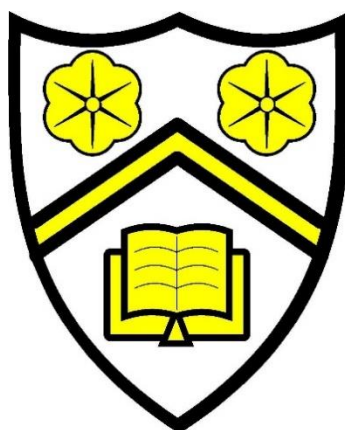


Whitehill Community Academy

Inclusion Policy 2022-2023



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
J Roche	February 2017	February 2018
J Roche	April 2018	Annually
J Roche	May 2019	Annually
J Roche	November 2020	Annually
J Roche	November 2021	Annually
J Roche	October 2022	Annually

Whitehill Community Academy (3-11)

Inclusion Policy

“Opening minds, unlocking potential, celebrating success together”

Whitehill is committed to enabling children to be **Ready** for a journey of lifelong learning, through an exciting, challenging and engaging school experience; developing **Respectful** children who embrace diversity and individuality; becoming **Responsible** members of society and being a positive influence on future generations.

Rationale:

Whitehill Community Academy is committed to providing an appropriate and high quality education to all our children. We believe that all children, including those identified as having special educational needs and disability have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

The Academy aims to foster the personal development of each child by helping them to be responsible, by building their self-esteem, being sensitive to their needs and promoting values of fairness and forgiveness.

Whitehill Community Academy is committed to inclusion. We strive to maintain a loving and caring school community where everyone feels welcome, secure and valued. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways, which take account of their varied life experiences and needs.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in the Academy.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school life, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At Whitehill Community Academy we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. We will also aim to model inclusion in our staffing policies, relationships with parents /carers and the community.

Aims and Objectives

Whitehill Community Academy aims to be an inclusive school. This means that equality of opportunity must be a reality for all in our school community. We make this a reality through the attention we pay to the different groups of people within our Academy:

- Boys and girls
- Minority ethnic and faith groups
- Travellers, asylum seekers and refugees
- Children with English as an additional language
- Children with special educational needs
- Children who are significantly more-able than their peers
- Children looked after
- Any learners who are at risk of disaffection and exclusion
- Children, adults who are disabled
- Others such as those who are sick, those who are young carers
- Families under stress
- Parents and carers
- Staff and governors
- Local community.

This Policy describes the way we meet the needs of our children who are experiencing barriers to their learning. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional stability, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties, which could be short or long term. At Whitehill Community Academy we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his/her full potential.

Our Academy aims to be an inclusive school, catering for diverse needs and working in partnership with parents/carers. We aim to involve parents/carers at every stage in plans to meet their child's additional needs. At Whitehill Community Academy we aim to:

- Make equality of opportunity a reality for our pupils through access to a good quality, meaningful and appropriate creative curriculum.
- To plan for individual needs encouraging the strengths and interests of our pupils.
- To provide full access to the curriculum* through differentiated planning by the Head of Inclusion, SENCo, class teachers, pastoral staff, and support staff as appropriate. (*Except where disapplication, arising from an EHC plan occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)
- To include all pupils in school life.
- Develop inclusive practices throughout the educational community and to promote equality.

- Recognise each child's diverse learning needs and set suitable learning challenges through differentiation.
- Maximise the learning potential of all pupils and so raise educational attainment for all.
- Develop close links with parents through ongoing in-house Parent Partnership programmes/workshops/meetings.
- Promote the personal, social, moral and cultural development of all.
- To ensure that current Codes of Practice and guidance are implemented effectively across the Academy and to ensure equality of opportunity for, and to eliminate prejudice and discrimination.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To enable all children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To involve the children themselves in planning and in any decision making that affects them.
- Continue to raise staff awareness of inclusion through ongoing staff development, the sharing of good practice, the provision of resources and working with outside agencies.
- Recognise and celebrate the progress and achievements that all members of the educational community make.
- Ensure that all resources are closely matched to needs.
- Foster links with the local community:
 1. Local Library
 2. Local Secondary Schools: Sports, ICT, Healthy Eating/Transition
 3. Local Churches
 4. Local Residential Homes
 5. Community Police/Fire Station
 6. Local parks / Ogden Water
 7. Local Museums
- Maximise school communication with parents/carers and local community:
 1. School Prospectus
 2. Annual Reports and Parent Evenings
 3. Structured Conversations
 4. Inclusion Meetings
 5. Newsletters
 6. School Website
 7. Class Dojo
 9. Effort Assemblies
- Continuously monitor and evaluate the success of our policy and practice.

We will achieve educational inclusion by continually reviewing our practice and asking key questions:

- Do all our pupils achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing to support those pupils who are not achieving their best?
- How are we involving parents and carers?

Implementation

Whitehill Community Academy has a commitment to inclusion and has agreed to the following practical strategies:

- All planning should be based on inclusive principles at both systemic and individual levels.
- Provide a welcoming environment for all.
- Ensure that displays celebrate the diversities in society.
- Admit all pupils from our local catchment area in line with our Admissions Policy.
- Provide appropriate resources to meet the needs of inclusion.
- Review our SEND policies to include development towards greater inclusion.
- Ongoing training on inclusion for all personnel.
- Ensure appropriate involvement with outside agencies to imbed inclusive practice.
- All classroom curriculum plans to be reviewed regularly to ensure curriculum entitlement for all.
- Provide a range of teaching styles and strategies to meet the needs of all the pupils.
- All support and provision made is detailed on Provision Tracker.
- Children on EHC Plans have details of their key objectives recorded.
- Ongoing parent/carers training to support their child with the curriculum.

