

HIGHDOWN SCHOOL AND SIXTH FORM CENTRE



INCLUSION POLICY

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HIGHDOWN SCHOOL & SIXTH FORM CENTRE INCLUSION POLICY

Inclusion Vision Statement

We strive to make Highdown School a place where all young people feel welcome, included and safe. A place where students are treated equally and individually, share our high expectations and are supported to reach their potential and follow their dreams.

We are committed to enabling students regardless of their age, ethnicity, gender, ability and background.

Introduction

Developing the whole person is central to our inclusive vision for Highdown School. We aim to create an environment where every individual is supported and enabled to develop their full emotional, social and academic potential. An educationally inclusive community increases the participation of children, young people and adults in the process of learning.

We aim to do this by:

- Creating an inclusive ethos
- Increasing effective participation by providing a relevant engaging curriculum
- Raising achievement by knowing our students and working with their families/carers to provide appropriate learning experiences
- The use of new ideas and innovative practice.

And by reducing:

- barriers to learning
- marginalisation
- exclusion

Inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, ability or background. It is about all students being entitled to actively participate in a meaningful and relevant set of learning experiences and to achieve their best.

This inclusion policy has been written in accordance with our vision for Highdown School and works in conjunction with the following school documents and policies:

- Special Educational Needs,
- Able, High Achievers,
- Behaviour Policy,
- Looked After Children Policy,
- Teaching and Learning Policy
- Curriculum Statement
- Equality Statement

Joined up approach to support

Potentially vulnerable young people often have complex and varied needs and receive support from several internal and external sources. We will coordinate all these initiatives in a cohesive system where the impact of the interventions can be monitored both individually and as a whole. Pupil

information will be held centrally and reviewed regularly to monitor the effectiveness of interventions and programmes on pupil outcomes.

Working with external agencies

In accordance with the new SEND framework, Reading LA will publish its Local Offer. We will contribute to and make use of the offer as appropriate but will also seek to build additional relationships with other agencies where we feel they can offer high quality provision to support our young people.

The quality of the work of the external agencies with our young people will be monitored by Highdown School to ensure the safeguarding of all our pupils and that the provision is meeting the needs of the individual.

Pupil Premium

The targeted and strategic use of pupil premium funding will move us towards our vision for an inclusive school. Pupil premium funding will be reviewed and allocated annually following a needs analysis. We will ensure that appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed. In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals, (or have been eligible in the last 6 years) are socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.

Curriculum provision

The DFE National Curriculum Framework (2014) states that teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

We will address these principles by using accurate, up to date data to monitor individuals' progress in all aspects of their school life; academic, emotional and social. We will use this data along with our knowledge of the individual to work with parents/carers to create a personalised route through school which provides engaging and relevant learning opportunities including those in potentially vulnerable groups including those who are socially disadvantaged.

These learning opportunities may be a combination of the following options in different proportions:

- Activities to stretch and engage our most able students
- Vocational learning opportunities
- Small group learning
- 1-1 support
- Off-site learning
- Outdoor classroom activities
- Visits that broaden the curriculum
- Additional teaching and learning opportunities provided by teachers, TAs or external agencies
- Behaviour support programmes
- Additional support for assessments, training and advice from specialists such as speech therapists, educational psychologists etc.
- Paying for activities which re-engage a young person in education

Curriculum provision will be reviewed regularly and adjusted to meet the continued needs of the individual student. Pupil Premium funding may be used to pay for these activities where appropriate

Role of Supporting Adults

Learning Support Assistants will be trained in best practice for supporting vulnerable students and ensuring they make the best possible progress.

Guiding principles are;

- LSAs will be a bridge to learning; not a barrier to independence or peer interaction
- LSAs will support learning in an appropriate way – “Velcro TA” strategies will be avoided, however, LSAs will be trained to meet the specific needs of students where appropriate.
- LSAs will work in partnership with classroom teacher
- Additional children who need support within the class will be identified as a focus for the LSA

We will be innovative in using a range of sources of additional adults to support stretch and challenge students while ensuring value for money.

Implementing the policy

We will ensure the effective implementation of this policy by

- Organising JPL activities which help all staff to understand and remove barriers to learning and participation in school including disaffection and disruptive behaviour
- Developing effective systems that enable all teachers to implement strategies outlined in Pupil Passports , including those for emotional and behaviour support
- Developing an understanding of differences of background, religion, culture, ethnicity, gender, impairment and sexual orientation through the curriculum, PSHCE programmes of study and assemblies
- Maximising the impact of support by allocating support staff to where they are most needed and ensuring that they are used to best effect by teachers
- Monitoring the progress and attainment of the different groups of students
- Providing planned and appropriate support for the specific needs of students; making full use of outside support agencies
- Ensuring Heads of Achievement are involved at all levels, contributing through their knowledge of the whole child
- Providing a school counselling and mentoring service for identified students
- Working with and involving parents/carers in overcoming barriers to learning and participation in school
- Ensuring that all other relevant policies reflect and support the inclusive nature of our school

Monitoring of effectiveness

The inclusion policy and related policies within the appendices will be monitored and evaluated in the following way:

Team leaders (SENCO, Inclusion Manager, Heads of Achievement and High Achievers coordinator) with the support of the AHT for Inclusion will monitor the quality of support and interventions through data tracking, observations, learning walks, PSP meetings and annual reviews.

