

Inclusion Policy

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This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) 3.65 and has been written with reference to the following guidance and documents:

- [Equality Act 2010: advice for schools DfE Feb 2013](#)
- [SEND Code of Practice 0 – 25 \(2015\)](#)
- [Statutory Guidance on Supporting pupils at school with medical conditions April 2014](#)
- [The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013](#)
- [Children's and Families Act, 2014](#)
- [Teachers Standards 2012](#)

This policy was written in collaboration with the SEN link Governor, parent governor, the senior leadership of the school and with input from students and staff.

This policy links to the following school policies:

- [Equality Policy](#)
- [Anti-Bullying](#)
- [Behaviour policy](#)
- [Safeguarding Policy](#)
- [Accessibility Plan](#)
- [Medical Conditions Policy](#)
- [Most Able Policy](#)

2 Vision, Ethos and Values:

All students with SEND will be successful members of the community, academically, emotionally, physically and socially. Students will have met their individual targets by the time they leave Worthing High School. All will always strive for excellence, show resilience and overcome individual barriers whilst being respectful of other people's barriers to learning.

We have the highest aspirations and expectations for our students with SEND and additional needs. It is our belief that every teacher is a teacher of SEND. We celebrate our Inclusive school and ensure that adapted quality first teaching enables all students to make progress and reach their potential.

Learning is at the heart of everything we do. This is reflected in the school's performance, ethos, range of opportunities and additional provision for students who experience difficulties. The progress of different groups of students is regularly monitored and evaluated to ensure effective inclusion.

Different groups may include any or all of the following:

- Male and female
- Minorities including ethnic groups, faith groups, Travellers, asylum seekers and refugees;

- Students who need support to learn English as an additional language;
- Students with special educational needs and/or disabilities;
- Children who are looked after;
- Others, such as sick students; young carers; pregnant students and teenage parents; students from families under stress.
- Students who are at risk of disaffection and exclusion;
- Students eligible for Free School Meals (FSM)/Ever 6/pupil premium or pupil premium+

3 Mission statement

All people are of equal value and have the learning potential to progress when individual needs are met. Our school has the responsibility to provide high quality, balanced provision for all learners to help them to achieve their potential.

No adult or student, individual or group will be discriminated against on the basis of their “protected characteristic” or for any other reason.

Students are placed at the centre of all planning, provision, admission and decision making processes. Students will be consulted with in line with the SEN Code of Practice 0-25 and parents will be involved to ensure co-production and support for students who are identified as having SEND or additional needs.

Inclusive education is an effective way to combat discriminatory attitudes and contribute towards the creation of a welcoming and inclusive school community.

Social inclusion is best promoted when the teaching and learning within the school is of the highest possible standard in order to enhance the educational experience of every student. The school has high academic and behavioural expectations of all students. Ensuring social inclusion is the responsibility of every member of staff, teaching and support.

4 Aims

- To enable all students to fulfil their potential by providing a high quality, relevant education and curriculum.
- To enable all students to become full members of the school community, irrespective of individual needs.
- To ensure students participate in appropriate post 16 training or education and be as independent as individually possible when they leave Worthing High School.
- To engage students, parents and carers in co-production of provision and support.
- To work towards inclusion in partnership with parents, other agencies and schools.
- To ensure staff knowledge and expertise meet the needs of all students.
- To use resources most effectively to acknowledge the value of each student and their potential to progress in all areas when individual needs are addressed

4.1 Objectives

- To achieve these aims the school will:
- Operate within the framework of inclusion and the current SEN Code of Practice provided by the Government.

- Ensure that this inclusion policy is understood and implemented consistently by staff.
- Provide high quality and appropriate teaching in a stimulating, challenging and enjoyable learning environment.
- Help all students develop their personal and social skills, and experience success and achievement.
- Involve students in decisions, choice and reviews of their progress
- Challenge and eradicate prejudice and discrimination wherever it occurs.
- Focus on the student's strengths as well as individual needs
- Maximise resources to support the learning of all and provide appropriately to meet the diversity of needs.
- Recognise and celebrate diversity as a positive aspect of the school community.
- Act positively with regard to our statutory obligation to promote equality.
- Minimise barriers to learning to enable the participation of all by ensuring all students have access to an appropriately adapted curriculum where there are high expectations for all children.
- Recognise, value and celebrate student and staff achievements.
- Work in partnership with parents/carers in support of their child's education.
- Promote good relationships and manage behaviour positively.
- Create a safe, happy, orderly and caring environment where everybody feels accepted and has a sense of belonging.
- Guide and support all school staff, governors and parents/carers on inclusion issues.
- Through the implementation of this policy effect a reduction in the number of instances of student exclusions from school (both fixed-term and permanent).

