Inclusion Team to update One Page Profiles and Target Sheets when reviewed within the normal assessment cycle.
- Contribute to the annual reviews of IDPs
- Attend reviews and discussions on pupil progress with parents and outside agencies, as appropriate.
- Work alongside the Form Tutor in ensuring that the day to day provision of pupils' learning needs are met.

### **Teaching Assistants**

- Ensure the daily implementation of the school Additional Learning Needs Policy.
- Liaise with and advise teaching staff on additional learning needs matters.
- Have a full knowledge of the pupils' needs, provision and targets set out in the One Page Profiles and Target Sheets (where relevant, the IDP Outcomes) and implementing the agreed provision.
- Work with the class teacher to keep records on pupils with IDPs and their progress.
- Attend reviews and discussions on pupils' progress as appropriate.
- Support the work of the pupil in the lesson by adapting work and providing support and confidence to the pupil.
- Provide administration support for ALN as required.
- Ensure the daily implementation of the school Additional Learning Needs Policy.
- Liaise with teaching staff to gather appropriate information and updates on pupils with additional learning needs at review points during the year.
- Ensure the organisational and administrative support supports the effective delivery of additional learning needs (including documentation for annual reviews in accordance with statutory timescales).

### **Governing Body**

The Governing Body have responsibility for Additional Learning Needs and through the named Additional Learning Needs Governor who will report back to the full governing body. Governors have legal duties under the ALN ET ACT 2018; Equality Act 2010, and the ALN Code in relation to pupils with additional learning needs and disabilities, including:

- To be clear about the arrangements for the admission of pupils with disabilities, the steps taken to prevent them being treated less favourably than others, the facilities provided to assist access, and their accessibility plans should be addressed through the school Strategic Equality Plan.
- Use their best endeavours and provide reasonable adjustments to make sure that a child with ALN or a disability gets the support they need – this means doing everything they can to remove barriers to learning.
- Through reviewing IDPs, they should consider what reasonable adjustments have been made to ensure fair and equal access to the curriculum. This may include staffing, timetable changes, adjustments to the physical environment, whilst also acknowledging that what matters most – and has the biggest impact – high quality teaching.



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- Work in partnership with the head teacher and school leaders to ensure the curriculum offered meets the needs of all learners and that there is a teaching and learning policy that is understood by all staff. It should reflect equalities legislation, accessibility requirements, and ALN Transformation.
- Ensure information is provided to parents when ALP for a pupil is made and that the provision made, is accurately recorded, and kept up to date.
- Ensure that arrangements are in place in schools to support pupils at school with medical conditions, including Individual Health Care plans.
- Have a clear approach to identifying and responding to pupils with ALN and determine their approach to using their resources to support the progress of pupils with ALN. Scrutinise ALN register and provision map.
- Ensure that a member of staff is designated as the ALNCo and that the ALNCOs key responsibilities are outlined and monitor how effectively they are carried out.
- Ensure that the school's budgetary priorities reflect the needs of children with ALN, and they should assist staff in evaluating the strengths and weaknesses of ALN resourcing decisions within the school.
- Ensure pupil's voice is heard e.g. Observe pupils working in the classroom, speak to groups of pupils.
- Ensure that children and young people with ALN and/or disabilities engage in the activities of the school alongside all pupils.
- Ensure information is provided to parents when ALP for a pupil is made and that the provision made, is accurately recorded, and kept up to date. Meet with parents to hear their views and look at the annual questionnaires.
- Meet with the ALNCo/ Inclusion Team regularly to ask searching questions about provision and impact.
- Consider how changes to policies and practices across the school might impact on ALN pupils.

## IDENTIFICATION AND ASSESSMENT

Teacher staff are involved in the on-going assessment of pupil needs and progress to determine need; monitoring and tracking systems support the identification of any progress concerns and the requirement for further assessment.

Pupils are assessed according to concerns regarding learning, physical / medical / sensory conditions, social, emotional, and behavioural problems and communication and interaction.

The following are used in determining a Learner's level of need:

- standardised assessment data.
- teacher assessment data.
- diagnostic testing assessments by class teacher, ALNCo and outside agencies.
- behaviour logs.
- transition information from previous setting / school.
- information provided from external professionals.
- reference to previous concerns or discussions with parents.

