

Greenhill School



Inclusion Policy 2015-2016

This policy is supported by the following school policies:

- Equalities Policy
- SEN Policy
- Behaviour Policy
- Curriculum Policy

Introduction

In our school we value each child as a unique individual. We strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion.

At Greenhill School we value the individuality of all of the young people in our care. We are committed to giving all of our young people every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our learners, irrespective of ethnicity, attainment, age, disability, gender, sexual orientation or religion.

Aims and Objectives

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual learners, or groups of learners. This means that equality of opportunity must be a reality for all our learners. We make this a reality through the attention we pay to the different groups of children who may be represented within our school:

- looked after children;
- minority ethnic and faith groups;
- children with special educational needs;
- more able, gifted and talented children;
- learners who are at risk of disaffection or permanent exclusion;
- learners who need support to learn English as an additional language;
- learners in receipt of free school meals;
- learners at risk of falling into the NEET category upon leaving school;
- learners at risk of transphobic or homophobic bullying;
- travellers;
- asylum seekers.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to learners' diverse learning needs;
- listening to learners, parents and carers;
- responding to learners' interests and talents;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of learners.

For some children, the National Curriculum delivered in the 'formal' school setting is too challenging and therefore we offer another two layers of provision at Greenhill to best suit the needs of these pupils.

An alternative, community based programme is available for some of our young people most at risk of failing to stay in and attend school regularly. These young people are also often very likely to be involved in, or heading towards, a life of crime or substance misuse. This programme provides the young people with an opportunity to forge positive community links and develop personal skills, alongside gaining a qualification in 'Personal and Social Development'.

The third layer of provision at Greenhill School is the Nurture Group. This is available for some of our most vulnerable learners and those who have often missed out on early nurturing experiences in their home settings.

Greenhill's nurture group:

- is a small discrete class;
- provides a safe and predictable structured environment;
- gives learners opportunities to revisit early missed 'nurturing' experiences.

Our nurture leader, **models positive relationships** and there is an emphasis on the development of **language and communication skills** and a focus on responding to the pupils' **social behaviour and emotional needs** providing a structure within which pupils can **modify and change their challenging behaviour**.

As well as developing curriculum-based skills, young people are encouraged to celebrate their own progress with acquiring skills such as listening, sharing, working in teams and turn-taking that will reduce or remove barriers to learning, thus enabling success back in the classroom.

Greenhill's inclusive work is also supported by the provision of a Specialist Teacher who provides one to one sessions in literacy and numeracy for pupils with a diagnosed Specific Learning Difficulty. Coupled with this, to support the many children at school who have Speech and Language difficulties, two Emotional Literacy Support Assistants have been trained to work with learners to build the self-esteem of the pupils involved and develop the appropriate emotional skills necessary to function effectively in school and society.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Our annual self-evaluation process ensures we keep focused on matters of inclusion.

Teaching and Learning Style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. Our school Accessibility Plan describes how we regularly review and improve the school environment. We analyse the attainment of different groups of learners to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their learners. For some learners we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school or following a much disrupted school history. For a number of pupils integration into a mainstream school on a full or part time basis is encouraged.

When the attainment of a child is significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Training is provided for staff and governors, and staff are expected to keep abreast of equalities legislation covering race, gender, sexual orientation, age, religion and disability.

Teachers ensure that all learners:

- 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 them all to experience success;
- use materials that reflect a range of social and cultural backgrounds;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging learning and appropriate behaviour targets that enable them to succeed;
- have opportunities to participate fully.

Pupil Voice

Greenhill has a school council which meets regularly to discuss any issues or ideas that pupils have. As a result of such a forum, changes have been made in school. For example, water fountains have been installed in two areas of the school for pupils. School council representatives are also involved in the interview process of prospective staff and set their own questions to ask as a panel.

Learners' behaviour is discussed with them and appropriate behaviour targets are negotiated together with their class teachers and mentors. Parents and carers are also informed of their child's targets and can be involved in the target setting negotiations if they wish.

Inclusion and Equalities

The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of abilities, disabilities, ethnic or social background. We use external agencies such as Show Racism the Red Card and Cardiff Against Bullying, to support our work in this area and the curriculum is enhanced through regular 'Diversity' days to educate learners about equality issues. All Equalities based incidents are identified and recorded daily. The school contacts parents of those learners involved in equality based incidents.

Governors

The Governors play a vital role in leading the work of the school. Governors are responsible for the monitoring and reviewing policies and ensuring that policy and practice fulfills our aim.

Governors monitor and review Inclusion in the following ways:

- visits to the school;
- discussions with learners, staff, parents and carers;
- Headteacher's reports to the governors;
- staff presentations to governors;
- policy development including the Accessibility Plan;
- analysing school data;
- via governor committee work on exclusions, appeals or complaints.

Summary

At Greenhill the wellbeing and safety of all our learners is paramount. *We value each learner as a unique individual and we will strive to meet the needs of all of our learners provided that in doing so this does not jeopardise the safety of any of the school community.*

We seek to ensure that we meet all statutory requirements related to matters of inclusion.

Equality Impact assessed on _____ by _____

REVIEW DATE:

SIGNED: _____

Jayne Cowan – Chair of Governors