



Inclusion Policy

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Rationale

At Oathall Community College we are dedicated to meeting the individual needs of all young people. We respect diversity and aim to provide an educational environment in which all young people can thrive. We promote inclusion so that all students can realise their potential in terms of academic and personal achievement through access to the curriculum and extracurricular activities and by providing support which is tailored to individual needs.

Purpose

- To ensure that all stakeholders have a common understanding of inclusion
- To ensure all education settings and activities whether formal or informal are fully accessible to all young people
- To ensure early identification, assessment, support and review of the needs of all young people
- To promote partnership with parents, carers and other stakeholders
- To ensure the effective use of resources in prevention and early intervention
- To promote collaboration with special schools and other education providers to enable the sharing of expertise, and flexible responses to meet the needs of all young people
- To monitor appropriate indicators to measure the success of the inclusion policy
- To review the effectiveness and development of the inclusion policy

Definition of Inclusion

Inclusion is concerned with the learning, participation and equal opportunities of young people, all of whom have a right to access the curriculum. It applies to all of the following:

- Girls or boys where there are gender issues
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Students who need support to learn English as an additional language (EAL)
- Students with special educational needs, including those considered to have emotional, behavioural or social difficulties
- Students with physical disabilities
- Students who may be gifted and talented
- Students in need including those in public care
- Students whose families may be seriously disadvantaged by poverty and/or rural isolation
- Students with emotional, behavioural and social difficulties
- Children who are at risk of disaffection and exclusion from school
- Other students, such as sick children; young carers; children from families under stress; pregnant schoolgirls and teenage mothers

Implementing the policy for Inclusion

The following information should be read alongside all related policies where there is more detail on implementation.

Common understanding of inclusion

- All policies and practices are underpinned by a commitment to inclusion
- Staff training provides opportunities to explore issues and strategies that staff can use to promote inclusion
- Inclusion is promoted amongst students through the personal development (PD) programme, assemblies and day to day interactions with staff
- Positive language and images are used when referring to all students, particularly to those who are disaffected, disabled or have learning difficulties; students and staff are encouraged to report use of discriminatory language and all allegations are taken seriously

Fully accessible educational settings and activities

- All areas of the school buildings and site are accessible to all students and their parents/carers, or a timetable adjustment will be made when necessary
- The SEND team informs staff where learning resources need to be adapted so that a student may access them; the SEND team continually reviews resources and advises staff on making them accessible to all students
- Students for whom English is an additional language and whose lack of English prevents them from accessing the curriculum are referred to the ethnic minority achievement Service (EMAT) in West Sussex who provide advice and resources, including a comprehensive website; EAL students are monitored and supported by the SEND team as needed, including English language programmes, native tongue dictionaries for use in exams and mentoring by staff within the school, or other adults who speak their language; where needed, an interpreter is paid for by the school for parental meetings
- At key stages 3 and 4 all students have entitlement to the full curriculum; in key stage 3 a small number follow a reduced curriculum tailored to their needs through the school's alternative provision, intervention programmes and disapplication; at key stage 4 there is a wide range of accreditations and students are carefully matched to the pathway which will enable them to realise their full potential and move on to Post 16 courses at local colleges and sixth forms
- All teachers plan a wide range of teaching and learning activities which take account of different learning styles, cultures, interests and experiences; tasks are differentiated so that all students are provided with appropriate pace and challenge; staff are given training and work closely with learning support assistants (LSAs) to help students overcome barriers to learning; special arrangements are made in practical subjects so that all students can access all activities with due regard for health and safety; teachers use materials which reflect social and cultural diversity, challenge stereotypical views and provide positive images
- All students receive regular feedback on their work which acknowledges progress and gives clear guidelines on how to improve; teachers tailor their feedback to individual students and involve learning support assistants (LSAs) in this process, so that it is accessible
- Where students are setted, this is organised using their targets; students who make more progress than expected are moved into higher sets; no student is moved into a lower set unless there are extenuating circumstances, and never without the agreement of the faculty leader; setting is closely monitored by the faculty leader to ensure that all students are in sets that enable them to meet their targets; students are also often grouped within lessons to aid differentiation and effective deployment of learning support assistants (LSAs).

- Additional staffing, resources and support are provided for pupil premium students to enhance their progress, as detailed in each year's pupil progress strategy.
- Students who miss education for a prolonged period are provided with work to do at home. This is overseen by heads of year and teachers are expected to give feedback; where a student is unable to attend school on medical grounds, the school will make referrals to outside agencies to access blended learning or an alternative setting.
- All students are entitled to attend all extra-curricular activities except where this is not possible for health and safety reasons; form tutors, heads of year and the SEND team encourage students to take part in a wide range of activities and particular attention is paid to those who are vulnerable, disaffected or have special needs; the SENCO runs lunchtime activities such as frisbee and board games.
- Pupil premium students will be encouraged and supported to attend enrichment activities, and financial support will be provided where appropriate.
- Students are admitted to the school by strict adherence to the oversubscription criteria laid out in the admissions policy; the school works closely with neighbouring schools to allocate places for students who meet fair access criteria.

