

INCLUSION

Policy Details			
Written by (signed, role)	Checked by (signed, role)	Date	Review due
Mr M Ball Executive Headteacher 	Mrs S Davies, Head of School, Old Hall 	February 2022	February 2024

Introduction

This policy helps to ensure that this school promotes the individuality of all our young people irrespective of SEND, ethnicity, attainment, age, disability, gender or background and that they have a common experience of their school life and formative years.

The Old Hall and Mary Elliot Federation of special schools is committed to celebrating the differences and individuality of all our young people. Through culture of high support, highly specialised and adapted curriculum delivery, and supplemented by a rich tapestry of enrichment activities, we give all our young people every opportunity to achieve to the best of abilities. We do this by respecting and taking account of everybody's varied life experiences and needs.

Aims – Our virtues of inclusion...

- Have an absolute commitment to a principle of *unconditional positive regard*
- Provide a *happy, safe and stimulating* environment in which all young people can *achieve their full potential*
- Create an atmosphere of *kindness, tolerance, care, compassion, and mutual respect*
- Ensure all young people have *equal access* to as wide a variety of *learning experiences* as possible
- Celebrate every *marginal gain* in development
- Structure learning programmes to *meet the needs* of individual young people
- Encourage a *positive self-image* within every young person
- Encourage *independence* and *social skills* so that each young person is able to *contribute to society*
- Respect *individuality* and maintain *dignity* at all times

Objectives – How these aims will be met...

- Ensure implementation of government and LA inclusion recommendations
- Ensure the school's inclusion policy is implemented consistently by all staff
- Ensure any discrimination or prejudice is eradicated
- Identify barriers to learning and participation and provide appropriately to meet a diversity of needs
- Ensure all young people have access to an appropriately differentiated curriculum
- Recognise, value and celebrate young people' achievements, however small
- Work in partnership with parents / carers in supporting their young person's education
- Guide and support all staff, governors and parents in inclusion issues

Promoting Inclusion

At the schools within our federation, inclusion is actively promoted by:

- Teaching to meet objectives of person-specific inclusion based Individual Education Plans
- Enabling our young people to practice the social learning skills taught within the highly specialised provision
- Planned access to facilities and teaching skills available within the wider community
- Offering learning opportunities to parents and carers at regular hosted events
- Supporting all stakeholders in developing positive attitudes towards people with complex learning needs including the open offer of peer support advice and guidance
- Making full use of community facilities, and attendance at public events



Inclusion through the Curriculum

Our federation believes that every young person has an entitlement to be given the opportunity to develop up to their full potential. Educational experiences are provided which support a young person's needs, remove their barriers to learning, and recognise their individuality.

We offer a broad and balanced curriculum that does not narrow at any point, and have the highest of expectations and aspirations for all young people. The achievements, attitudes and well-being of all our young people are what is most important to every member of our community.

Curriculum activities are enriched for example by carefully planned personal and social development exercises, including assemblies, religious observations and celebrations, creative arts productions and educational visits.

Teaching and Learning

The responsibility of ensuring young persons experience success within our settings lies with the class teacher either directly or via the designated members of supporting staff. They should aim to adapt learning opportunities so that young people are able to fully participate. Learning should be planned in advance and be flexible enough to encompass any unpredictable circumstances.

Young people are grouped appropriately to their stage of development, and can be irrespective of chronological age at times. Ideally young persons should 'move up' with that class at the end of the academic year. This gives them the opportunity to build on existing relationships and provide continuity, both academically and socially.

A primary objective should also be planned opportunities for informal learning, by timetabling in important social times, such as playtimes, lunchtimes and taking advantage of occasional special events or outings.

Learning takes place in a range of environments appropriate to the objectives, both in and beyond the classroom.

It is the class teacher, either directly or via another designated member of support staff, who has the prime responsibility for ensuring that differentiation is achieved, either through the use of modified resources, communication methods, intended learning outcomes, or additional levels of support.

Professional Development

Staff members in our schools are offered a rich opportunity to develop their inclusive practice. Aspects covered in the CPD strategy cover teaching and learning strategy development, safeguarding, assessment for learning, behaviour for learning, enhanced communication modes, literacy and numeracy support, best practice visits, and leadership training at every level. These are completed as compulsory group sessions, or as part of an individualised CPD plan.

Responsibilities

All staff members have the responsibility of ensuring the virtues of inclusion outlined, and the methods by which these are achieved, are part of the daily culture within our schools. Positivity and a relentless optimism that our young people can and will succeed, and their successes will be celebrated, is a primary characteristic of all our valued team. Where this does not appear to be the case, a open culture of challenge and support is used to open up professional and progressive conversations.