



Inclusion Policy

Signature:..... Name:.....

Date:.....

Chair of D,T &L Governors

Signature..... Name Date

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Headteacher

Reviewed February 2016

Reviewed February 2017

Reviewed March 2018

Reviewed February 2019

This policy describes the schools' commitment to and the guiding principles for providing an inclusive environment for all students with special educational needs. This policy needs to be read in conjunction with the Equal Opportunities Policy as it reflects the belief that there should be no discrimination on grounds of race, age, religion or belief, sex, gender reassignment, disability or sexual orientation.

Aim

The schools are committed to providing a broad and balanced curriculum for all students. The knowledge, understanding and skills we possess ensure we have an inclusive learning environment that meets the needs of all students.

School Characteristics

1. Community- as inclusive schools our population is diverse, reflecting a wide range of special educational needs. Our schools also strive to serve the wider community by providing facilities for use by other organisations. The school makes full use of the facilities within the local and wider community to enrich the curriculum as well as the life experiences of all our students.
2. Accessibility- as inclusive schools it is physically accessible and educationally accessible to all. It offers a highly differentiated curriculum to meet individual needs and is backed up by a support system of highly trained teaching assistants and the use of technological aids and augmentative communication systems where appropriate.
3. Collaboration- as inclusive schools we work with a wide range of agencies, special and mainstream schools and fellow professionals. These include medical personnel, peripatetic agencies and partner/link schools.
4. Equality- as inclusive schools we embrace a democratic system where all members have rights and responsibilities and the same opportunity to benefit from, and take part in, the education provided by the schools both within and beyond school.

The Co-ordination of the Inclusion process

All staff are responsible for promoting the inclusive ethos within the classes they work in.

All staff are aware and responsible for promoting the inclusive ethos within the schools.

All new employees are made aware of the inclusive ethos of the school upon appointment and are informed of their responsibilities during their induction process.

Co-ordinating support within school

Our schools seek to ensure that individual student's needs are met by the employment of highly skilled teaching and support staff. The teaching assistants are allocated to classes by the senior management team and directed within the classroom situation by teachers.

Our schools provide a holistic approach to student development by ensuring that all relevant professionals work as a team to foster the inclusive ethos of the schools.

The inclusion of students with speech and language impairment is ensured by the deployment of a speech and language therapist and by the skilled use of augmentative communication systems.

The inclusion of students with learning difficulties and or emotional needs is ensured by liaison with the educational psychologists and the implementation of relevant advice.

The inclusion of students with physical needs is ensured by support from a physiotherapist who provides programmes to meet student's needs.

A school nurse provides medical support upon request.

The inclusion of students with behavioural difficulties is ensured by the support from the behaviour team who provide advice to help meet student's needs.

Co-ordinating support for inclusion/link programmes and outreach

The schools actively seek to include our students in the mainstream by:

- A programme of social inclusion incorporating educational visits, sports activities, and performing arts activities
- Where it is appropriate for the growth of the students' potential and is in their best interest, a student has access to an inclusion programme in a mainstream school which may result in a fulltime placement.

Transition Planning

Year 6, 11 and 14 students have opportunities to be involved in many activities which promote a smooth transition into the next phase in their life (secondary school/college/work)

The schools also works hard to support a smooth transition from home into school life and from a mainstream setting into a special school environment.

Admission arrangements

Cherry Trees school provides a quality education for students from 2-11 with a wide range of special educational needs; Wightwick Hall School providing the same high quality of education for students 11- 19 years. Any additional needs a student may have will be met following admission.

Specialist Support

Staff regularly undertake specialised training both 'in-house' and through external agencies with regard to:

- Augmentative communication systems
- Teaching and learning strategies for special educational needs
- Assessment and target setting strategies
- Curriculum development
- Management of Challenging Behaviour and Positive Programming.
- Being a Dyslexia Friendly School

Facilities and equipment

All areas of the school are accessible to all students.

Students' needs are assessed and if specialist equipment is needed provision will be made.

A sensory room, swimming pool, nurture room and interaction rooms are used on a regular basis in order to enhance the curriculum.

The school minibus enables all students to access local mainstream schools when appropriate, the local environment and any other places that will enrich the students' education.

Identification and assessment procedures

Upon entry to a school every student undergoes a period of assessment.

Students with specific impairment and or physical needs are also assessed and provided with any required equipment.

Arrangements for inclusion

The schools believes that all students have the same right to take part in the varied activities and opportunities it provides.

All students are given the opportunity to be included on educational visits and extra-curricular events.

Arrangements between a mainstream placement and our school are negotiated to meet the needs of an individual student if such a placement is appropriate.

Evaluating the policy

All parents are invited to an Annual Review to discuss and review the student's Educational, Health and Care Plan. This is reviewed and evaluated on a regular cycle.

Complaints procedure

The schools embrace an open door policy and parents are welcome to discuss any issues or concerns.

The role of parents

The schools' value working in partnership with parents and ensure parents are aware of the schools' ethos and policy on inclusion.

Parents of a student on an individual inclusion programme are encouraged to visit the placement school and are communicated with regularly using the communication diaries.

Parents are encouraged to attend the many social events, as well as parents' evenings and annual reviews.

Review

This policy will be reviewed as part of schools' policy review cycle.