5 Leadership and Management

The Governing Body is responsible for:

- Ensuring that the school complies with equality related legislation
- Ensuring that the policy is implemented
- Providing a nominated governor

The Headteacher is responsible for:

- Ensuring that the policy is implemented
- Ensuring that staff are aware of their responsibilities under the policy, and are given appropriate training and support

The Senior Leaders including the Assistant Headteacher: Leader of Inclusion are responsible for:

- The strategic planning, monitoring, evaluation and daily management of inclusion in Worthing High School.

Responsibilities include:

- Monitoring the Inclusion Policy
- Monitoring and evaluating inclusive provision
- Identifying barriers to learning and providing staff with appropriate strategies
- Supporting the professional development of classroom teaching staff in relation to inclusive practices

- Auditing educational outcomes for all potentially vulnerable groups and identifying and removing barriers and building bridges for inclusion
- Basing all planning on principles of inclusion
- Developing policies and practice that encourage the use of language that is inclusive and non-discriminatory
- Ensuring that organisational cultures, policies and practices welcome diversity and are non-discriminatory.

All staff are responsible for:

- Monitoring and evaluating to ensure effective inclusion
- Dealing with incidents of discrimination
- Not discriminating on the grounds of protected characteristics or any other reason.

Teaching staff are responsible for:

- Ensuring that students from all groups have full access to the curriculum
- Promoting gender equality, race equality, disability equality and diversity through teaching and relations with students, staff, parents/carers and wider community
- Progress and attainment within their designated areas.

6 Identification, Monitoring, Assessment and Reporting

Students will be placed on the SEND/Inclusion register if they are deemed to require support in addition to adapted quality first teaching and pastoral care from pastoral leaders. A student with a formal medical diagnosis such as autism or dyslexia needs may be met through differentiated quality first teaching. In this instance, they will not be added to the SEND/Inclusion register.

The SEND/Inclusion register is a working document and students may be placed on, or removed from, the register during their time at Worthing High School. Parents will be informed and a discussion had with a member of the Inclusion team if it is deemed appropriate to add or remove a student from the SEND/Inclusion register.

In addition to the school's thorough monitoring and reporting policy and procedures, the following practice is in place to support the progress of the identified groups.

6.1 Identification

Information from previous school, outside agencies, parents/carers, students, pastoral staff and subject teachers
Standardised diagnostic assessment

6.2 Monitoring

Identified students are placed on the Inclusion Register and monitored carefully through regular reviews when targets are revised and agreed:

- Individual Learning Plan (ILP) – students with SEND
- Early Individual learning Plans (EPSP) - students identified as possibly having a SEND prior to them being added to the SEND/Inclusion register or after their removal from the SEND/Inclusion register.

- Personal Education Plan (PEP) – CLA students
- Behaviour Plans
- Annual Reviews
- Student tracking: EHCP tracking documents

6.3 Mentoring

- Planning and Review Meeting (PARM) – internal and external
- Pastoral Support Plans (PSP)

6.4 Assessment

Information about student progress is continually gathered through:

- Progress reports and profiles
- ILP feedback
- Standardised, diagnostic and baseline assessments
- Outside agency assessment

6.4.1 Arrangements for Examinations/Assessments

Where a student with special educational needs and/or a disability is entered for examinations but requires special arrangements in order to demonstrate their knowledge and understanding, the school can apply to the various Awarding Bodies for access arrangements. These could be additional time, a scribe, a reader, use of assistive technology, access to a quiet space. The nature of the arrangements is based on the particular circumstances of the student and is subject to the rules of the Awarding Body (please refer to Exam Access Arrangement Policy for further details).

6.5 Reporting

In addition to the school reports and checkpoints, students and parents/ carers receive revised Individual Learning Plans, Annual Reviews, PEPs and PSPs. They also receive feedback from a number of the additional providers and if external agencies have been consulted with regarding additional guidance for individuals these reports will be shared with parents.

Parents/carers are invited to all reviews as their input, along with the student's, is essential in the planning and target setting process.

