



INCLUSION POLICY STATEMENT

Reviewer: Mrs N Brearley

Reviewed: January 2020

APPROVED BY: _____

DATE: _____

POLICY STATEMENT: INCLUSION

Reviewer: SENCO – N Brearley
Date reviewed: **January 2020**
Next review: **January 2021**

RATIONALE

Our school's purpose is to inspire students to achieve and guide them to be confident, articulate and skilled citizens to enable them to thrive in a diverse British and global community.

Our School's Values:

We want everyone to work in a caring school where everyone is valued and everyone values relationships. Our emotionally intelligent school community will celebrate individual differences and people will understand how their actions will impact upon, and be perceived by, those they affect;

We expect all members of our school community to be the best they can be and help others to be the best that they can be by valuing: **Respect, Honesty and Excellence.**

Culcheth High School believes that 'Every Child Matters' and as such aims to meet the needs of all its students. The school continually seeks to develop the skills of all staff to enable them to work effectively with all students.

The school will identify and respond to the strengths and needs of individual students as they progress through the key stages and will provide students with a curriculum experience which is appropriate, relevant and differentiated.

AT CULCHETH HIGH SCHOOL WE EXPECT THAT:

- There is a whole school understanding that Inclusion, in the widest sense, permeates all areas of the school and is intrinsic in all that we do
- The curriculum reflects the needs of all students who are seen as individuals
- There is a full recognition that we are all teachers of Special Educational Needs and Disabilities (SEND)
- Individual differences are celebrated and harnessed for the good of all
- There is an acceptance that traditional qualifications are not the only measure of a individual's worth
- All students feel wanted, valued and fulfilled during their time at Culcheth High School
- The needs of all students will be met
- All staff feel able and qualified to meet the needs of all students

THE SCHOOL CURRICULUM

The curriculum needs to be planned and regularly reviewed to meet the specific needs of individuals and groups of students. We do this through:

- Constantly reviewing the curriculum on offer and raising awareness of curriculum changes in line with national and local directives
- Setting suitable learning challenges for all students
- Responding to students' diverse learning needs
- Recognising and overcoming potential barriers to learning and assessment for individuals and groups of students
- Providing other curricular opportunities outside the School Curriculum to meet the needs of individuals or groups of students

TEACHING AND LEARNING

We will:

- Promote a varied range of teaching and learning styles to meet the needs of students with a wide range of abilities through quality first teaching within the classroom
- Share teaching expertise across the curriculum areas
- Evaluate and develop provision for students with Special Educational Needs and Disabilities (SEND)
- Continue to develop cross phase liaison with relevant other agencies
- Monitor student progress by using prior attainment data and implementing effective assessment and testing procedures
- Liaise with departments to ensure that the needs of all students are met
- Ensure that Culcheth High School meets its responsibilities and obligations to students with Special Educational Needs and Disabilities (SEND) under present Education Acts and the code of practice
- Work with curriculum leaders who are responsible for providing an appropriate curriculum for all students studying in their area
- Provide support, curriculum development and staff training
- Develop a greater understanding of students preferred learning styles
- Offer space in the Behaviour Inclusion Centre for non-conforming students to provide respite for the teacher and other students so that teaching and learning can continue in the classroom and to support the student concerned

- Ensure the Behaviour Inclusion Centre is used for internal exclusion to avoid fixed term and possible permanent exclusion
- Ensure that Inclusion provides a quiet, safe space for students who are experiencing problems with work

THE INCLUSION DEPARTMENT AT CULCHETH HIGH SCHOOL WILL:

- Provide in class support for those with barriers to learning
- Provide specialist teaching on a 1:1 or in small groups to identified students
- Increase literacy standards through Literacy intervention where needs are identified
- Increase numeracy standards through numeracy intervention where needs are identified
- Produce provision profiles and tracking documents for students with an EHCP or K code. These are reviewed at least twice per year.
- Help and support Progress Leaders (PLs) in the writing and implementing of Individual Behaviour Plans (IBPs) and Pastoral Support Programme (PSPs) etc.
- Work closely with Progress Leaders (PLs) and Pastoral Student Support Officers (PSSOs), particularly in support of students with EHCPs and K codes
- Respond appropriately to demands from Heads of Department and Progress Leaders (PLs) regarding specialist input and support
- Liaise with external agencies to support students who have an EHCP
- Prepare for, chair and produce relevant paperwork for statutory annual reviews of all EHCP students
- Attend statutory reviews of years 5 and 6 students who have EHCPs and are potentially joining Culcheth High School
- Run a comprehensive transition programme for students with EHCPs and other vulnerable students, in the summer term
- Apply for and provide special consideration and access arrangements for exams for relevant students
- Encourage and support students with curriculum specific needs as required
- Make necessary referrals to relevant agencies
- Liaise with parents/ carers when necessary
- Produce an inclusion Special Educational Needs and Disability (SEND) register updated at least monthly with updated information about students who have EHCPs or have additional learning needs

- Keep informed and up to date with national and local practices
- Work with the Warrington Family Support and adhere to the Early Help Model, a multi-agency approach to Children's Services
- Deliver small group work tailored to students' needs, for example raising aspirations, social skills and friendship
- Provide 1:1 or small group mentoring as required
- Co-ordinate short courses run by external agencies - either in-house or off site
- Deliver an Alternative curriculum at KS4 for identified students
- Arrange work placements for targeted students to support their KS4 experience
- Ensure that Teaching Assistants / Learning Mentors / other support staff are deployed appropriately to fulfil our obligations towards students with an EHCP and other students with additional needs
- Offer relevant Continuous Professional Development (CPD) for all staff

TEACHERS WILL ENSURE THAT STUDENTS:

- Feel secure and know that their contributions are valued
- Appreciate and value the differences they see in others
- Take responsibility for their own actions
- Are taught in groupings that allow all to experience success
- Use materials that reflect the range of social and cultural backgrounds without stereotyping
- Have a curriculum experience that allows for a range of different learning styles
- Are set challenging targets that enable them to achieve their potential
- Are encouraged to participate fully in school life

Read in conjunction with:

Child Protection Policy
Safeguarding Policy
Curriculum Policy
Behaviour Policy