Woodchurch High School

A Church of England Academy

INCLUSION
POLICY DOCUMENT

Approved by the Business & Operations Committee: Spring 2024
Approved by the Full Governing Body: Spring 2024

"Therefore welcome one another as Christ welcomed you, for the Glory of God"
Romans 15:7

THE CHURCH
OF ENGLAND
Diocese of Chester

Contents

Principles

This policy should be read alongside:

- DfE Circular 10/99 *Social Inclusion: Pupil Support*
- Other related school policies, e.g. Equality Policy, Behaviour and Discipline, Child Protection, Attendance, Anti-Bullying etc
- Related guidance issued by the Local Authority
- Valuing all God's children (Summer 2019)

1a.   Ofsted has provided the following definition of inclusion:
An educationally inclusive school is one in which the teaching and learning achievements, attitudes and wellbeing of every young person matter. Effective schools are educationally inclusive schools. This show snot only in their performance, but also in their ethos and their willingness to offer new opportunities who may have experienced previous difficulties. The most effective schools do not take social inclusion for granted. They constantly monitor and evaluate the progress each pupil makes. They identify any pupils who may be missing out, difficult to engage, or feeling in some way apart from what the school seeks to provide.
(Ofsted *Evaluating Educational Inclusion: Guidance for Inspectors and Schools* ref No 235 p 4)

1b.   Extract from "Exclusive Schooling" Ofsted

*The Special Educational Needs and Disability Act **2001** delivers a strengthened right to a mainstream education for children with special educational needs. The Act has amended the Education Act 1996 and transformed the statutory framework for inclusion into a positive endorsement of inclusion. The Act seeks to enable more pupils who have special educational needs to be included successfully within mainstream education. This clearly signals that where parents want a mainstream education for their child everything possible should be done to provide it. Equally where parents want a special school place their wishes should be listened to and taken into account.*

- *Inclusion is a process by which schools, local education authorities and others develop their cultures, policies and practices to include pupils.*
- *With the right training, strategies and support nearly all children with special educational needs can be successfully included in mainstream education.*
- *An inclusive education service offers excellence and choice and incorporates the views of parents and children.*
- *The interests of all pupils must be safeguarded.*
- *Schools, local education authorities and others should actively seek to remove barriers to learning and participation.*
- *All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential.*
- *Mainstream education will not always be right for every child all of the time. Equally just because mainstream education may not be right at a*

particular stage it does not prevent the child from being included successfully at a later stage.

2. The focus of social inclusion is on raising educational attainment for those pupils who are demonstrating disaffection or failing to participate fully in the school experience through challenging behaviour or poor attendance. The policy may also be relevant to other vulnerable children including:

    ● Girls or boys where there are gender/sexuality issues;
    ● Minority ethnic and faith groups, travellers, asylum seekers and refugees;
    ● Pupils who need support to learn English as an additional language (EAL);
    ● Pupils with special educational needs including those considered to have emotional, behavioural or social difficulties;
    ● Pupils with physical disabilities;
    ● Pupils who may be gifted and talented;
    ● Pupils in need, including those who are Looked After;
    ● Pupils with mental health needs;
    ● Pupils who abuse drugs and other substances;
    ● Victims of abuse and domestic violence;
    ● Pupils whose families may be seriously disadvantaged by poverty and/or isolation, including the homeless;
    ● Pupils who are at risk of disaffection and exclusion from school;
    ● Other pupils, such as sick children, young carers, children from families under stress, pregnant school girls and teenage mothers.

3. The school is committed to the following principles:

    ● Seeking to compassionately meet the needs of all our pupils, including those who may be missing out, difficult to engage or feeling in some way apart from what the school seeks to provide.
    ● Early intervention and support, especially the identification of pupils at risk of disaffection, and proactive planning to meet their needs, is essential.
    ● Social inclusion is best promoted when the teaching and learning within the school is of the highest possible standard in order to enhance the educational experience of every child. Ensuring social inclusion is the responsibility of every member of staff.
    ● Children and their parents are entitled to be treated justly and with respect about important educational decisions which affect their lives, especially concerning admission, attendance, exclusion and assessment for any special needs. Procedures will be applied in accordance with DfES, Ofsted and LA guidance.
    ● Poverty Proofing. Poverty Proofing is a means of identifying and overcoming the barriers that children and young people from families with less financial resources can face at school. Woodchurch High school is committed to making all parental expenditure as small as

possible. This includes school uniform, equipment, trips, monies required for lessons and other expenditures.

4. Woodchurch High School recognises the need to serve its local community and to include all its young people within an effective and positive learning environment. It recognises that each child has a unique experience of life, and that many come from very different domestic, financial, social and cultural backgrounds, and have different aspirations and expectations. The school has a commitment to serve each individual pupil and to assisting him/her to achieve success.

5. We believe that our school represents a well-ordered, trusting and compassionate community in which all are valued irrespective of differences. We believe that excellence for all is achievable. However, we also recognise that inclusion represents challenge for all, both staff and pupils, and that it is an area which needs constant monitoring and regular revisiting in terms of systems, support and strategies.

