

Mission Statement

In Christ We Grow – As a learning community we live out our mission statement striving for excellence through caring, sharing and achieving.

At Our Lady Queen of Peace Inclusion is underpinned by our Catholic ethos and by our Mission Statement. Our Inclusion Policy should not be read in isolation but is to be implemented in conjunction with:

- All aspects of the Code of Professional Standards

And in particular the following policies:

- Able, Gifted & Talented
- Admissions
- Anti-bullying
- Assessment, Reporting and Recording
- Attendance
- Behaviour
- Curriculum
- Educational Visits
- Health & Safety
- Literacy & Numeracy
- Marking
- Personal Study
- Pupil Premium
- Safeguarding
- Single Equality
- Teaching and Learning

The school's aim is for every child, whatever their background or their circumstances, to have the support they need to achieve their full potential and to narrow the achievement gap between key groups of learners, ensuring social justice by :

- *Fully implementing the Single Equality Policy*
- *Providing outstanding spiritual, moral, social and cultural (SMSC) development and understanding*
- *Removing barriers to learning*
- *Meeting the statutory requirements for children with Special Educational Needs and Disabilities (SEND)*

- *Working closely with multi agencies*
- *Ensuring timely and appropriate intervention*
- *Fully differentiating in all lessons*
- *Ensuring outstanding behaviour*
- *Ensuring outstanding achievement for all, regardless of starting points*
- *Offering independent careers education and impartial information advice and guidance to support outstanding transition to further education, training or employment*

From this we believe that Inclusion is about engendering a sense of community and belonging, encouraging learners to have a sense of self-worth, instilling in them the skills and processes required to enable them to become responsible, independent citizens. We endeavour to provide a quality educational experience where personalisation is central. The curriculum provides relevant and challenging learning to learners where each is set suitable learning challenges. We offer opportunities to learners who may have experienced previous difficulties. Removing barriers to learning is central in this process for all children. We are committed to holding the Inclusion Quality Mark, Centre of Excellence Flagship Status. This is reviewed annually by external assessors.

Objectives - The specific objectives of our Inclusion Policy are as follows:

- to operate within the key principles of the Inclusion Policy
- to ensure that no learner is discriminated against on any grounds
- to provide outstanding teaching and learning for every child and reduce variance in attainment between all groups of learners
- to ensure that all learners make maximum progress, regardless of their starting points
- to provide timely and appropriate intervention with children and families to support the removal of barriers to learning to aid progress and achievement
- to ensure teaching fully embraces the full spectrum of learners within a classroom, ensuring that classwork and personal study is appropriate to their individual needs
- to identify learners with special educational needs and disabilities and ensure that their needs are met
- to ensure that learners with special educational needs and disabilities can join in with all the activities of the school
- to ensure parents are informed of their child's special needs and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership with and involve outside agencies when appropriate.

The success of the school's Inclusion Policy will be judged against the aims set out above. Success criteria will be reviewed annually and the Governing-Body's Annual Report which

will detail the successful implementation of the policy and the effectiveness of the provision made.

Special Educational Needs & Disabilities (SEND)

The school is committed to early and timely identification of children requiring intervention and support to aid learning and progress. For those who may have special educational needs, the school adopts a graduated response to meeting special educational need in line with the Code of Practice 2014. Information about learner needs comes from a range of sources. These can include feeder schools, parents, specialists involved with the learner and learners themselves. In school a further range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the LM will consult with the SENCO in order to decide whether additional and / or different provision is necessary.

Provision/action that is additional to or different from that available to all will be recorded in the SEND Register issued to staff at the start of each academic year. Learners will set targets in discussion with teachers, tutors and parents and these will be recorded in their Journal. These learners will be monitored.

If they do not make sufficient progress, additional support will be put in place

For these learners, the needs, support, action and review will be recorded on an "All About Me" plan and a Learning Passport. This will be written by the Inclusion Manager in consultation with learners, parents, carers and teachers. It may also involve consultation and advice from external agencies.

The Learning Passport will detail:

- the needs of the individual learner
- the teaching strategies to be used
- the provision to be put in place

A review will take place every six months and the outcomes will be recorded. Copies of the Learning Passport will be sent to parents. Learners will participate fully in the review process.

If, despite significant support and intervention, the school has evidence that a learner is making insufficient progress we may seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. Learners and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

For learners who have statements of SEND or Education, Health and Care Plans (EHCP) the support outlined in this document will be reviewed annually and a report provided for the Local Education Authority. If a learner makes sufficient progress a statement/EHC plan may be discontinued by the Education Authority.