The Academy Data Tracking system is used for the review and evaluation of any support and intervention put in place. The AHT Inclusion, in liaison with DHT Achievement and Outcomes, monitors the progress of students and works with the SENCo, Curriculum Leaders and Heads of Achievement in identifying successes and those students who continue to need support including a wider range of strategies. The inclusion team meets regularly to discuss students for whom emotional and behavioural support is being provided to monitor the associated qualitative data.

The Leadership Team will monitor that the policy is adhered to in a variety of ways, including through lesson observations, data tracking, learning walks, student and parental views and report to the governing body.

INCLUSION POLICY: ANNEX 1

Students with English as an Additional Language

Introduction

The term EAL (English as an Additional Language) is used to refer to students whose main language at home is one other than English.

EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of challenge in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential. The provision of this support fulfils the requirements of the Race Relations Act (2000) which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

This policy sets out Highdown School's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

Aims:

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the Academy.
- To implement Academy-wide strategies to ensure that EAL pupils are supported in accessing the curriculum at a level appropriate to their ability and prior education.
- To help EAL pupils to become confident and to acquire the English language skills they need to be able to fulfil their academic potential.

Objectives:

- To provide a positive, well planned, structured start at Highdown for pupils with EAL.
- To assess the skills and abilities of pupils with EAL and to provide for their needs.
- To equip teachers and teaching support staff with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- To monitor pupils' progress systematically and use the data to inform classroom management, curriculum planning and the setting of targets.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

Strategies

- Through the JPL programme there will be opportunities to develop an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a pupil's mother tongue. Appreciating and acknowledging a pupil's ability in her/his own culture is crucial for her/his self-esteem.
- The language development of students is the responsibility of all teachers and opportunities should be included in lesson planning.
- There will be liaison between mainstream and support departments to facilitate language development within the structure of the lesson.
- Diversity will be valued.
- Teachers will be knowledgeable about pupils' abilities and needs in English and other subjects and use this knowledge to inform their curriculum planning, classroom teaching and pupil grouping.

- Support will be provided in various forms, including induction classes for complete beginners in English; the provision of in-class support and work in small groups where appropriate.

Admissions

Upon arrival at Highdown School, EAL students will be made welcome and allocated two buddies; one English speaking and one who speaks the same home language where possible. Students' level of English will be assessed within one week of their start date. The flow chart shown in Diagram 1 will then be followed to best meet the needs of the student.

Teaching and Learning

In order to ensure that we meet the needs of EAL students, staff will:

- Assess the pupil's fluency level as soon as possible
- Provide differentiated work for EAL pupils
- Employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context
- Have high expectations, expect pupils to participate in all classroom activities/tasks
- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging tasks, including the setting of appropriate extended tasks
- Recognise that EAL pupils need more time to process answers and to complete extended work
- Allow pupils to use their mother tongue to explore concepts when appropriate
- Give newly arrived pupils time to absorb English bearing in mind that there is a "silent period" when those new to the language understand more English than they use
- Group pupils so that EAL pupils hear good models of English
- Use collaborative learning techniques

Spoken and written communication between the students and teaching and nonteaching staff, and between the Academy and parents and the local community, will be positive and appropriate, including the use of students' home languages.

INCLUSION POLICY: ANNEX 2 CHILDREN WITH MEDICAL NEEDS

Highdown is an inclusive community that welcomes and supports pupils with medical conditions. We provide all pupils with any medical condition the same opportunities as others at school. No child will be denied admission or prevented from taking up a place in Highdown because arrangements for their medical condition have not been made. No child will be prevented from experiencing all Highdown has to offer because of their medical condition, this includes social, sporting, enrichment and educational opportunities.

The school makes sure all staff understand their duty of care to children and young people in the event of an emergency. All staff feel confident in knowing what to do in an emergency. Highdown understands that certain medical conditions are serious and potentially life threatening, particularly if poorly managed or misunderstood.

Highdown understands the importance of medication being taken as directed by healthcare professionals and parents. All staff understand the medical conditions that affect pupils at and receive training on the impact medical conditions can have on pupils.

Highdown's medical conditions policy is drawn up in consultation with a wide range of local key stakeholders within both the school and health settings. The medical conditions policy is supported by a clear communication plan for staff, parents/carers and other key stakeholders to ensure its full implementation. All staff understand and are trained in what to do in an emergency for children with medical conditions including identifying triggers that can make common medical conditions worse or can bring on an emergency.

