

CLAVERHAM COMMUNITY COLLEGE



Inclusion Policy

January 2021

Approved: Mrs M Whitehead, Chair of Governors

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Key Principles of Inclusion at Claverham Community College

We, at Claverham Community College, believe that everyone has the right to succeed and the entitlement to develop their full potential. Educational experiences and opportunities will be provided to enable individuals to progress to the best of their ability. Diversity is valued at Claverham Community College as a rich resource that can contribute to the learning of all pupils and staff.

Inclusion at Claverham Community College is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to progress and participation that may be experienced by any pupil, irrespective of age, ability, gender, sexual orientation, ethnicity, language and social background, and the utilisation of resources to reduce these barriers.

Claverham Community College is a school in which the teaching and learning, achievements, attitudes, well-being and the happiness of every individual matter.

Legal framework

This policy will have due regard to legislation, including, but not limited to:

Children and Families Act 2014 (and related regulations).

Health and Social Care Act 2012.

Equality Act 2010.

Mental Capacity Act 2005.

Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

SEND Code of Practice 0-25.

Supporting Children with Medical Conditions.

Keeping Children Safe in Education 2019.

Working Together to Safeguard Children.

The Governing Body believes that all students, regardless of ability and behaviour, are valued equally at Claverham Community College. SEND students are not viewed as a separate entity but are part of the whole school approach, and different students' needs are recognised and met through varied and flexible provision throughout the curriculum.

Aims of Inclusion at Claverham Community College

The school aims to:-

- provide high quality and appropriate teaching in a stimulating, challenging and enjoyable learning environment,
- help all pupils develop their personal and social skills, and to experience success and achievement,
- provide equality of educational opportunity for all.

Objectives of Inclusion at Claverham Community College

We will:

- operate within the framework of inclusion provided by the Government and Local Education Authority (LEA),
- ensure that this inclusion policy is understood and implemented consistently by staff and Governors,
- challenge and eradicate prejudice and discrimination wherever it occurs,
- treat all children and their parents with respect and take their views into account,
- identify and recognise barriers to learning and participation,
- minimise barriers to learning to enable the participation of all,
- maximise resources to support the learning of all and provide appropriately to meet the diversity of needs,
- recognise and celebrate diversity as a positive aspect of the school community,
- act positively with regard to our statutory obligation to promote racial equality, good race relations and eliminate unlawful racial discrimination,
- ensure all pupils have access to an appropriately differentiated curriculum where there are high expectations for all children,
- recognise, value and celebrate pupil and staff achievements,
- work in partnership with parents/carers in support of their child's education,
- promote good relationships, and manage behaviour positively,
- create a safe, happy, orderly and caring environment where everybody feels accepted and has a sense of belonging,
- guide and support all school staff, governors and parents on inclusion issues,

Co-ordinating Inclusion

Roles and Responsibilities

The Governing Body will:

- ensure that the school complies with relevant guidance and legislation.
- ensure that the Inclusion Policy and its related procedures and strategies are implemented.

The College Leadership Team will:

- be proactive in promoting racial equality and good race relations, and positive views of relevant aspects of disability, culture, gender and sexual orientation,
- ensure that all parents, as far as possible, feel involved and able to participate in the school, and have information and material passed to them that is accessible,
- ensure, through monitoring, that the spirit and practice of inclusion is reflected and promoted throughout all aspects of school life,
- ensure staff are given opportunities to update their skills and knowledge through appropriate professional development,
- plan strategically to maintain and develop inclusion,
- evaluate the successes and identify areas for improvement in the policy and practice and include these in the College Improvement Plan,
- monitor and evaluate financial planning and expenditure as a source of information about the working of our inclusion policy,
- review admissions to ensure the policy is formulated and implemented in an inclusive spirit,

- ensure that breaches of the Behaviour Policy and consequent sanctions as laid down in the Behaviour Policy are treated in line with relevant guidance,
- ensure that all those involved in recruitment and selection are effectively trained and made aware of what they should do to avoid unconscious racial, and other, discrimination,
- regard breaches of this policy as a serious disciplinary issue, whether they are by pupil, staff or governors. The response will be appropriate to the situation and will be considered by the Principal and/or the appropriate governor committee.
- The Business Manager will seek to ensure that our facilities are accessible to people with disabilities; where and when practical, to help and support any person with a disability to fully participate in the life of the school. In addition, reasonable adaptations to the buildings, fittings and location will be made to enable staff to carry out the responsibilities of their post, within reasonable budgetary constraints and the constraints of a building designed in the 1950's.

The Deputy Principal (Behaviour, Attendance and Welfare) together with the Assistant Principals (Behaviour, Attendance and Welfare) and the SENCo co-ordinate inclusion at Claverham Community College.