6. Within this policy we recognise the needs of staff and pupils as a whole as well as the small minority of pupils requiring the special and specific support provided for social inclusion. There are times when inclusion puts great pressure on teaching and support staff and this pressure needs addressing in clear and practical ways. There are, equally, times when inclusion may disadvantage the generality of pupils, through prejudice to their learning opportunities and on occasion through risk to their personal well-being. We seek therefore to identify such systems as are practicable, efficacious, and which benefit both the corporate and the individual needs within school.

7. Social inclusion requires agreed, articulated, compassionate, understood and practised systems. Pupil Progress Leaders, other staff and pupils will be involved in drawing up accepted codes of behaviour and attitude, and in identifying support strategies, rewards and sanctions for those whose experience to date has failed to equip them adequately for full and positive social interaction. The School Council, Pupil Progress Leaders, Assistant Pupil Progress Leaders, the Governors, the full staff body and the Leadership team are all active participants within policy development in this area. Parents/carers and external advisers will also be involved when appropriate as opportunities present themselves.

Aims

1. To seek to enable all pupils irrespective of attitude, behaviour, aspiration or background, to achieve his/her best within the learning environment of Woodchurch High School and to serve the school by making a positive contribution to our community.

2.   To practise an admissions policy which does not automatically refuse entry to pupils on the grounds that they have special, social, educational or behavioural needs or because they have a history of disruption.

3.   To promote excellent attendance (97%+) and to take proactive steps to support pupils with poor attendance.

4.   To identify early those pupils who find positive social interaction with their peers difficult. This will manifest itself often in anti-social behaviour (persistent name-calling, unacceptable and abusive language, aggressive tendencies – whether verbal or physical – inappropriate manner towards staff etc.). However, there may be others whose inclusion needs are recognised by introspection, social isolation and alienation from their peer group. Non-attendance will also be a trigger for identification and support of vulnerable pupils.

5.   To gather evidence concerning the specific attitude/behaviour/attendance patterns/behaviour for learning, through experience, through liaison with, for example, primary schools, parents, peer group etc., and to seek professional advice from the Educational Psychologist and other external agents.

6.   All staff to practise consistently the agreed school policies on behaviour, anti-bullying, equal opportunities, attendance etc., so that all pupils are fully aware of the school's ethos and expectations.

7.   To alert all staff to an individual's particular difficulties in terms of social interaction, and to identify for staff the preferred management strategies for the pupil and the appropriate course of action for specific behavioural concerns. This may be through the production of a Pastoral Pen Portrait, Additional Needs Support Plan or use of an Educational Health & Care Plan.

8.   To support staff by recognising their need to have some assistance in behaviour management, e.g. providing systems for "time out" and relief, providing Teaching Assistant support in lessons etc., or providing bespoke behaviour management support.

9.   To provide the pupil concerned with what is the most effective strategy for improvement, daily integration and inclusion within an ordered and positive community, with boundaries and safeguards to promote own positive behaviour.

10.   To alert all members of the community (pupils, parents, governors, staff, Local Authority etc.) to the school's commitment to social inclusion as an important feature of a forward-thinking, aspirational, accepting organisation.

11.   To ensure that, on the occasions when inclusion fails, the school will be seen to have worked proactively, energetically and purposefully for success at every stage of the pupil's involvement in the life of the school.

12.	To acknowledge that there may be occasions when a child will be better served elsewhere, or when the corporate good – of staff and pupils – must supersede the individual needs.

13.	To prepare pupils for living in a diverse and increasingly inter-dependent society.

14.	To ensure that staff are offered appropriate training to help them to implement this policy effectively.

15.	To allocate identified funds to support this area.

Practice

1.	The school operates its admissions procedures in accordance with the policy laid down by the Governors, following the Local Authority model.

2.	Pupils are expected to attend school full-time, on time, unless the reason for their absence is unavoidable.

3.	The school operates in accordance with the prescribed regulations covering the marking of registers, the granting of leave, the removal of pupils from roll and the authorisation of absence.

4.	Maximising attendance is a priority and the school seeks creative solutions to attendance problems wherever possible, recognising any particular needs of individuals or groups and uses the support of the Attendance office. This includes the use of curricular flexibility and educational alternatives at Key Stage 4 as appropriate.

5.	For identified pupils, the school operates a first day absence contact procedure. School also uses the Local Attendance Officer service to support improved attendance.

6.	The school sets high standards of behaviour for its pupils and considers itself a community which respects and values each individual, both staff and pupils. Expectations on behaviour are regularly made clear to pupils through Collective Worship, assemblies, School's Code of Conduct and on notices around school, and to parents in the school prospectuses, half termly newsletters and in other policies available on request.

7.	All forms of discrimination are unacceptable.

8.	Woodchurch High School liaises with its feeder primary schools effectively to ensure that concern regarding an individual's behaviour/attitude/attendance is passed on. This is done in the first instance through the extensive transition programme. The school proactively seeks out such information during the

term leading up to transfer and liaises with primary heads on this issue, involving the Assistant Headteacher, relevant Pupil Progress Leader, SEND Team and Inclusion Manager as appropriate.