Identification, assessment, support, and review

- All students are set attainable and challenging targets in order to achieve the highest grades possible; these are based on key stage 2 scores, or assessment information from primary schools where key stage 2 scores are not available; targets are increased if progress is better than expected, but are only decreased in exceptional circumstances, with agreement from the Faculty Leader
- Regular assessments, at least three times a year, are used to build up a picture of progress for all students and groups of students.
- Subjects use a range of formative and summative assessment methods, allowing all students to demonstrate learning; familiar contexts without cultural bias are used and special arrangements are put in place where needed.
- All subject staff have training to ensure a common and fair interpretation of assessment criteria.
- Subject and senior leaders and the SENCO scrutinise assessment information for all students and niche groups, organise intervention where students are not making expected progress and, with support from the teaching team, help teachers to adapt learning activities for underperforming niche groups.
- Form tutors mentor their tutees to identify and help them overcome barriers to learning.
- The pastoral team uses assessment information from 4MATRIX (school performance data management system), pastoral information from SIMS & PARS (school management information system), and information from tutors to identify individual or groups of students who are not making progress, who are at risk of disaffection, vulnerable or displaying negative behaviour; appropriate intervention is put in place in liaison with the SENCO, subject staff, heads of year and senior leaders overseen by the assistant headteacher, inclusion.
- The school employs assistant heads of year, an inclusion officer and an inclusion manager who support students at risk of non-attendance or permanent exclusion and their families
- Assistant heads of year work through the heads of year and assistant headteachers to ensure smooth transition through each key stage and beyond; this includes engaging support from external agencies such as parent partnership, early help and children's services

Partnerships

- The school keeps parents/carers informed via regular reports, INSIGHT and parents' evenings; parents are encouraged to contact the school if they have concerns; parents of students causing concern are kept informed of interventions and progress through letters, phone calls home and meetings.
- All phone calls from parents/carers are acknowledged within 24 hours during the school week.
- The form tutor point is the first point of contact for all parents/carers.
- Assistant heads of year are available at all times for parents and students who need additional support; parents/carers and students are involved in setting targets for reports and PSPs (personal support plans), and heads of year communicate regularly on their progress; the assistant headteacher, inclusion oversees interventions for students at risk of permanent exclusion and works closely with parents/carers to establish mutual support; the assistant headteacher, inclusion, and pastoral teams oversee all looked after children and those on child protection plans and establishes a close working relationship with parents/carers, social workers and the LA virtual school; complex and unresolved cases are overseen by the assistant headteacher, inclusion, or the deputy headteacher who maintain regular communication with parents/carers and outside agencies
- The SENCO regularly keeps parents/carers of SEND students informed of their progress and involves them in setting targets for IEPs and provision maps.
- Heads of year are aware of parents/carers who need information in a modified form and ensure that this is highlighted in SIMS (school management information system).
- Interpreters are funded by the school for parents who do not speak English.
- The assistant headteacher, with responsibility for KS2–3 transition, the associate DSL and the SENCO, work with primary schools to identify vulnerable students at transition, provide extra support from learning support assistants (LSAs), and actively encourage attendance at summer school.
- The assistant head of year and head of year liaise with the school nursing service regarding students who have extreme medical needs; medical plans are highlighted in SIMS (school management information system) and training is provided on dealing with issues such as diabetes.
- Full or part-time alternative provision is funded by the school for the small number of students whose behaviour is severely preventing the learning of others and who have not responded to prolonged and intensive intervention; their progress is monitored and the appropriateness of the provision ensured.
- The school liaises with a wide range of external agencies to support the needs of individual and groups of students causing concern; this is overseen by the assistant headteacher, inclusion.
- There are clear procedures for disagreement resolution through complaints procedures.

Effective use of resources

- Deployment of staff and resources is driven by an assessment of need, based on assessment data, information from SIMS (school management information system), scrutiny of work and lessons and the day-to-day work of the SEND and pastoral teams.
- Pupil premium is used to provide additional staffing and resources, targeted at those students who qualify for the funding.
- The work of learning support assistants (LSAs), faculty leaders and assistant headteacher, teaching and learning is carefully planned and focussed on identified needs.
- The school is committed to additional in-school provision for vulnerable and SEND students and funds alternative learning activities and settings as well as numeracy and literacy support (KS3 /KS4).

- The school makes referrals to external agencies to support inclusion via the early help forum, LBAT (learning and behaviour advisory team), the county SEND (special educational needs and disability) team, autism and social communications team, EMAT (ethnic minority achievement team), educational psychologist team, fair access team, virtual school for CLA (children looked after), pupil entitlement team, investigations, CAMHs (child and adolescent mental health) and medical professionals (GPs)
- Thorough monitoring of academic and pastoral outcomes is used to assess the impact of additional staffing and resources; this is reviewed, including an assessment of value for money, on an annual basis.

Collaboration

- The school collaborates with other schools and training providers to train staff, share resources, and share good practice.
- The school works with neighbouring schools through the behaviour and attendance panel to provide managed moves and accept new admissions from out of area, moving in.
- The school provides an alternative curriculum for other schools on the Farm situated on our school site.

Monitoring and evaluation

- The progress of all students and niche groups is monitored termly by nominated members of the senior leadership team who liaise with faculty and pastoral leaders where there are concerns.
- Information from SIMS/PARS is used to monitor the welfare, behaviour and achievements of all students and niche groups and this is reported to the senior team and governors.
- The assistant headteacher, inclusion reviews all processes on an annual basis; where it is felt to be necessary, the senior leadership team will consider any changes that may need to be made.
- Outcomes from monitoring are used to identify development priorities each year and these are embedded in annual action plans.