- Their role is to ensure that the school's approach to inclusion is coherent, consistent and effective.
- They will monitor the implementation of the inclusion policy, which involves monitoring, and assessing inclusive provision and reporting annually to the governing body's curriculum committee on its effectiveness.
- They will undertake regular checks on the overall progress and attainment of children from all vulnerable groups in the school.
- The Principal will report on Fixed Term and Permanent Exclusions to the Governing Body.
- They will work together to identify barriers to learning and provide staff with appropriate strategies; share inclusive expertise with, and support the professional development of, classroom teachers and Teaching Assistants; purchase appropriate resources; oversee the monitoring of pupil progress by Heads of House and Form Tutors; liaise with parents; co-ordinate cross-phase/cross-school transition; co-ordinate external specialist provision and liaise with Heads of Department (HoD); ensure that any pupils with any difficulty that interferes with their being able to access public examinations have appropriate provision made. They are responsible for keeping the Principal informed about the quality of inclusive provision in school.
- The Deputy Principal will be responsible for dealing with reported incidents of bullying or sexual harassment in any form, racism or racial harassment, and make a report of any such incidents and notify the LEA of the outcome of this analysis.

They will carry out these responsibilities in the context of all teachers being responsible for meeting the needs of all pupils, as far as reasonably possible, in their classes, and all tutors maintaining responsibility for the welfare, development and progress of all pupils in their tutor group (see later).

Team Leaders (Heads of Department and Heads of House) will:

- monitor to ensure inclusive practices are embedded within their area,
- ensure that schemes of work fully incorporate ways of teaching which will address a range of learning needs and styles and incorporate the principles of racial equality and promote positive attitudes towards diversity,

- ensure that all departmental documentation reflects this policy,
- plan strategically to provide learning resources which
 - overcome potential barriers to learning,
 - reflect positive images of people with barriers to learning,
 - give pupils the chance to have personal encounters with other cultures, wherever possible,
- provide appropriate professional development opportunities for the members of their department so that they are able to deliver an appropriate pupil centred curriculum,
- further develop the partnerships between pupils, school colleagues, parents/carers, and other agencies which work effectively,
- analyse pupil performance, progress and attitudinal data to inform students, parents and other staff when appropriate,
- highlight those pupils making inadequate progress to their appropriate Head of House, detailing steps being taken to support these pupils.

All staff in the school will ensure that they:

- make themselves aware of the potential barriers to learning, that pupils in their classroom may have,
- deal with racist, and other, incidents in accordance with school policy,
- monitor the progress of individuals in their classroom in relation to their, knowledge, understanding and skills,
- highlight those making inadequate progress, and take appropriate action,
- analyse pupil performance, progress and attitudinal data to inform pupils, parents and other staff when appropriate,
- use a wide range of teaching approaches to meet individual needs and learning styles,
- plan and review teaching and learning with appropriate colleagues and as a part of our Performance Management system,
- make use of professional development opportunities offered,
- use a wide range of targeted resources to provide access to and support for learning,
- encourage exploration and celebration of different perspectives and diversity within the world,
- recognise and celebrate individual achievement so that pupils are aware that their work is valued,
- further develop the partnerships between pupils, school colleagues, parents/carers, and other agencies.

Reviewing and Evaluating the Inclusion Policy

- Policy evaluation focuses on: establishing how far the aims and objectives of the policy have been met; how effective the inclusion provision has been in relation to the resources allocated; the attainment of various groups of pupils in relation to previous performance; any comments and feedback from parents and pupils.

Appendix to Claverham Community College School Inclusion Policy

The following is an illustration of current good practice at Claverham Community College. The points are not designed to be exhaustive, and they are continually developed and built upon as we implement this policy.

1 Inclusive Provision

The school offers a range of provision to meet the diversity of pupils' needs including the following:

- appropriate ability groupings – we utilise mixed ability/tutor group based/broad banding/setting as appropriate to the needs of pupil in each year group across different subject areas,
- effective inclusive and differentiated teaching;
- additional in-class support is provided by LSAs, teachers and other outside providers,
- use of pupil mentors and mentoring programme,
- strategic provision for able children via the respective Gifted and Talented pupils co-ordinators,
- out of class provision to individual pupils and small groups of pupils to match their requirements and complement in-class support delivered by the SEN Department,
- use of Clubs inc Equality Group and PSHE.
- our Work experience programme in year 10, and Careers Education, Information and Guidance (CEIAG) in all other years,
- close liaison with our local primary schools (especially those in our 4-16 Partnership) to ensure as much continuity of experience across the phase transition as possible,
- literacy and numeracy provision (in-class and withdrawal),
- behaviour management support, and social skills groups run by our Inclusion support, pastoral staff, the SEN department, ESBAS and College Central,
- computer availability to support learning in classrooms,
- ensuring the appropriateness of provision in, and accessibility to, the school library as a resource centre,
- providing a range of extra-curricular activities available for all pupils during lunchtime and after school,
- the involvement of multi-agency planning groups,
- educational visits (part/full day) aim to open pupils' eyes to a range of new experiences,
- house charities always try to have a 'people focus' and provoke our pupils to do something new and meet new people and new challenges, as well as raise money,
- residential visits can be an opportunity to provide new experiences,
- a constant re-examination of the roles and deployment of support staff who contribute to inclusive practice in school,
- a constant review of learning styles and teaching styles and strategies to enable all pupils to access the curriculum,
- maintaining an effective reward system which emphasises the celebration of success by all,
- early identification of pupils who will benefit from a programme of Work Related Learning,
- alternative curriculum programmes are developed for those for whom a full national curriculum diet is inappropriate,