The named member of school staff responsible for this medical conditions policy and its implementation is: Joanna Arnold (SENCo)

To implement this policy Highdown will ensure:

- We listen to the views of pupils and parents.
- Pupils and parents feel confident in the care they receive from Highdown.
- The whole school and local health community understand and support the medical conditions policy.
- All children with a medical condition at Highdown have an individual healthcare plan (IHP), which explains what help they need in an emergency. The IHP will accompany a pupil should they need to attend hospital. Parental permission will be sought and recorded in the IHP for sharing the IHP within emergency care settings.
 - The IHP meeting will be called and initial documentation circulated by the HoA
 - The IHP meeting will be chaired by the SENCo
 - The School Nurse and SENCo will complete the IHP and circulate for final approval from all parties
- If a pupil needs to attend hospital, a member of staff (preferably known to the pupil) will stay with them until a parent arrives, or accompany a child taken to hospital by ambulance. They will not take pupils to hospital in their own car.
- The needs of pupils with medical conditions are considered to maximise their involvement in structured and unstructured activities, extended school activities and residential visits.
- We use opportunities such as PSHCE and science lessons to raise awareness of medical conditions to help promote a positive environment.

- Where needed staff (including temporary staff) will be trained through the **JPL programme** and **briefings** to:
 - understand the medical conditions of pupils at Highdown and that they may be serious, and what to do in an emergency.
 - be aware of the potential social problems that pupils with medical conditions may experience and use this knowledge, alongside the school's bullying policy, to help prevent and deal with any problems.
 - understand the importance of all pupils taking part in physical activity and that all relevant staff make appropriate adjustments to physical activity sessions to make sure they are accessible to all pupils. This includes out-of-school clubs and team sports.
- Pupils have the appropriate medication/equipment/food with them during physical activity.
- Will not penalise pupils for their attendance if their absences relate to their medical condition.
- Will refer pupils with medical conditions who are finding it difficult to keep up educationally to the SENCO/Special Educational Needs Advisor who will liaise with the pupil (where appropriate), parent and the pupil's healthcare professional.
- Steps are taken to identify and reduce triggers both at school and on out-of-school visits.
- The IHP details an individual pupil's triggers and details how to make sure the pupil remains safe throughout the whole school day and on out-of-school activities. Risk assessments are carried out on all out-of-school activities, taking into account the needs of pupils with medical needs.
- Highdown reviews all medical emergencies and incidents to see how they could have been avoided, and changes school policy according to these reviews.

Administering and Storing Medication in School

Highdown has clear guidance on providing care and support and administering and storing medication at school. We:

- understand the importance of medication being taken as detailed in the pupil's IHP.
- will not give medication (prescription or non-prescription) to a child under 16 without a parent's written consent except in exceptional circumstances, and every effort will be made to encourage the pupil to involve their parent, while respecting their confidentiality.
- will check the maximum dosage and when the previous dose was given.
- Ensure parents at Highdown understand that they should let the school know immediately if their child's needs change.
- Ensure that if a pupil misuses their medication, or anyone else's, their parent is informed as soon as possible and the school's disciplinary procedures are followed.
- Facilitate pupils carrying their emergency medication with them if they wish/this is appropriate.
- Highdown will make sure that all medication is stored safely, and that pupils with medical conditions know where they are at all times and have access to them immediately.
- Highdown will store medication that is in date and labelled in its original container where possible, in accordance with its instructions.
- Highdown disposes of needles and other sharps in line with local policies. Sharps boxes are kept securely in the First Aid Room and will accompany a child on off-site visits. The First Aider is responsible for their safe use, storage and disposal. They are collected and disposed of in line with local authority procedures.

Record keeping

Highdown has clear guidance about record keeping (see attached flow chart). We:

- Have a centralised register of IHPs held in the medical room.
- Ask parents are asked if their child has any medical conditions on the enrolment form.
- Use an IHP to record the support an individual pupil needs around their medical condition.
- Develop IHPs with the pupil (where appropriate), parent, school staff, specialist nurse (where appropriate) and relevant healthcare services.
- IHPs are regularly reviewed, at least every year or whenever the pupil's needs change.
- Ensure pupil confidentiality is protected.
- Seek permission from parents before sharing any medical information with any other party.
- Keep an accurate record of all medication administered, including the dose, time, date and supervising staff.

Evaluating and monitoring the policy

In evaluating the policy, Highdown seeks feedback from key stakeholders including pupils, parents, school healthcare professionals, specialist nurses and other relevant healthcare professionals, school staff, local emergency care services, governors and the school employer. The views of pupils with medical conditions are central to the evaluation process.

The AHT for Inclusion and the SENCo will monitor day to day implementation of the policy

The Teaching and Learning Committee and the SEN link governor will oversee and monitor the policy on behalf of the Governing Body.

DIAGRAM 1: EAL ADMISSIONS PROCESS

