

## **The Robinswood Academy Trust**

### **Robinswood, Waterwells, Hunts Grove Primary Academies**

#### **Inclusion Policy**

##### **Principles**

Inclusion is concerned with the learning, participation and equal opportunities of all children and young people, all of whom have a right to access the National Curriculum. It has wider implications than the identification of children and young people with special educational needs. It could apply to any or all of the following:

- Minority ethnic and faith groups, travellers, asylum seekers and refugees;
- Children who need support to learn English as an additional language (EAL);
- Gender issues and the differences between boys and girls;
- Children with special educational needs including those considered to have emotional, behavioural or social difficulties;
- Children with physical disabilities;
- Children who may be gifted and talented;
- Children in need including Looked after children;
- Children who are at risk of permanent exclusion from their educational setting.

Promoting inclusion will help all children and young people to realise their potential in terms of achievement, learning through access to curricular and extra-curricular activities within school and educational settings where diversity is both understood and valued.

##### **From Principles to Practice**

Inclusive principles highlight the importance of meeting the individual needs of all children and young people equally, whether they have identified special needs or are achieving National Curriculum levels. Inclusive schools and settings are those which are dedicated to meeting the individual needs of each child. Inclusion is a process in which pupils, parents/carers, teachers, teaching assistants, governors and outside agencies work together in partnership to develop the application of its principles in every way possible.

##### **Implementation of the Inclusion Policy**

The implementation of the inclusion policy will require the continued commitment from Elected Members, Schools, Governors, the LEA, parents and pupils in order to:

1. *Seek a greater understanding of inclusive education amongst stakeholders by:*
  - 1.1 Working in partnership with parents/carers and multi-professional agencies.
  - 1.2 Promoting a wider understanding of disability equality issues.
  - 1.3 Promoting definitions of achievement to which all learners can realistically aspire.
  - 1.4 Ensuring that the language and images used to describe disaffected and/or disabled children and young people and/or those with other learning difficulties provide positive role models.

- 1.5 Ensuring that all progress towards inclusive education is identified and reported regularly to the council and throughout all partner agencies.
- 1.6 Collecting and disseminating information on best practice and best value.
2. *Enable all education settings and activities whether formal or informal to be fully accessible to all children and young people by:*
  - 2.1 Continuing to implement a planned programme of site and buildings alterations.
  - 2.2 Ensuring accessible and appropriately presented information as required by the individual.
  - 2.3 Ensuring that all settings provide appropriate teaching methods which recognise a range of learning styles, providing training and support where necessary.
  - 2.4 Ensuring the full range of curricular and extra-curricular activities is accessible.
  - 2.5 Keeping the admissions policy under regular review to ensure that a disability experienced by a child or young person is not grounds for refusing admission.
  - 2.6 Ultimately ensuring that inclusive education can be offered to any child or young person in his or her own community.
3. *Ensuring early identification, assessment, support and review of the needs of all children and young people by:*
  - 3.1 Ensuring flexible and prompt arrangements for identifying, reviewing and providing for all pupils' needs - whether temporary difficulties or setbacks, long term needs or serious incident or illness.
  - 3.2 Empowering children and young people by developing their communication skills so that their views and feelings may be heard.
  - 3.3 Ensuring effective guidance for the education service in fulfilling the requirements of the Code of Practice for SEN.
  - 3.4 Ensuring safe, reliable and effective practices for communicating up-to-date information about children's needs.
  - 3.5 Ensuring access and smooth transition from home-based to pre-school and pre-school to reception/Key Stage 1, and through each Key Stage into further education, training and work.
4. *Promote partnerships with parents/carers and other stakeholders:*
  - 4.1 By supporting parent partnership schemes.
  - 4.2 At School Action Plus of the Code of Practice (2001) offering parents a named SEN casework officer.
  - 4.3 Seeking to improve communication between the LEA and parents/carers; the voluntary sector; schools and other agencies and departments so that there is a child centred approach.
  - 4.4 Seeking to contribute to and help promote effective multi-agency working, especially through the Joint Agency Teams where they are established.

4.5 Supporting the implementation of the Children's Services Plan with reference to vulnerable children including those who are disabled, disaffected or have other special learning needs.

4.6 Supporting schools in working with families/carers.

5. *Ensure the effective use of resources towards prevention and early intervention by:*

5.1 Recognising that adequate resourcing is the key to the confidence with which staff feel able to include disabled and disaffected learners.

5.2 Channelling resources towards prevention and early intervention.

5.3 Considering the best value to be provided by comparing inclusive mainstream options with specialist provision.

5.4 Containing the need to allocate resources primarily through the statement of special educational need.

5.5 Ensuring effective management of the assessment and review processes.

5.6 Monitoring the effective and efficient use of school budgets for SEN.

5.7 Seeking efficient use of resources through close partnership working.

5.8 Undertaking regular best value reviews.

5.9 Continually seeking new opportunities for increasing funding through the pursuit of excellence and relevant development projects.

5.10 Working with the Early years Development and Childcare Partnership to promote the benefits of investing in work with young children.

5.11 To explore alternative intervention approaches to working with young people likely to be at particular risk of exclusion.

5.12 Supporting schools in developing opportunities for a range of accreditation and learning programmes, within mainstream, part-time access to other settings and through timely and effective transition planning.

6. *Promote collaboration between special and mainstream schools as well as other education providers to enable the sharing of expertise and flexible responses to the needs of all children and young people:*

6.1 Providing model policies demonstrating how the school can ensure that pupils fully belong, having access to all its activities, whilst being entitled to appropriate support to meet their educational needs.

6.2 Raising awareness of all staff with regard to disability equality, disaffection and the range of barriers to learning.

6.3 Promoting curriculum development and ensuring differentiated learning experiences to match the needs of the widest possible range of learners.

6.4 Promoting self-evaluation with regular support and access to effective audit practices.

6.5 Offering a programme of training for school staff and governors to support implementation of this policy which is regularly reviewed and updated.

*7. Monitor appropriate indicators to measure the success of the inclusion policy*

7.1 Ensuring that appropriate targets are set and met at school and individual levels.

7.2 Tracking the progress of children successfully supported in their early years to assess the impact on later learning.

7.3 Monitoring the success and speed of assessment and placement of children and young people.

7.4 Engaging in regular exchange of information with parents/carers and parent groups.

7.5 Ensuring that disputes and tribunals reduce year on year and are kept to an absolute minimum.

7.6 Providing current and accessible information for parents/carers covering SEN policy and provision.

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