



INCLUSION POLICY

At Waverley Studio College (Humanities specialism), we believe that the aims of education should be the same for all pupils regardless of age, gender, ethnicity, impairment, attainment and background. Our school motto 'HEAR' (Humanity, Equality, Aspiration and Respect) represents our school philosophy that we believe pupils who treat each other with respect, respect cultural diversity, aspire to reach their personal best will learn to live together in harmony whilst becoming upstanding, successful citizens. We are committed to providing equal opportunities for all pupils through delivery of an appropriate high quality education whilst providing flexible systems to support the educational needs of all pupils from the local community.

Therefore, the Inclusion Policy takes into careful consideration the following documentation on inclusion: policy of the Local Education Authority (Strategic Plan for Inclusion (2001- 4 and 2004 –8), The Green Paper (2011): *Support and aspiration: a new approach to special educational needs and disability, Progress and next steps*, The Inclusion Development Programme (IDP) (2009), The Progression Guidance (2009), the Index of Inclusion: Developing learning and participation in school (DfES/CSIE), National Curriculum 2000 Inclusion Statement, DfES: Social Inclusion: Pupil Support 10/99, DfES Inclusive Schooling: Children with SEN (2001), DfES Revised SEN Code of Practice (2002) and SEN Toolkit, the Special Educational Needs and Disability Act (SENDA) (2001), Special Educational Needs and Disability – Towards Inclusive Schools (2004), Standards for Inclusion: Success for Everyone (2006), DfES Removing Barriers to Achievement – The Government's Strategy for SEN (2004), National Government initiatives, Every Child Matters – Change for Children (DfES 2004), The Disability Discrimination (DDA) 2005, Inclusion: Does it matter where pupils are taught? (2006), Ofsted Evaluating Educational Inclusion (2000), and aims of the school as outlined in school documentation. CSIE defines inclusion in education as *involving the processes of increasing the participation of pupils in, and reducing their exclusion from, cultures, curricula and communities of local schools*.

All pupils are entitled to a broad and balanced academic and social curriculum that is fully accessible and allows participation in all aspects of school life. We believe that all pupils should be equally valued in school. We will strive to eliminate prejudice

and discrimination, and to develop an environment where all pupils can flourish and feel safe. As a school, we are fully committed to inclusion.

We believe that schools can play an important role in helping pupils develop friendships, learn new social skills, learn about and value diversity, to develop a positive understanding of themselves and others, and build a sense of community. Waverley Studio College and its staff value every pupil and believe that all pupils deserve the same opportunities and experiences. We believe that it is important to provide opportunities for all pupils that allow them to experience personal success in academic and social settings. At the same time, Waverley Studio College places great importance on fostering and developing mutually sustaining relationships between the school and local community. As part of the school's strategic planning for improvement, it is our aim to develop cultures, policies and practices that include all pupils and to engender a sense of community and belonging, as well as to offer new opportunities to pupils, whilst taking into consideration their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all pupils, whatever their age, gender, ethnicity, impairment, attainment and background. As a school, we pay close attention to the provision for and achievement of different groups of learners:

- A) Gender (boys/girls)
- B) Refugees/Asylum Seekers/Travellers/ Minority Ethnic and Faith Groups
- C) Learners who need support to learn English as an Additional Language (EAL)
- D) Learners with Special Educational Needs
- E) Learners with Physical Disabilities
- F) Learners with Visual/Sensory Impairment
- G) Learners with Medical Needs
- H) Those who are identified as 'Gifted and Talented'
- I) Those who are 'Looked After' by the local authority
- J) Any learners who are at risk of disaffection and exclusion
- K) Others who are 'Young Carers'
- L) Those who are in families under stress.

Waverley Studio College's Special Educational Needs Policy describes the way in which we as a school meet the needs of pupils who experience barriers to their learning, which may be related to sensory, visual, physical impairment, learning difficulties, emotional or social development, or to factors in their environment, including the learning environment they experience within school. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We recognise that many pupils, at some time in their school career, may experience difficulties which affect their learning, and these can be long or short term. At Waverley Studio College, our aim is to identify these needs as they arise and provide the necessary teaching/learning contexts to enable every pupil to achieve his or her full potential.

Management of Inclusion

The Assistant Head Teacher of Inclusion is **Daisy Priest** who has the overall responsibility for the Inclusion Policy. The Special Needs Co-ordinator is Daisy Priest.