9.   The school strives to maintain a balance between proactive strategies on transfer to minimise anti-social behaviour by identified pupils, and the philosophy of a "clean slate" and a new start.

10.   Usual school procedures will be enacted when any pupil exhibits anti-social behaviour of any sort: warnings, lines, detentions, removal from class temporarily, isolation, liaison with Pupil Progress Leader, Assistant Headteacher etc. Agreed codes of behaviour will be drawn up for each vulnerable individual addressing his/her specific needs, and putting in place a clear system of rewards and sanctions. This may initially be undertaken fairly informally through daily monitoring systems and communication, but in more formal stages through an Individual Education Plan, a Pastoral Support Programme, Pupil Profile, ASP or use of an EHCP. Parents/carers, key staff and the pupil concerned will be involved as appropriate at various stages in this process.

11.   The Assistant Headteacher, in conjunction with the Pupil Progress Leader, involves external agencies as appropriate: Educational Psychologist, Attendance Officer, etc.

12.   Our Learning Mentors offer:

- Support/counselling for the pupil to overcome barriers to learning
- Liaison with parents
- Academic support to raise attainment
- Emotional and behaviour development support.

13.   At all stages, teaching and any other involved staff will be kept fully informed of behaviour issues and strategies being enacted. All will be expected to support agreed procedures, and to seek assistance from the Pupil Progress Leader, the Pastoral Assistant Headteacher, the Headteacher, and other members of the Leadership Team should implementation provide difficult at specific times.

14.   Social inclusion may prove difficult for pupils for whom the normal academic curriculum is in any respect inaccessible. Should this be the case, or be considered to be a factor, appropriate additional academic support will be provided, and such other strategies as are considered beneficial.

15.   For a very small minority of pupils for whom permanent exclusion is becoming a real possibility, it may be appropriate for the Alternative Provision Coordinator to arrange a place on the school's Alternative Provision Programme. This may involve liaison with the Careers Personal Adviser (Y11), parents, potential employers and college staff.

16.   The delegated School Budget is used in the following ways to support social inclusion:

- To reduce class sizes and provide small group intervention to improve pupils' literacy and numeracy
- To provide Learning Mentors to work with disaffected pupils
- To finance the Learning Support Unit aimed at reducing the number of permanent exclusions from school and provide support and guidance
- To finance the Additional Support Unit to support pupils with intensive small-group teaching. Pupils in the ASU may suffer from anxiety, wellbeing issues, be new to the school, reintegrating into school from alternative provision or require intensive small-group teaching
- To fund Alternative provision placements for identified pupils to provide therapeutic support or a vocational placement to improve engagement with education
- To fund any Teaching Assistant Support which the school deems appropriate over and above that which is identified through Statements of Special Educational Needs
- In exceptional cases, to fund specialist tutoring in core subjects for those pupils who would otherwise be permanent excluded

17.   Further develop our excellent work with pupils with Asperger Syndrome, medical and physical disabilities and learning difficulties. To continue to share our good practice with other institutions and organisations.

18.   Develop Alternative provision placements to provide young people with the opportunity to take part in vocational training off site whilst having therapeutic support.

19.   Provide curriculum flexibility using disapplication where necessary to reduce the stress created by potentially unsuitable, irrelevant courses.

20.   Continue to involve representatives from local businesses to help pupils develop their personal effectiveness skills; provide them with the opportunity for "real life" interviews; one week's work experience and/or work experience placements.

21.   Continue to fund wrap-around care, e.g. breakfast club, after school clubs etc.

22.   Provide study support opportunities.

23.   Continually provide staff with professional development training on issues pertaining to social inclusion and regularly enhancing their teaching skills.

24.   Ensure that issues such as racism, sexism, homophobia, transphobia and other forms of discrimination are addressed during PSHCEE lessons and Collective Worship; any incidents are dealt with speedily and efficiently.

25.   Promote racial harmony.

26. Use the Home School Liaison Officers to help pupils identified as at risk due to poor attendance or truancy to attain their potential.

Targets

The school has set targets for measuring its effectiveness in promoting social inclusion:

- To reduce fixed term exclusions
- To raise attainment across all year groups and across all abilities
- To maintain and improve further the current high attendance levels
- To not permanently exclude a pupil

Staff Responsible

Attendance, Behaviour, etc.

Assistant Headteacher, Pupil Progress Leaders, Assistant Pupil progress Leaders, Learning Mentors, Form Tutors, Headteacher, Home School Liaison Officers.

Attainment, Progress, etc.

Academic staff, (Deputy Head Teaching & Learning, Assistant Head Student Support, Pupil Progress Leaders, Assistant Pupil Progress Leaders, Support/Intervention Teachers, Subject Teachers, Headteacher, Teaching Assistants.

Specific Initiatives (Mentoring, Work Related Learning etc.)

Assistant Head Learning, Work Related Learning Coordinator, Assistant Headteacher, Student Support Team.