## LEVELS OF SUPPORT/PROVISION MAP

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Meeting the needs of learners with ALN is part of a whole school approach to school improvement. The way in which a maintained mainstream school meets the needs of all children or young people has a direct bearing on the nature of the ALP required by learners with ALN, and the point at which ALP is required.

The key to meeting the needs of all children and young people lies in the staff's knowledge of each child and young person's skills and abilities. The staff's capacity to then match this knowledge with identifying ways of providing appropriate access to the curriculum for every child and young person is also critical. (Person centred planning).

St Joseph's provision map will be reviewed and updated annually to ensure that the current cohort of pupils have their needs met and have access to the appropriate level of support.

Consequently, improvements in the teaching and learning of children and young people with ALN cannot be isolated from improvements in the teaching and learning for children and young people across a school as a whole. Improvement in one should be mutually supportive of improvement in the other.

- There will be no barriers to every pupil achieving.
- The majority of pupils will be able to study the full curriculum using only the aids which they use as part of their daily life.
- A minority of pupils will be provided with access to specialist equipment and different approaches to learning.

The school assessment and pastoral system allows for the collection of data early in each Key Stage and Year. Pupils requiring support can then be identified and intervention strategies developed. Data is collected from Assessment, Recording and Reporting systems, Attendance data, Relationship Systems, and the Pastoral System.

The levels of support:

## **Specific Additional Learning Provision**

The needs of a pupil are severe and complex, and a multi-disciplinary approach is required to maximise progress and develop and review additional learning provision. This is where provision needs to be different from that which is provided through school resources and individual to the pupil's needs.

Individual Development Plans are statutory documents created to demonstrate needs and provision to meet these needs. Individual Development Plans can be maintained by the school or the Local Authority, based on need.

Where a pupil is newly identified as having an additional learning need calling for additional learning provision, an Individual Development Plan is established with the agencies, parents, the pupil, and school staff.

## **Targeted Intervention**

School has a range of targeted provision in place which can be short or long term to meet an identified barrier to learning. This can also include support from staff with specific training, accessed through school resources or externally. A One Page Profile is developed with all stakeholders which provides key information on the pupil to all working with the individual. This will be reviewed at least annually. Within the targeted intervention, there will be set targets of focus, through which school staff will continue to track and monitor progress.

## **Universal Provision**

Reasonable adjustments can be required to overcome barriers to learning, these can be associated with seating position, timings, resources etc. For individuals who require reasonable

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adjustments within the classroom, a One Page Profile may be developed to share this information with all stakeholders.

All teaching and learning throughout the school is inclusive to meet the needs of nearly all pupils, including high quality differentiation.

For all pupils with identified additional learning needs, One Page Profiles are created with pupils and families to gauge and record their views on approaches to support in making progress and achieving success. One Page Profiles are working documents accessible to all staff, which will be formally reviewed at least once each year, through person centred approaches.

Individual Development Plans are stored securely on the School Information Management System for all staff to assess as required (support and teaching staff); staff are prompted to access the relevant information. Individual Development Plans are reviewed through person centred practice annually or where there is a significant change in need.

Pupil, parental and other stakeholder engagement at each stage of the process is fundamental in the construction, review, and development of additional learning provision.

The school welcomes and listens to parental concerns and acts with agreed actions to determine individual need and provision required to meet the needs identified through its systems and structures.

Parents can discuss any specific ALN concerns with the Inclusion Team.

The Complaints Policy is accessible through the School Website.

## Monitoring and Evaluation

The success of the school's Additional Learning Needs Policy and Additional Learning Provision is evaluated through:

- analysis of pupil tracking data and test results.
- value added data.
- monitoring of procedures and practice by the Senior Leadership Team.
- reviewing target sheets and IDP outcomes.
- school self-evaluation, using a variety of approaches, including a self-evaluation of ALN and an action plan that relates to the School Development Plan (SDP).
- Review of delegated spend.
- ALNCO report to Governors.
- Effectiveness of the school provision map.
- School Development Plan/Inclusion-development plan

## 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.

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

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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 pupil:

- 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 a pupils 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 additional learning 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 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 Curriculum, or elements of it.

## 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 have 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

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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.

## **INCLUSION AND RACISM**

The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the Curriculum for Wales. 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.

## **PARTNERSHIP WITH PARENT'S/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 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, 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 IDPs. Specific transition arrangements are organised if parents/carers and/or primary ALNCo/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 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.

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