



# THE PARK COMMUNITY SCHOOL

## Inclusion Policy

### Policy Update

<b>Policy Lead Person:</b>	Headteacher
<b>Approved By:</b>	Local Governing Board (16.07.2020)
<b>Next Review Date Due:</b>	07/22

- Staff *must* sign
- Staff *should* sign
- Governors *should* sign
- Publicly Available

## **Rationale**

This policy is intended as a framework to promote and unify the constant development of Inclusion across the school.

Many aspects of this policy will be incorporated into other policies and coordinated by the relevant member of staff responsible for those areas identified.

## **Purpose**

The Park Community School is committed to supporting and providing positive educational opportunities for all students in its care, whatever their educational, physical, emotional or social needs. This policy aims to:-

- link other Policies/Documents concerned with the advancement of students' learning experiences.
- provide a clearly structured approach to inclusion across the school's community.
- provide greater awareness of Inclusion to all stakeholders. These include, Parents, Carers, Staff, governors and community partners.

## **Principles**

The Park Community School supports and promotes the Inclusion Statement of the Devon LA:

- **Inclusion** is about the presence, participation and achievement of all students
  - PRESENCE – where children are educated and how often they attend
  - PARTICIPATION – the quality of their experiences whilst they are there
  - ACHIEVEMENT – the outcomes of their learning
- **Inclusion** is concerned with the identification and removal of barriers to learning  
Identifying barriers involves collecting, collating and evaluating information from a wide variety of sources. Removing those barriers then involves collaborative working with all stakeholders for the benefit of our students.
- **Inclusion** places emphasis on those groups of learners who may be at risk of exclusion, marginalization or underachievement. It is our collective responsibility to ensure that at risk groups are identified and monitored, and that steps are taken to ensure their presence, participation and achievement in the education system.
- **Inclusion** is a process

It is ongoing and continuous. It is not a question of achieving a few targets. We will continue to develop our ideas about what inclusion is and how we can move towards it.

## **The Park Community School:**

- Is committed to Inclusion as a process of overcoming barriers, which hinder access to, and participation in learning for all students. Thereby reducing exclusion from its culture, curriculum and community.
- Believes that all students have an entitlement to high quality education and to have their needs identified and met through appropriate provision, irrespective of whether the students may be at risk of exclusion, marginalization and underachievement or have any special educational needs.
- Is committed to providing opportunities for all staff to continue their professional development in order that students can meet their potential regardless of need or disability.
- Will seek to enable all students to be included in mainstream education using the resources we have available to us. We believe that with the right training, strategies, and support nearly all students can be accommodated by The Park Community School and its education programmes. We are committed to developing systems to enable this through recognizing the need for a flexible range of provision that offers the appropriate expertise/programme to support each individual's needs. We will actively seek working partnerships with other agencies/services to promote inclusion at all levels.
- Will recognize and celebrate achievement in its widest sense with all students.
- Aims to promote positive interaction with the wider community and to foster the understanding and acceptance of all within the community.

## **Practice**

### SEND Provision across the school

The SEND department will have a strong commitment to, and recognize the importance of Inclusion. The SENDCO will provide a positive attitude to inclusion and provide a range of skills and strengths in order to promote inclusion effectively

See: Equality Policy and Accessibility Plan 2018-2020  
The Special Education Needs and Disabilities (SEND) Policy  
The 2017-2018 SEND Information Report

The SENDCO, in conjunction with the Headteacher, will liaise with the appropriate support services. This teacher will form links with the LA services, local agencies and other support services and ensure that all statutory and appropriate provision is provided for individual students. The school supports the Government legislation that the SENDCO will have qualified teacher status.

### Admissions

The school supports the LA's policy on Inclusive education and therefore has a commitment to the admission of children with special educational needs, whether these children have or do not have an EHCP.

The school encourages positive attitudes to inclusive education through its policy of planning meetings with parents and carers and supporting agencies as a proactive method of enabling a smooth transition into the school and as an effective method of gathering information on how best to meet the student's needs.

See: Admission Policy / Attendance Policy / The Special Education Needs and Disabilities (SEND) Policy  
Co-ordinating Support

The school views the support of students as the responsibility of all staff and as an integral part of the school's provision. The level of support for each student will be determined and coordinated by the Headteacher, SENDCO, Heads of House and relevant Curriculum Leaders as per job descriptions and overseen by the relevant Link LT member.

All members of the school community have a role to play in ensuring that the school is working towards inclusive education. Our teachers, Teaching Assistants, and other support staff in the school are familiar with the relevant equal opportunities legislation in the Equality Act 2010.

Teachers and Teaching Assistants ensure the 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;
- participate safely, in clothing that is appropriate to their religious beliefs and satisfies Health and Safety requirements;
- are taught in groupings that allow them all to experience success;
- use resources that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully as fully as possible, including students with disabilities or medical needs (while having full regard to specialist advice).

See: SEND Policy and individual Job Descriptions  
Supporting Students at School with Medical Conditions  
The latest SEND Information Report

### Specialist Support

The school will provide specialist support as appropriately identified from school records and other forms of information. This support may be provided in the form of specialist equipment or specialist skills held by identified members of staff.

Good practice will be shared and promoted across the school with the aim of empowering all staff, reducing the level of assistance, and increasing independence.

The school will seek, respect and respond to the advice of specialist staff and other experts from outside agencies.

See: Individual job descriptions  
The Special Education Needs and Disabilities (SEND) Policy  
Child Protection and Safeguarding Policy  
The Behaviour Policy

## Facilities & Equipment

The school will strive to ensure that facilities, equipment and access arrangements are available to all.

The school will endeavour to ensure that resources contain positive images, reflecting the diverse nature of people, both within our own community and the wider world.

