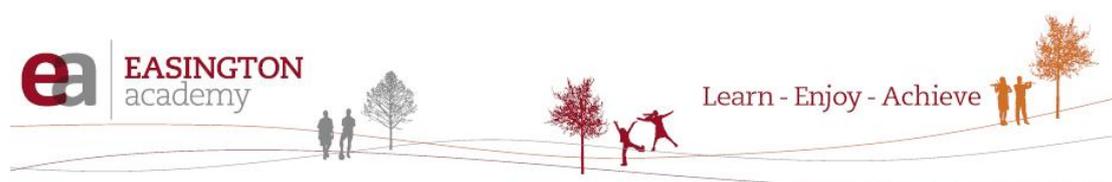




Inclusion

As part of Easington Academy's Pastoral Care Policy



INCLUSION POLICY

Introduction

One of the main aims of our school is to value the individuality of all our students. We are committed to giving them every opportunity to achieve at a high standard, both in and out of the classroom. This policy aims to ensure that this happens for all the students who attend our school – regardless of their age, gender, ethnicity, prior attainment or background. The main focus of this inclusion policy is on raising the educational attainment of all students. As an inclusive school we aim to ensure that all learners have a right to access an appropriate curriculum and are able to take advantage of the many opportunities to enjoy success provided by the school. Inclusion is about developing a culture of acceptance in which all students can be valued equally, treated with respect and provided with equal opportunities within the school. It is concerned with developing inclusive values shared by staff, students, governors and parents/carers. Inclusion is concerned with encouraging participation in a learning community where all are welcome, their needs are met and personal strengths are recognised.

Aims and Objectives

If our school is to be an inclusive school, it means that equality of opportunity must be a reality for our students. Our policy has wider implications than the identification of students with special educational needs. We are committed to engage students who are demonstrating disaffection, failing to participate fully in the school experience because of challenging behaviour and/or poor attendance. This could apply to any or all of the following groups:

- Girls and boys.
- Minority ethnic and faith groups, travellers, asylum seekers and refugees.
- Students who may need support to learn English as an additional language.
- Students with special educational needs, including those considered to have emotional, behavioural and social difficulties.
- Students with physical disabilities.
- Gifted and talented students.
- Looked After Children.
- Other students such as sick students, young carers, students from families under stress, pregnant school girls and teenage mothers.
- Any student who is at risk of disaffection or exclusion.
- Students whose families may be seriously disadvantaged by poverty.

We firmly believe that by promoting inclusion it will help all our students to realise their potential in terms of achievement through access to curricular and extra-curricular activities within the school and other settings. This commitment to inclusion means that we are dedicated to meeting the individual needs of each student. We aim, therefore, to facilitate an inclusion process whereby students, parents/carers,



staff and other agencies or departments work together in partnership to develop the application of the principles of inclusion in each setting. We want our students to:

- Feel secure and know that their contributions are valued, both in and out of the classroom.
- Appreciate and value the differences they see in others.
- Take responsibility for their own actions.
- Experience success in whatever form it may take, academic, sporting etc.
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping.
- Have common curriculum experiences that allow for a range of different learning styles.
- Have challenging targets set that enable them to achieve.
- Be encouraged to participate fully in the life of the school.

Principles

The school is committed to the following principles:

- To meet the needs of our students, including those who may be missing out, difficult to engage or feeling in some way removed from what the school seeks to provide.
- Early intervention, especially the identification of students at risk of disaffection, and proactive planning to meet their needs.
- Ensuring that the teaching and learning within the school is of the highest possible standard in order to enhance the educational experience of every child.
- Ensuring inclusion is the responsibility of every member of staff, teaching and non-teaching.
- Ensuring students and parents/carers are treated fairly in respect to important educational decisions which affect their lives, especially concerning attendance, exclusion and assessment for any special educational needs. Procedures will be applied in accordance with DfES, Ofsted and LA guidance.
- Valuing diversity and believing that all students are educable. Students present a rich and diverse range of strengths and needs. Inclusion is most likely to be achieved when diversity is recognised and regarded positively.

Strategies used to promote Inclusion

- Rewarding achievement in all its forms, especially academic achievement, high attendance and good behaviour.
- The close monitoring of behaviour, attendance and academic achievement.
- Celebration assemblies.



- Inter-house activities.
- Positive communication with parents/carers.
- Establishing a pro-active pastoral system.
- Where necessary, using outside agencies to meet the needs of individual students.
- Encouraging high standards of behaviour.
- Establishing links with the local community.
- Ensuring that students enjoy a range of extra-curricular activities.
- Referring students to the Learning Support Unit.
- Providing study support to different groups of students.
- Recognition of specific groups of students. For example, Looked After Children.
- Employing a school counsellor.
- Using the Ethnic Minority and Achievement Service (EMAS).
- Referrals made to OPTIMUM (pregnant schoolgirls).
- Establishing alternative curriculums for certain students; using extended work placements; referrals to the Alternative Key Stage 4, programme at The Green School.
- Providing students with after school activities, including transport home on three nights a week.
- Employing learning mentors.
- Creating nurture groups to help vulnerable students.
- Referrals to the Behaviour Support Service and the Educational Psychology Service.
- Adopting a multi-agency approach through the work of the Pastoral Liaison Group.
- Working closely with the local police.
- Drop-in sessions with the school nurse.

Links to other School Policies

The following are relevant to the Inclusion Policy:

- SEN Policy.
- Behaviour Policy.
- Anti-bullying Policy.
- Attendance Policy.
- Equal Opportunities Policy.
- Racial Equality Policy.
- Gifted and Talented Policy.
- Assessment and Recording and Reporting Policy.
- School Development Plan.