The Assistant Head Teacher of Inclusion will (with the support of the Inclusion team):

- a) Ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school;
- b) Ensure equality of opportunity for, and to eliminate prejudice and discrimination against pupils with Special Educational Needs;
- c) Ensure that inclusive provision is positively valued and accessed by staff/pupils/parents/carers and external agencies;
- d) Encourage and support parents/carers/external agencies to work in partnership with the school in a positive manner;
- e) Embed an inclusive practice within the school's ethos and whole school practice;
- f) Establish and promote an ethos of Inclusion which embraces the whole school community;
- g) Promote and support consistency of good inclusive practices;
- h) Ensure that the individual needs of pupils are met;
- i) Monitor the progress of all pupils, in order to identify needs as they arise and to provide support as early as possible (early identification/intervention);
- j) Promote and facilitate an effective and cohesive multi-agency approach for providing appropriate support for all pupils;
- k) Engage the pupils themselves in the planning and decision-making.

Inclusion Principles

- a) All staff at Waverley Studio College value pupils of different abilities and support inclusion
- b) All staff are actively involved in the best ways to support all pupils' needs within the school
- c) Within each class, teaching and learning styles and organisation are flexible to ensure effective learning. Grouping to support pupils identified with additional needs is a part of this process
- d) As part of their planning, teachers set suitable learning challenges to respond to the pupils' diverse learning needs as well as to overcome potential barriers to learning and assessment
- e) Systems are in place for early identification of barriers to learning and participation
- f) All staff have high expectations and set appropriate targets for all pupils to ensure successful learning outcomes

Access to the Environment

There are shower, changing and laundry facilities available for pupils who may require the use of such facilities.

Pupils requiring equipment due to an auditory, sensory or learning impairment will be assessed in order to gain the support that they require.

Pupils who have the above identified needs will be given priority consideration under the school and the LEA's admission policy.

Admission Arrangements

- 1) Pupils with additional educational needs are considered for admission to the school on exactly the same basis as for pupils without additional educational needs .
- 2) Pupils identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity
- 3) Prior to starting school, parents/carers of pupils with a Statement of SEN or Statement pending will be invited to discuss the provision that can be made to meet their identified needs
- 4) Prior to entering Year 7/Reception at Waverley Studio College, the Inclusion team will provide 6 weeks of support in the primary school to determine the individual pupil's additional needs

Arrangements for providing access to learning and the curriculum

- a) Ensure that all pupils have access to a 'balanced and broadly based' curriculum.
- b) Teachers will be provided with information about pupils' individual needs and abilities, so that differentiated learning opportunities can be appropriately planned.
- c) Wherever possible, extra-curricular opportunities will be inclusive and barrier-free.
- d) National Curriculum programmes of study are flexible enough to meet every pupil's needs (Note: No pupil will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion)
- e) Learning opportunities are to be stimulating, rewarding and differentiated and teaching styles to be diverse
- f) Staff to avoid isolation of pupils they are supporting, and to encourage peer tutoring and collaborative learning
- g) Schemes of Work and policies are in place for each curriculum area and differentiated to include appropriate learning outcomes for all pupils

- h) Each policy has an Inclusion Statement detailing access to the curriculum area for pupils identified with additional needs
- i) Differentiation to take a variety of forms within teacher planning. Alternative methods of responding or recording may also be planned for where this is appropriate
- j) Use of ICT wherever this is appropriate for pupils with sensory or mobility impairments or a specific learning difficulty

Access to Information

- 1) We adapt printed materials for pupils with literacy difficulties to ensure they can access the information or ensure access by peer support/extra adult support (Learning Support Assistants)
- 2) We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing
- 3) We use a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure pupils with additional needs are able to demonstrate their achievement appropriately
- 4) Pupils with hearing impairment have support from the Visual and Sensory Service as well as strategies for classroom teachers.
- 5) All staff can discuss individual pupils with a member of the Inclusion team if they require additional support or strategies.
- 6) All staff have access to the database created by the Inclusion team to highlight pupils' individual educational needs, background information on medical conditions and appropriate teaching strategies to enhance the pupils' learning as well as to develop inclusive practices within their own classroom

