

ASHGATE CROFT SCHOOL

INCLUSION POLICY



Approved by Curriculum & Progress Committee meeting: 19th March 2018

Minute No.: 24.2/18 (C/P)

INTRODUCTION

Ashgate Croft School is committed to valuing the individuality of all our pupils. We give all our pupils every opportunity to achieve the highest of standards. We do this by respecting and taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all pupils. The achievements, attitudes and well-being of all our pupils matter. This policy helps to ensure that this school promotes the individuality of all our pupils irrespective of ethnicity, attainment, age, disability, gender or background and that they have a common curriculum experience.

Ashgate Croft School believes that every pupil has an entitlement to develop to their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all. In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for our pupils.

The Special Educational Needs and Disability Code of Practice: 0 to 25 years. January 2015 states –

*'6.8 Schools support pupils with a wide range of SEN. They should regularly review and evaluate the breadth and impact of the support they offer or can access. Schools **must** co-operate with the local authority in reviewing the provision that is available locally (Chapter 3) and in developing the Local Offer (Chapter 4). Schools should also collaborate with other local education providers to explore how different needs can be met most effectively. They **must** have due regard to general duties to promote disability equality.*

*6.9 All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They **must** make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.'*

Aims

- To improve inclusion opportunities for pupils who attend Ashgate Croft School.
- Provide equality of educational opportunities.
- To promote a culture of tolerance, acceptance and mutual respect where all are valued.
- For pupils to achieve successful inclusion into different classes at Ashgate Croft School, mainstream schools, college or further education establishments where appropriate.

- For pupils to practice the skills needed in order to have successful inclusion within their community.
- To review the Inclusion Policy bi-annually.

PROCEDURES AND PRACTICE

At Ashgate Croft School we seek to implement an inclusive policy through:

- Promoting an environment where all pupils are respected, valued and encouraged to learn.
- Differentiating the curriculum to ensure that all pupils can fully participate and achieve their potential.
- Ensuring that all pupils have access to facilities and resources in order to fully promote their learning.
- Providing opportunities within the curriculum to practice and develop daily living skills.
- Delivering regular opportunities to take part in community projects, visits and work based opportunities.
- Establishing closer links between Ashgate Croft School and primary/secondary schools, colleges, training establishments and work experience placements in the locality.
- Groups of pupils from local mainstream schools may visit Ashgate Croft School to participate in lessons and activities with their peers. This could be for a single session or a series of sessions, or for activities such as Christmas concerts or sports days.

Inclusion within Ashgate Croft School:

We encourage inclusion opportunities within the school. This happens in a number of ways:

- Pupils may spend time in another class on a regular basis to join their peers for specific lessons or sessions; this is closely monitored to ensure that the experience is positive for the pupils and the class involved. Pupils may be supported by a Teaching Assistant providing 1:1 support or by the class team.
- Classes may join together for specific lessons or activities; this may be, for example, sharing snack or an art activity.

Inclusion within a mainstream school:

We also encourage inclusion opportunities into mainstream school, colleges and further education establishments where appropriate. This happens in a number of ways:

- Pupils may visit a mainstream school on a regular basis to join their peers for specific lessons, activities, trips, dinner and playtimes; this may be their local school. This is closely monitored to ensure that the experience is positive for the pupils and the school involved.
- Small groups of pupils may visit other schools to join a class for appropriate activities. The pupils participate in lessons with other pupils of a similar age.
- Individuals or groups of pupils from local mainstream schools may visit Ashgate Croft School to participate in lessons or activities with their peers. This is closely monitored to ensure that the experience is positive for the pupils and both schools involved.

Inclusion into the community:

At Ashgate Croft School, students access the community as often as possible. This can happen in a number of ways, for example:

- Shopping in the local supermarkets
- Community projects such as clearing public grounds
- Accessing local facilities

- Broader work experience

Teaching

Ashgate Croft teachers are asked to plan opportunities throughout the day to provide teaching and learning experiences which develop the life skills needed to function in the community. These should be interwoven throughout lessons and when setting Personal Skills targets.

Teachers are expected to plan and assess learning of pupils accessing inclusion within their classes.

Assessment and Monitoring:

Staff assess pupils' progress during the school day, including the skills needed to function in daily life. They will then use this information to reinforce and re-focus targets to ensure all pupils are provided with appropriate challenge across the curriculum.

Each inclusion session into mainstream schools is monitored and recorded by the supporting staff from Ashgate Croft School. The supporting member of staff should record the following:

- Pupil's ability to participate in the session and support required to do this.
- The pupil's ability to socially interact with his/her mainstream peers.
- Anything else the supporting member of staff feels is of importance.

Role of the Inclusion Co-ordinators

The Inclusion Co-ordinators at Ashgate Croft School are the Assistant Heads for the 3 departments – Primary, Middle and Upper School.

- Give support and feedback to teachers to promote this Inclusion policy.
- Should problems arise with any inclusion placements, the Assistant Heads will work with class teachers, parent/carers and supporting member of staff to provide a suitable outcome.
- Set up the initial link with any inclusion schools. Pre-inclusion checks will be made, risk assessments completed and action plans agreed.
- The supporting member of staff, class teacher and appropriate Assistant Head will meet termly to review the placement.
- Evaluate the placement with the mainstream link person via the telephone on a termly basis.

Parent/Carer Involvement

- Parent/carers permission is sought before the placement begins.
- A two way process with parents/carers will be maintained.
- Information will be shared between school and parent/carers.

Expectations of partner schools and educational establishments

To ensure accurate information is passed onto Ashgate Croft School regarding students they wish to place here for inclusion. The partner schools/ educational establishment must liaise with the parent/carers before the placements begin to agree clear reasons why the inclusion is taking place and this needs to be shared with Ashgate Croft School.

Equality

All pupils in school, irrespective of age or ability have access to a curriculum which is differentiated to meet their individual needs. (*Please refer to Equality policy*)

Monitoring of the policy

Monitored on a regular basis by Inclusion Co-ordinators (3 Assistant Heads). Monitored/reviewed bi-annually by the Full Governing Board.

Children's Rights

As a school we promote the United Nations Conventions on the Rights of the Child. Within inclusion the children's rights which are developed are:

Article 12- Children have the right to say what they think.

Article 23 -Children with disabilities are provided support to participate.

Article 28 -The Right to education.

(Please refer to http://www.unicef.org/crc/files/Rights_overview.pdf)

References

- Equality policy
- Personal Skills policy
- http://www.unicef.org/crc/files/Rights_overview.pdf
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf