



INCLUSION POLICY

Context

Circular 10/99 Social Inclusion: Pupil Support, states that, “We are working towards a simple but challenging goal: to raise educational standards for all our young people, who deserve the best possible chances in life”.

The assessment and statementing procedures relating to pupils identified as having SEN is set out in Part 4 of the 1996 Education Act and amended by the Key Stage 3 National Strategy - Behaviour and Attendance Strand.

Every Child Matters sets out for consultation a framework for improving outcomes for all children and their families, to protect them, to promote their well being and to support all children to develop their full potential. It focuses on four main areas:

- Early intervention and effective protection
- Supporting parents and carers
- Accountability and integration - locally, regionally and nationally
- Workforce reform

This policy is based on the school’s values:

- We acknowledge that everyone has a valuable and unique contribution to our community
- We work in partnership with parents and governors to provide a safe and disciplined environment in which to work
- We are sensitive to the needs of others, their values and beliefs
- We respect one another and our environment
- We work together to achieve the best we can for our students and our community

We believe that “Achieving Together” means “Every Child Matters”

Inclusion is a process concerned with the identification and removal of barriers; it is about the presence, participation and achievement of our community.

We seek to meet the needs of all of our students without prejudicing the needs of any groups.

We are committed to the principle of equal opportunity for all students and all staff. We aim to promote equal opportunity and to challenge stereotypes, combat prejudice and actively discourage any discrimination against individuals or groups on the basis of social class, race, ethnic group, nationality, religion, language, gender, marital status, family or home circumstances, sexual orientation, disability, political beliefs, trade union membership or non-membership, or age.

Status	Additional
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Purpose

To be a fully inclusive school which promotes the achievements, attitudes and well-being of every student and seeks to ‘narrow the gap’ by:

- Identifying the different achievement of students according to gender, ethnic background, ability and other groupings
- Taking action to eliminate the causes of underachievement

- Valuing and respecting all of our community equally
- Having robust measures to combat prejudice and discrimination
- Promoting the students' good behaviour, attitudes and attendance
- Targeting available resources to meet the additional needs of students
- Promoting student participation.

Consultation	<ul style="list-style-type: none"> • Leadership Team • Learning Managers • Middle Managers • All staff • Governors • Students • Parents • Consultant
Relationship to other policies	<ul style="list-style-type: none"> • Anti-bullying • Learning & Teaching • Behaviour Management • Attendance • Special Educational Needs • Equal Opportunities
Relationship to standard operating procedures	<ul style="list-style-type: none"> • Behaviour Management • Special Educational Needs • Equality Impact Assessment • Equality Scheme

Role	Responsibility
Headteacher	<ul style="list-style-type: none"> • Ensure wide consultation for the inception and review of this policy • Ensure structures are in place to support the effective implementation of this policy • Regularly monitor and review the effectiveness of this policy
Leadership Team	<ul style="list-style-type: none"> • Promote an Inclusive ethos by example
Inclusion Manager	<ul style="list-style-type: none"> • Lead the promotion of Inclusion ensuring that the achievement of vulnerable students is raised • Lead the effective and consistent implementation of this policy
Learning Leaders and their teams	<ul style="list-style-type: none"> • Promote Inclusion by tracking the achievement of vulnerable students and work with other staff to ensure that the curriculum, support and teaching meets their individual needs
Curriculum Leaders	<ul style="list-style-type: none"> • Promote Inclusion by ensuring that the curriculum, teaching and the use of resources is targeted at meeting the needs of all students
All staff	<ul style="list-style-type: none"> • Promote Inclusion by working to meet the needs of all students
Students	<ul style="list-style-type: none"> • Promote Inclusion by respecting and valuing all others in our community
Parents	<ul style="list-style-type: none"> • Support the school in the implementation of this policy and its relevant procedures
Governors	<ul style="list-style-type: none"> • Ensure that policies designed to promote Inclusion are in place • Regularly review this policy

Arrangements for Monitoring and Evaluation

The SENCo, Assistant Headteacher - Inclusion, and Learning Leaders will monitor the achievement of vulnerable groups after each APP

Governors Student Welfare will monitor the performance of vulnerable students annually

Date established by Governing body:	April 2004
Date for full implementation:	September 2004
Date approved by governors:	April 2010
Date of review:	April 2011

ANNEXES

Key Stage 3 National Strategy - Behaviour and Attendance Strand