- role of school meetings, moments of reflection and house meetings,
- inclusive behaviour management systems,
- work of the School Council,
- the provision of revision classes/sessions for end of key stage tests/examinations after school and in holidays,
- the delivery of PSHE and our tutorial programme through mixed ability groups,
- Assembly themes covering aspects of Diversity, equality and inclusion
- induction Programme for Year 6 and Year 7,
- provision is supported and underpinned by specific inclusive infrastructure, which includes:
 - Whole School Self Review process,
 - Individual pupil monitoring,
 - ten tutor group entry into five Houses,
- SEN department provision.
- Extensive pastoral/emotional support from the College Pastoral Support Team.
- Trained mental first aid staff
- Stonewall champion school

2 External Support

The school obtains additional external specialist advice and support from the following sources:

- Guidance and support from East Sussex Behaviour and Attendance Service (ESBAS), with regard to individual pupils exhibiting welfare issues, behavioural difficulties, and or attendance issues.
- The School Health Nurse is available to assess pupils who are experiencing emotional and behavioural difficulties and advise the appropriate Head of House.
- Support and periodic intervention is given to Looked After Children through joint agency work involving the Social Services.
- Guidance is provided by the Educational Psychology Service through educational planning meetings, Behaviour Management Team meetings on issues related to identification and assessment of pupils' individual needs.
- Use of alternative extra-curricular experiences for KS4 pupils.
- Other external agencies support the school through their involvement in meetings which focuses on the specific needs (medical, behavioural, emotional) of individual pupils who are a cause for concern. This may lead to Child and Adolescent Mental Health Service intervention or flexible learning provision for those not at school full time.
- Regular contact is maintained with the local police who provide guidance and support to young people involved in criminal behaviour.
- The Youth Offending Team (YOT) and Targeted Youth Support Team give support to individual pupils who have received intervention from police or were concerned have been raised about 'risky' or criminal behaviour.
- Liaison work with our Local Police Prevent team
- Use of the student advisor
- Liaison with other external agencies to provide support and support strategies, such as Stonewall and IRock
- Liaison with Further Education Colleges.

3 Resource Allocation

- The school allocates a significant percentage of its budget to directly resourcing educational inclusion. This is further increased in an indirect way through the funding of departments, overall staffing costs and the funding of development initiatives.
- The establishment of five houses and the pastoral support team indicates the commitment to and high status of pupil support.
- The SENCo along with the Heads of House plan the amount of additional in-class support required by pupils with special educational needs and disabilities.
- There is good liaison as appropriate with outside agencies to provide support for specific needs as required.

4 Assessment

- Provision is made to ensure that all youngsters have their achievements and progress recognised and celebrated.
- The school identifies pupil potential and capabilities in Year 7 (via Cognitive Assessment Tests (CATs) scores and the National Curriculum levels of attainment) and tracks individual progress against this potential throughout the whole period a pupil is in the school.
- Standardised reading and spelling tests are administered on entry and the data used in a variety of support contexts.
- All teachers have access to and make use of CATs, end of key stage test results and other assessment data.
- The school's reward system is linked to individual pupil progress, which ensures pupils of all abilities can experience and celebrate success.
- All pupils are aware of their progress and engage in the process of target setting and review.
- All teachers monitor and review pupil progress.
- Heads of House monitor individual pupil progress across the curriculum and set appropriate targets and monitoring procedures.
- In order to ensure that accurate assessments are made teachers moderate and standardise samples of pupils' work and achievements within departments.
- Underachievement is identified as early as possible through teacher referral, teacher meetings, department meetings, use of reviews and the system of regular reporting.
- Pupils are set individual challenging targets, which address the area of underachievement. Parents are kept informed and involved with their child's progress.
- Pupil progress is reported to parents via three assessments and one profile at approximately 10 week intervals.
- The school's reward system of celebrates improved and excellent work, performance and effort together with the tutorial awards for improved behaviour, contribute to raising self-esteem and motivation.

5 Professional Development

- The Assistant Principal (CPD) oversees the continuing professional development of all teaching staff and support assistants.
- The SENCo organises a wide range of Continuing Professional Development (CPD) for Learning Support staff as well as specialist training for teaching staff.

- Members of staff are kept fully informed about relevant training courses which relate to inclusive educational practice.
- Members of staff attending courses are expected to disseminate and share their knowledge with colleagues.
- Members of staff are also encouraged to observe good inclusive practice within our school, and also in other schools.

6 Parent Partnership

- The school believes strongly in working with parents as partners.
- The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education.
- Parents are welcome to contact the school if they have any concerns about inclusive educational provision.
- The Home – School Agreement outlines how parents can support their child's learning at school. Regular checking of and using their child's Diary to keep in touch with the tutor and teachers at school is strongly emphasised in meetings with and newsletters to parents.
- The school provides a series of consultation evenings throughout the year, at PTA meetings, in addition to Parents' Evenings. Parents are encouraged to participate in these.