

Policy for Inclusion

**HIGHTERS HEATH
COMMUNITY SCHOOL**

October 2017

POLICY FOR INCLUSION

All children have a human right to be educated with their peer group. At Highters Heath, we are fully committed to promoting inclusion of all children, whatever their age, ability, gender, ethnicity or background. We believe that the learning and teaching, achievements, attitudes and well-being of every child in the school is important.

We aim to provide equal opportunities for all groups of children, including those with diverse needs. Our main objective is to safeguard the interests of all children and to ensure they achieve their full potential. All pupils should have the opportunity to join fully with their peers in the curriculum and the life of the school. We aim to pay particular attention to the provision for, and the achievement of all groups within the school, providing extra resources and support, where possible.

At Highters Heath, we are fully committed to inclusion; however, we are aware that, in exceptional circumstances, the needs of the individual child might not be met because of lack of resources or if it is not in the best interests of the other children in the school.

Groups that we may have in the School

- ◆ Girls, boys, transgender pupils.
- ◆ Minority ethnic and faith groups.
- ◆ Travellers, asylum seekers and refugees.
- ◆ Pupils who need support to learn English as an additional language (EAL).
- ◆ Pupils with Special Educational Needs.
- ◆ Gifted and talented pupils.
- ◆ Children 'looked after' by the local authority.
- ◆ Other children, such as sick children, young carers and those children from families under stress.
- ◆ Any pupils who are at risk of disaffection and exclusion.
- ◆ Children with specific medical needs.
- ◆ Children who are entitled to free school meals.

Roles and Responsibilities

At Highters Heath, all staff have a responsibility to promote inclusion.

- ◆ It is important that all children are treated fairly, achieve their full potential and have an opportunity to learn effectively without interference or disruption.
- ◆ All children have a right to respect and individual help from their teachers and other staff.
- ◆ All children should have access to all aspects of the Curriculum.
- ◆ The well-being of all children is fostered, and children are given extra support when experiencing difficulties.

Admissions Policy

All applications for places at Highters Heath will be treated fairly. No child will be refused a place in the school because of their special need, disability, ethnicity, gender or background.

We value the importance of effective induction procedures for new Reception class pupils, with pre-school visits, parents meetings and review of previous records. Before a child starts school, the Reception teacher and the school's Learning Mentor make home and Nursery visits. If the school is aware of Special Educational Needs before a child starts school, the Special Educational Needs Co-ordinator will liaise with parents and outside agencies to gather information and assess the individual needs of the child. Every effort will be made to support a child who has Special Educational Needs.

Highters Heath Community School provide support for those families from the ethnic minorities, especially those who speak English as an additional language or those who have come into the country recently. Assistance will be sought from EMAG or bi-lingual teachers/ teaching assistants if translation is necessary.

Monitoring

We have a continuous assessment of pupils to ensure they are achieving as much as they can and deriving the maximum benefit (according to their individual needs) from what the school provides.

- ◆ All Reception pupils are assessed on entry using Baseline Assessments. Children transferring from other schools are teacher assessed on entry. These assessments are used to inform the school of any diverse needs the child might have.
- ◆ To monitor progress and attainment, the pupils take part in a range of age/ability appropriate assessments during the year. Formal assessments take place at the end of each term.
- ◆ Year 2 and Year 6 take SATs tests during the Summer term.
- ◆ Summative teacher assessments take place each term and undergo detailed analysis to identify individual children who are under-achieving and also identify overall attainment of the groups within the school. This information is used to enable the school to target extra support to specific individuals and groups of pupils.
- ◆ The general ethos throughout the school, including the attitude towards pupils in different groups, is monitored by the Head Teacher/Senior Management Team.
- ◆ Records are kept of any incidents, including racial and homophobic incidents.
- ◆ The attendance of pupils is monitored constantly by the Senior Learning Mentor and the Deputy Headteacher. If attendance becomes a cause for concern, below 95%, this will be addressed.
- ◆ Records are kept of pupils whose behaviour does not meet the expected standards. These records are kept and monitored by the Assistant

Headteacher and the Senior Learning Mentor. They are then analysed at the end of each half term by the Pastoral Team to plan and implement support for individuals or groups of children.

Support and Procedures for Individual Children

At Highters Heath, every effort is made to provide early intervention and support for those pupils who are either disaffected or who have persistent behaviour difficulties.

In the case of disaffected pupils the following approaches will be used.

- 1) Individual referred to the Pastoral Care Team and identified for support from the Learning Mentors.
- 2) Involvement of outside agencies e.g. educational psychologist.

In the latter case, the following approaches will be used in progression to avoid escalation to exclusion:

- 1) Restorative approaches used to deal with negative behaviour and any conflict within the school environment.
- 2) Individual referred to the Pastoral Care Team and discussions with parents. Pastoral Care Team will refer the child/family to outside agencies if appropriate to provide additional support, e.g. School Health, Integrated Family Support Team.
- 3) Learning Mentor involvement with individual, and Pastoral Care Plan put in place.
- 4) Individual Behaviour Plan put in place, incorporating supporting strategies and involvement of necessary outside agencies e.g. Behaviour Support Service, School Health, Integrated Family Support Team.

Behaviour Management Programmes will be implemented at the same time as seeking the help and support from parents and others, including Outside Agencies, before action to exclude is taken. Exclusion will be implemented only in extreme circumstances.

Partnership with Parents

Highters Heath recognises the impact parenting has on a child's development throughout school life. We value the positive role and contribution parents can make to their child's education. We believe that we should work in partnership with parents, ensuring mutual trust and respect. At Highters Heath, parents are encouraged to visit the school to discuss concerns with the class teacher or Head Teacher. Parents are consulted on all Special Needs issues and included in Special Needs reviews and meetings.