



Inclusion Policy	
Policy Area	Inclusion/ Safeguarding/ Attendance
Policy Author	Head of Inclusion
Status	Draft/ Approved
Category	Trust wide/ School specific
Implementation Date	Autumn 2025
Review cycle	Annual
Next review date	Autumn 2026
Related policies/documents	Equality Policy Anti-Bullying Accessibility Plan Medical Conditions Policy Most Able Policy

Document Control

Date	Version	Comments
01/02/2023	V1	Sent to Governors
01/02/2023	V2	Approved
8/11/2024	V3	Approved by Governors
18/09/2025	V3	Sent to SLT

Contents

1	Contacts.....	3
1.1	Head of Inclusion Department (SENDCO).....	3
1.2	SLT Link (Deputy Headteacher).....	3
1.3	Legislation and SEND codes of practice (2015).....	3
2	Vision, Ethos, and Values.....	4
3	Mission Statement.....	5
4	Aims.....	5
4.1	Objectives.....	5
5	Leadership and Management.....	6
6	Identification, Monitoring, Assessment, and Reporting.....	7
6.1	Identification.....	7
6.2	Monitoring.....	8
6.3	Mentoring.....	8
6.4	Assessment.....	8
6.5	Arrangements for Examinations/Assessments.....	8
6.6	Reporting.....	9



6.7	Provision.....	9
7	Admission Arrangements.....	9
7.1	Special Support Centre (SSC).....	10
7.2	Special Provision.....	11
7.3	Partnership with Outside Agencies.....	11
7.4	Professional Development.....	11
7.5	Parent/Carer Partnership.....	11
8	Monitoring and Evaluation.....	12



1 Contacts

1.1 Head of Inclusion Department (SENDCO)

Ellie Allen: sendco@worthinghigh.net Monday-Wednesday

Elizabeth Hopkins: sendco@worthinghigh.net Wednesday - Friday

1.2 SLT Link (Deputy Headteacher)

Alex Simpson: asimpson@worthinghigh.net

1.3 Legislation and SEND codes of practice (2015)

For all children and young people with special educational needs and disabilities, including those with EHC plans, the law is as follows:

- The Children and Families Act ('CAFA') 2014 is statute law and legally binding. This means that the local authority and schools must comply with it or else they are acting unlawfully. Part 3 of the CAFA 2014 contains the relevant sections about children and young people with SEND.
- The Special Educational Needs and Disability Regulations 2014 are the main set of regulations underpinning the CAFA 2014. They are also legally binding.
- The Special Educational Needs (Personal Budgets) Regulations 2014. This is a special set of regulations dealing with personal budgets and direct payments. These have been amended since 2014.
- The law is set out and expanded upon in the SEN and Disability Code of Practice (the 'Code'). This Code provides much more detail on the legal framework relating to special educational needs and disabilities. Where it states a local authority, school, or college must do something, this is referring to compulsory obligations (set out in the laws and regulations.) Where it says a local authority or other entity should do something, this is statutory guidance, not law. If there is any difference in what CAFA and the Code say, the CAFA takes precedence.

This policy complies with the Children's and Families Act, 2014 and 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](#)
- [Equality Act 2010 \(Disability Regulations\) 2010](#)
- [Disability Discrimination Act 2005 / 1995](#)



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 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 adaptive 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 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/carer 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 Deputy Headteacher: Leader of Inclusion and Head of Inclusion Department (SENDCO) 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 adaptive 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 adaptive quality first teaching. In this instance, they would 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 made by a member of the Inclusion teaching 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

Student's needs are identified from a range of sources. This could include information from their previous school, outside agencies, parents/carers, students, pastoral staff and subject teachers. Concerns can be raised at any time to the school SENDCO who will respond accordingly.

Standardised diagnostic assessment will take place upon entry to the school in the form of CATS (Cognitive ability tests) and reading and spelling tests. These will provide information and help identify students in need of SEND support.

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 (EISP) - 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 and Risk Assessments
- Annual Reviews
- Student tracking: EHCP tracking documents

6.3 Mentoring

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

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
- Key stakeholder feedback (parents, students, teachers, staff)

6.5 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 and Mrs Lorraine Jones: ljones@worthinghigh.net for further details).

6.6 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.

6.7 Provision

There is a wide range of additional provision in place to support students with a variety of individual needs, including neurodiversity such as Autism, ADHD, Dyslexia and Development Learning Disorders. Students do not require a formal diagnosis to ensure strategies and support is available and implemented. Our key emphasis is on all pupils accessing mainstream learning where barriers to learning are removed, and Quality First adaptive teaching ensures progress for all. This negates the need for withdrawal into small group teaching. All students access learning within the mainstream classroom where individual strengths and individual needs are recognised.

Provision is determined on an individual basis and is co-ordinated by the SENDCOs. 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. Where there are concerns with delivering stated provision, the local authority and parents will be communicated with to ensure there is a robust plan to implement.

It remains the responsibility of the Local Authority to maintain an 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 they have 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 governors consultation form will be completed where the school states that they can meet the needs and provision outlined in the EHCP, they can meet the needs and provision but with reasonable adjustments or additional funding from the local authority or that the school has concerns in meeting the needs and provision outlined within the EHCP.

A decision of concern will only be reached in the following instances:



- The school/setting parents want is unsuitable to the child or young person's age, ability or aptitude and special educational needs;
- Their attendance will be incompatible with the efficient education of children or young people with whom they would be educated; or
- Their attendance will be incompatible with the efficient use of resources

In some cases, there may be concerns to admit but with reasonable adjustments, in collaboration with the local authority, the placement would be deemed suitable. In these instances, the SENDCO's will communicate clearly to the local authority what the reasonable adjustments and support the local authority would need to provide in order to ensure a successful placement within Worthing High School. 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