Arrangements for Inclusion In-service Training

- A) Assistant Head Teacher of Inclusion and SENCo attend regular SENCo cluster meetings to update and revise developments in Special Needs Education
- B) Assistant Head Teacher of Inclusion to promote Gifted and Talented enrichment activities and to disseminate new developments in the area of Gifted and talented provision
- C) All staff have access to professional development opportunities upon request to or from the school's Professional Development member of staff or Assistant Head Teacher of Inclusion where a need is identified at an individual pupil or whole class level
- D) In-school training for Teaching Assistants and Learning Mentors to develop their level of expertise in working with targeted pupils
- E) Assistant Head Teacher of Inclusion and the SENCo to liaise with a number of external agencies:

Educational Psychologist
Pupil Support Service
Speech and Language Therapists
Physiotherapist
CAMHS
Social Services
Medical teams (e.g. doctors, consultants as required)
Educational Welfare Officer
Behaviour Support Service
Counselling agencies
Sutton Coldfield College
Joseph Chamberlain College
University of Central England
Aim Higher colleges/universities

Parents/Carers are informed if any external agency needs to be involved.

Incorporating disability issues into the curriculum

The PSHE and SEAL curriculum will include issues of disability, difference and valuing diversity. In addition, advice will be sought from Disabled Peoples' organisations on appropriate resources and invited to work with pupils, as we believe it is important to have role models, and we encourage Disabled People to join our governing body. Library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs and issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People.

Terminology, imagery and disability equality

As a school, we try to make sure positive images of pupils with physical, visual or sensory impairments and special educational needs are displayed around the school via display work and selection of library books.

Also, we are aware of the impact of language on pupils within the school. We work with the pupils to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.

Within the Inclusion team, we aim to make optimum use of Solution Circle for raising issues of language and other disability equality issues.

Disability equality and trips (in or out of school activities)

As a school, we make every effort to ensure all trips are inclusive by planning in advance and using accessible venues. All pupils are welcome to the after-school activities and transport is rearranged whenever necessary.

Listening to disabled pupils and those identified with special educational needs

- a) At Waverley Studio College, we encourage the inclusion of all pupils in the Student Council and other consultation groups.
- b) All pupils are included in their target setting and encouraged /supported to take an active role in the Pupil Review Day and Annual Reviews (applicable for pupils with statements for Special Educational Needs)

Working with parents/carers

At Waverley Studio College, when a pupil starts at the school we ask parents/carers about their access needs and then send letters home in the required format. Regular telephone contact is made with the parents/carers if this is their preferred method of communication.

We recognise that there will be a number of disabled parents/carers of pupils within the school, and we work to try to ensure they are fully included in the school activities. In addition, we make sure that we hold parent/carers' meetings are held in the Main Hall/Primary phase building both of which are accessible, and offers interpreters to our parents, who are unable to speak English.

Evaluating the success of the Inclusion Policy

The Inclusion Policy is to be reviewed by the Assistant Head Teacher of Inclusion in collaboration with the Inclusion team. The following data will be reviewed:

- a) SEN Records
- b) Monitoring of Provision
- c) Analysis of school data to determine who will require to be targeted for early intervention
- d) Individual targets for pupils with statements for Learning Difficulties will be reviewed via IEP targets/Annual Reviews.
- e) Whole school monitoring and evaluation procedures will include sampling of work (eg. Lesson observations, book scrutiny).

Financial Arrangements

The Assistant Head Teacher of Inclusion is the budget holder for Inclusion, who receives requests from the Inclusion team on what is required to support the pupils in and out of class.

Arrangements for Complaints

Parents are partners with the school and are welcome to query any decisions made by the school through the school's designated channels as laid down in school documentation. If a parent has a specific complaint, they should, in the first instance, raise the issue with the Director of Inclusion, who will try to resolve the situation. Any issues that remain unresolved at this stage will be managed according to the school's Complaint policy. If on pursuing the complaint, the parents are not wholly satisfied with the response of the school they may wish to seek further assistance from the LEA. If at any point, they do not agree with the school and LEA's decision, they have a right to appeal.

School policies that are also relevant

SEN policy
Behaviour policy
Anti-bullying policy
Equalities policy
Gifted and Talented policy

Policy adopted by Waverley Education Foundation Board of Trustees on:

06/12/2016

Policy to be reviewed on: December 2017

Signed:

X _____
Chair of Trustees

X _____
Principal