The school will liaise with the YPS and other agencies to arrange Transition Plans for learners with Statements/EHC Plans (and other learners with SEND who may benefit from Transition Planning) in Year 9, and will ensure that these Transition Plans are reviewed annually as part of the Annual Review process. When learners move to another school their records will be transferred to the next school, as required under the Education (Learner Information) Regulations 2000.

Parents of learners with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available on request.

External support services play an important part in helping the school identify, assess and make provision for learners with SEND.

- The school receives regular visits from the LA and Educational Psychologist for the area.
- In addition the school may seek advice from specialist advisory teaching services for children with sensory impairment or physical-difficulties.
- The speech and language therapist contributes to the reviews of learners with significant speech and language difficulties.
- Multi-agency liaison meetings, with representation from the LA, CAMHS, the YPS, Health, and the Educational Psychology Service are held to ensure effective collaboration in identifying and making provision for vulnerable learners.
- The YPS Personal Adviser is invited to attend all Annual Reviews in Year 9 in order to contribute to the first Transition Plan, and then to the subsequent reviews of the Transition Plan.

Able, Gifted & Talented

Our very able learners are closely monitored and we ensure that they sit examinations when they are ready. Further enhancement subjects are offered to those who achieve the top grades.

Pupil Premium

All staff are expected to support Free School Meal learners in making progress and achieving their potential.

Children Looked After (CLA)

The staff endeavour to promote a safe, positive and nurturing environment. Each individual is unique. Progress is monitored to ensure timely intervention to remove barriers to learning. Progress and achievement is supported.

Attendance

Learners are expected to attend the school full-time and on time, unless the reason for their absence is unavoidable. Maximising attendance at the school is a priority and creative solutions to problems will be used wherever possible. Parents are expected to work closely with school staff in resolving any difficulties at an early stage. The school will operate in accordance with the prescribed regulations covering the marking of registers, the granting of leave, the removal of learners from roll and the authorisation of absence. (See Attendance Policy)

Behaviour (see Behaviour Policy)

The School sets high standards of behaviour for its learners and is working towards being a community which values and respects each individual, both staff and learners. Racism, sexism and other forms of discrimination are not acceptable. (Single Equality Policy)

The School aims to prepare learners for living in a diverse and increasingly inter-dependent society. Where learners infringe these standards, the School will deploy the relevant policy. Learners having difficulty with their behaviour will be offered individual support using a number of strategies, a Pastoral Support Programme, or, where appropriate, an Individual Education Plan designed to meet their needs.

First Pr. March 2008

Revised July 2008

Revised July 2009

Revised May 2012

Revised January 2013

Revised July 2014

Revised March 2015

Revised July 2017

APPENDIX A

Strategies

Use of the Inclusion Support Centre, including the BASE (Behaviour and Social Education) -

The Inclusion Support Centre operates as follows:

Sessions run from: 8.30 a.m. – 3 p.m.

Provide curriculum support for:

- New learners to the school, as required
- Re-integration of learners due to illness/absence for periods longer than three weeks (maximum 5 days)
- Learners referred by the Inclusion Manager/Senior Leadership Team/LPSS/Learning Managers who need temporary respite due to a personal circumstance (maximum 3 weeks). Appropriate referral form to be completed
- Extended absence re-integration
- Immediate behaviour intervention
- Support for emotional/physical well-being
- Short-term respite

Designated staff will:

- Ensure that work is organised for learners that match the current level of work in the child's classes
- Resources are matched to the needs of the learner
- The day follows the school timetable sessions
- Work should be marked and returned to the class teacher
- Records are maintained of all learners assigned for support and reports prepared on request

In-House Exclusion

All staff are expected to provide work for learners in In-House Exclusion and are reminded daily of the children in the Centre.

Sessions run from 10.30am – 4.00pm Monday – Thursday and 10:00am – 3.00pm Friday.

Designated staff will:

- Support all learners to stay on task for the duration of the session and this will be supported by subject specific teaching staff.
- Support with subject specific input where possible.
- Facilitate a comfort break/lunch arrangements.
- Escort excludees at the end of the session to the front of school to sign out and in time for the late bus.
- Report to Behaviour Manager any concerns regarding the engagement and behaviour of the learners in in-house exclusion.