Curriculum Policies will identify how resources are made available to meet the needs of all students.

Adaptation and differentiation of teaching resources will cater for differing abilities of students as well as their different learning styles and needs. The school will endeavour to make “reasonable adjustments” to ensure that these diverse needs are catered for as far as is deemed practicable.

See: The Special Education Needs and Disabilities (SEND) Policy and individual Job Descriptions  
Supporting Pupils at School with Medical Conditions Policy  
Medicines Policy Protocols  
Equality Policy and Accessibility Plan 2018-2020  
The SElatest SEND Information Report

## Allocation of Resources

The school will ensure that funding targeted at students with additional needs is transparent and available for scrutiny. The SENDCO will liaise with the 0-25 SEND Team to ensure that the statutory requirements are carried out. How the money is spent is discussed widely with staff so that all parties feel ownership.

Curriculum Leaders and class teachers make provision for students of all abilities. Positive discrimination through classroom management and organization is employed to suit the needs/abilities of individuals or groups of learners.

See: The Special Education Needs and Disabilities (SEND) Policy  
Headteacher’s Report to Governors

## Identification and Assessment Procedures

The school will endeavour to be flexible and prompt in identifying, providing and reviewing all students’ needs, be they temporary or more long term. All aspects of inclusion will be considered when establishing and reviewing assessment procedures and this will be shared with parents and carers as appropriate.

The school fully recognizes and promotes the importance of early intervention and is committed to identifying and monitoring every individual student’s levels of achievement.

Procedures for informing staff, support staff and ancillary staff and students needs are noted in the SENDCO Handbook.

See: Special Education Needs and Disabilities (SEND) Policy  
The latest SEND Information Report  
Child Protection and Safeguarding Policy  
The Behaviour Policy

### Access to the Curriculum

The Park Community School recognizes the diverse nature of its community and is committed to ensuring that all students enjoy access to a broad, balanced and relevant curriculum. To this end, the school retains a flexible and/or individual approach towards its curriculum planning.

The Park Community School will consider how best to dis-apply or modify the curriculum according to the individual's needs. An alternative curriculum providing opportunities for relevant, appropriate, skill-based learning may be available at both KS3 and KS4.

All students will be supported in accessing the curriculum through a range of different teaching approaches and methods. The use of differentiation, differing learning styles, resources and initial stimulus will be considered at all times. Individual students may be supported through in-class support or withdrawal sessions. Staff will consider the use of ICT and other specialist equipment to ensure the curriculum is accessible. The school is committed to the use of specialist teaching staff, Teaching Assistants and Learning Mentors as a means of increasing inclusion.

See: Special Education Needs and Disabilities (SEND) Policy  
Learning and Teaching Policy  
Use of ICT Policy  
Job Descriptions

### Arrangements for Social Inclusion

The Park Community School is committed to developing an all inclusive ethos for its students and its community in all aspects of school life. This includes making arrangements to include students who have additional needs in all areas of the curriculum, as well as unstructured times such as break and lunch times, and extracurricular activities.

Positive attitudes and images, role models and resources will be used to reflect upon and celebrate the diversity of people. Staff will challenge prejudice and provide a safe environment for all.

All students will be given access to extra-curricular activities and decisions will be made according to individual needs, to enable participation

See: Special Education Needs and Disabilities (SEND) Policy  
Teaching & Learning Policy  
Attendance Policy  
Anti Bullying Policy  
Behaviour Policy

### Racism and Inclusion

The school implemented the recommendations of the Stephen Lawrence Inquiry: Macpherson Report (1999) and continues to work in-line with the "Every Child Matters: Changes for Children" Framework (2004). 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 students; regardless of ethnic or social background. All racist incidents are recorded and, if necessary, reported to the governing body and LA by the Headteacher. The school contacts parents of those students involved in racist incidents and/or LGBT incidents. Further details are to be found in the school's Equality policy and Accessibility plan 2018-2020 and anti-bullying policy.

### Links with Other Schools

The Park Community School has developed links with schools in the TLP and our Feeder Primary Schools, as a member of NORDAB we liaise regularly with other North Devon Secondary schools and others within the LA in order that students experience a smooth as possible transition between schools. Students are welcomed from other schools and fully supported through the Attendance and Re-integration policies. We are continually developing and forging links with the LA Special Schools, local colleges and local training providers.

See: SEND Policy  
Behaviour Policy  
Attendance Policy  
Admissions Policy

### The Role of Parents and Carers

The school is committed to the principle of partnership between home and school. It is the school's firm belief that our students' needs are best met where successful continuity exists between school and the students' parents/carers. Parents/Carers are seen as possessing unique knowledge and information about their child's needs – we seek to respect the knowledge, views and experience of parents/carers of all our students.

The school holds an 'open-door' policy for all parents/carers and this is promoted at all events. Parents are always welcome to come into school to discuss their child's education with the Head of House, Deputy Headteacher or SENDCO. We always act on issues raised by the parents/carers as partners in the educational process. Parents/carers of students with additional needs are regularly invited into school to discuss their child's progress outside the calendared Parents' Evening. The school organises, supports and operates a wide variety of parent/carer support events and meetings through the 'Friends of Park' (Parent & Friends Association) and Parent Partnership.

### Student Voice and Participation

The school is fully committed to supporting the individual student in the most appropriate way. To this end, we value the views and opinions of all students. Students are able to promote/voice their concerns and views through a wide variety of avenues using the student support programmes, including the House and School Councils.

### Dealing with Complaints

The school has a clear policy on how any complaints should be dealt. We are committed to resolving any concerns as promptly as possible, in order that matters may be settled amicably and appropriately. Complaints concerning the provision for students should initially be directed toward the SENDCO or the respective Head of House and/or the Headteacher.

See: Complaints Procedure Policy