Class Teachers and support staff ensure that 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.

- Are encouraged to participate fully, regardless of disabilities or medical needs.

Whole school actions support inclusion by:

- A curriculum designed to reflect the different cultures, religions and races in our Academy and one, which is challenging and provides enrichment.
- Achievable targets in English and maths and for all pupils.
- The regular tracking of pupil attainment and the highlighting of any underachievement.
- Targeting of support for pupils by the teachers, teaching assistants, and Senior Leadership Team.
- The use of intervention programmes to support pupils with additional learning needs.
- The targeting of underachieving pupils and EAL.
- A consistent behaviour policy and encouraging children to restore relationships with others and take responsibility for their own actions.
- Addressing racism, sexism and bullying.
- The involvement of parents and carers at parent's meetings, curriculum meetings and through regular informal contact.
- Involvement of outside agencies and specialists.
- Sharing information about pupils, including health issues, with all staff.

How will we monitor inclusion?

Every staff member is responsible for inclusion. However, to ensure we are successful the following strategies will be used:

Regular tracking of pupil attainment through termly target setting meetings.

- Monitoring and assessment schedule.
- Termly review of provision management with the Head of Inclusion and teachers to discuss progress of pupils receiving interventions.
- Annual reviews for all pupils with an Education Health and Care Plan (EHCP).
- Review of targets in English and maths.
- Lesson observations.
- Talking to children and parents.
- Teacher assessment.
- SAT tests.
- Monitoring teacher's plans and children's work.

Identification of pupils

Whitehill Community Academy recognises the significance of early identification of pupils with Special Educational Needs and disability, English as an additional language (EAL) needs or pupils of higher ability and work closely with other professionals already involved with pupils. The Head of Inclusion, Class teachers and support staff are all involved in identifying pupils. Pupils with SEND are identified as needing School Support or have an Educational Health and Care

Plan. Information relating to pupils with SEND is shared with all staff, including supply teachers.

Provision

1. Differentiated Curriculum Provision

In order to make progress all children will receive a differentiated curriculum. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Differentiation will be recorded in the class teacher's plans.

2. Provision Management

Pupils are reviewed termly to ascertain the additional and extra interventions needed to enable them to make progress. A variety of programmes are used to support learning and behaviour. Parents are informed of the interventions their child will receive on a termly basis through individual Provision Maps.

3. Education, Health and Care Plan

(Explained in SEND Policy)

4. Pupils with English as an Additional Language

Pupils with EAL are supported by staff inside the classroom and in small groups.

6. Resources

Resources for additional needs and inclusion are purchased as appropriate and are matched to needs throughout the Academy. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate.

Record Keeping

(See SEND Policy)

Children Looked After (CLA)

Children in the care of the Authority will have targets set within a personal education plan (PEP) twice a year. The targets will be set by the Academy, the carer and social services. We aim to send a representative to all CLA reviews. We aim to work closely with Children Social Care and carers. Academic progress will be reported to the governing body.

Working with Outside Agencies

Whitehill Community Academy promotes the value of specialist advice and support from a variety of professional and voluntary services. Whitehill Community Academy also welcomes and positively promotes links with educational bodies that can promote pupils learning and provide enhanced opportunities for our more-able learners.

The Head of Inclusion and Inclusion Team liaises frequently with a number of other outside agencies and specialists:

- Children Social Care
- School Nurse
- Community Paediatrician
- Physiotherapy
- Occupational Therapy
- Educational Psychology
- Autistic Spectrum Disorder [ASD] Outreach
- Speech and Language therapists
- Specific learning difficulties team
- Visual and hearing impaired team
- Child and Adolescent Mental Health Service [CAMHS]
- LEA advisors
- Sure Start - Family Support Agency

Parents/carers are informed if any outside agency is involved.

Links with other schools/Transfer arrangements

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the Head of Inclusion will telephone to further discuss the child's needs. Children transferring to new schools will have records sent and the Inclusion Manager will discuss these children with other schools on request.

The Governing Body

The Academy's Governors have statutory responsibilities outlined in the Special Needs Code of Practice. They are responsible for providing a named Governor responsible for Inclusion. Governors will receive an Inclusion report at every full governing body meeting. They are required to report annually to parents on the fulfilment of the school's Inclusion Policy.

Equality Act

The Single Equality Act (see Policy) makes it unlawful for schools and LEA's to discriminate against disabled pupils for a reason relating to their disability without justification.

Whitehill Community Academy aims to cater for the full ability range and the presence or absence of a special need is not a factor in the selection of pupils from its catchment area, unless it is felt by agreement with the parents and professionals involved that alternative arrangements would be more suitable.

Working with Parents

Parents will be involved with their children's progress both informally and formally. Positive parental involvement is important for the success of all children

and is in accordance with the SEND Code of Practice. Parents will be involved right from the initial stages. Parents will be given the opportunity to express their views, be active in decision making and participate in their child's education, at review meetings, parent consultations and induction meetings. Pupils will also be given the opportunity to express their views and comment on their success. To support parents, evening meetings are often organised to explain key areas of the curriculum and to develop understanding of children's special educational needs and disability. Parents will have the opportunities to meet with their child's class teacher in a formal meeting three times a year.

Complaints

If any parent feels that Whitehill Community Academy is not meeting the needs of their child, they will be supported via the procedures outlined in the Complaints Policy. Parents may also seek support from SENDIASS.

Staff Development

The Senior Leadership Team will review the needs of the teaching and support staff and provide relevant CPD training via external courses and in-school training. The needs of pupils and the interest areas of staff will also be taken into account when planning CPD training.