6.6 Provision

There is a wide range of additional provision in place to support students with a variety of individual needs. Our key emphasis is on all pupils accessing mainstream learning where barriers to learning are removed and Quality First teaching ensures progress for all. This negates the need for withdrawal into small group teaching. All students access learning within the mainstream classroom. Provision is determined on an individual basis and is co-ordinated by the SENDCO. Where a student has an Education Health Care Plan (EHCP), the school will deliver the provision as stated in the EHCP unless prior agreement or communication via the local authority or school has stated why this has not been or will not be possible.

It remains the responsibility of the Local Authority to maintain and EHCP and therefore provide the funding for provision that is detailed within an EHCP. This is outlined within the Children's and Families Act, 2014.

7 Admission Arrangements

No student will be refused admission to the school because he or she has a special educational need or disability. In each case we will consider whether we can adequately meet their individual needs. In line with the SEN and Disability Act, we will not discriminate against disabled students and will take all reasonable steps to provide effective educational provision for them.

All students with an EHCP who request Worthing High School as their named school will have Governors Consultation Forms completed. After careful scrutiny of the EHCP and associated documents, including some or all of the following: discussions with feeder schools, external professionals, parents and carers, a decision of 'I agree to the admission' or 'I have concerns' will be made.

A decision of concern will only be reached if it is deemed that the placement of the student within the school is not suitable to their SEND, or is incompatible with the efficient education of other students.

Please refer to separate admissions policy for further information.

Any child with an Education Health Care Plan naming Worthing High School will automatically be admitted, under section 324 of the Education Act 1996¹.

7.1 Special Support Centre (SSC)

The Special Support Centre is located in the heart of the school and follows a model of full integration into the mainstream school. All students participate in the wider school life. The Special Support Centre has places for 18 students with social communication needs. This includes students who have cognitive abilities within or above the average range, but who demonstrate significant and specific difficulties with social communication needs, which includes Autism.

The aim of the SSC is to support each student's development academically, socially and emotionally. This is achieved through accessing mainstream lessons. However, in some circumstances it may be appropriate for some pupils to participate in intervention lessons for Literacy, Numeracy, social skills, emotional regulation, Speech and Language and testing. Where interventions are in place, progress reports are maintained and impact towards individual outcomes measured.

Provision is decided according to the individual learning needs of each student. Their package of support will tap into the whole range of provision available within the school. Students will also receive support from other statutory agencies, appropriate to their individual needs.

Worthing High School adheres to the service level agreement as set out by the local authority and admits students following the provision descriptors. Planning meetings are held with the Local Authority to place students who have requested the SSC. Once capacity of 18 is reached, further placements are not possible.

Worthing High School actively engages with the local authority in ensuring provision and support meet the SLA and provision descriptors.

¹ NB. Unless in conflict with the above.

7.2 Special Provision

We adhere to the policy of equal opportunity for all members of the school community. We have an Access Plan to work towards an environment which does not prevent a disabled person's access. The school has the following special facilities:

- Disabled toilet on the ground floor
- An entrance ramp at the front door
- Ground floor ramp to ensure access to all areas of ground floor
- Disabled parking
- Colour contrasted visual guidelines on the walls

We also ensure reasonable adjustment in:

- The curriculum
- Teaching and learning
- Classroom organisation
- Extra-curricular activities
- Timetabling
- Exclusion procedures
- Assessment and examination arrangements

7.3 Partnership with Outside Agencies

There are regular multi-agency meetings to discuss individual needs and progress. These include Joint Action Teams, Progress and Review Meetings, Annual Reviews, Pastoral Support Programmes and Personal Education Plans. In addition, the school works closely with a wide range of agencies and services in supporting students directly and in accessing training.

7.4 Professional Development

The school will provide training for teaching and support staff through meetings, focus groups, observations and INSET. INSET may be internal or external and will address social inclusion issues, English as an Additional Language (EAL), behaviour management and teaching and learning. Staff who attend courses are expected to disseminate and share their training with other staff in the school.

7.5 Parent/Carer Partnership

Parents/Carers are seen as partners in the educational process and are encouraged to attend reviews regularly so they may be actively involved in planning provision and targets for their child. They are also encouraged to contact the school if they have any concerns about inclusive educational provision.

8 Monitoring and Evaluation

This policy has been agreed by the governors and staff of Worthing High School, following consultation with parents/carers, students and outside agencies.

It will be reviewed at the end of each academic year by the Headteacher and the Assistant Headteacher Inclusion and will be revised accordingly. Policy evaluation focuses on:



- Establishing how far the aims and objectives of the policy have been met
- The effectiveness of the inclusion provision in relation to allocated resources
- Student progress
- Parent feedback