

WARBLINGTON
SCHOOL

INCLUSION POLICY

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Document Control

Reviewed by	Approved by the Governors	Scheduled Review Date
Assistant Headteacher	25 February 2020	February 2021

Document Owner: The Governing Body, Curriculum & Achievement Committee

Leadership Team member responsible: Headteacher



Warblington School is a UNICEF Rights Respecting School. By reflecting on the United Nations Convention on the rights of the child and placing it at the heart of everything we do, we believe that our community is working together to enable our students to take an active role in developing their place in society both now and as adults of the future (Articles 28 & 29). We have based our Inclusion Policy around these rights and to reflect on the rights of our students within our policy.

We believe that our inclusion policy is a supportive document which enable us to put the education of our students at the forefront of our practice.

Rationale

All our students and staff have the right to come to our school and feel safe, secure, and free from any form of intimidation, bullying and exclusion.

We consider ourselves to be a totally inclusive school and to this end we actively seek to develop a culture where exclusive incidents are not tolerated. Within Warblington School we aim to implement this principle by, focussing on individual well-being, encouraging student participation, celebrating achievement and viewing diversity as a rich resource to support the learning of all. Inclusion in the school context requires striving for optimal growth of all students in the most enabling environment by recognising individual strengths and needs.' We would also emphasise respecting our students and their right to participation in planning for their education.

Our policy on inclusion aims to ensure appropriate learning and positive experiences for all students.

UNITED NATIONS CONVENTION ON THE RIGHTS OF A CHILD **Article 28 (right to education)**

*Every child has the right to an education. Primary education must be free.
Secondary education must be available to every child.
Discipline in schools must respect children's human dignity.
Wealthy countries must help poorer countries achieve this.*

Aims

We aim to develop, promote and regularly review all aspects of school life in the following areas in order to ensure we have a fully inclusive school for Staff, Students, Parents and Carers-:

- **Teaching and learning**
- **Behaviour and sanctions**
- **Attendance and punctuality**
- **SEND (special educational needs and disabilities)**
- **Buildings and environment**
- **Rewards**
- **Safeguarding**
- **Health and wellbeing**
- **External agencies**
- **The Community**
- **Student voice**
- **Parent and Carer**
- **Equality and Diversity**
- **Training**

Area	We aim
Teaching and learning	<ul style="list-style-type: none"> ▪ To enable all students to access the curriculum and learn effectively in order to achieve their full potential.
Behaviour and sanctions	<ul style="list-style-type: none"> ▪ To develop and promote good behaviour for learning. ▪ To ensure there is a system that clearly supports all members of the school community in dealing with inappropriate behaviour and is a coordinated approach to support students at risk of permanent or frequent fixed term exclusions.
Attendance and punctuality	<ul style="list-style-type: none"> ▪ To ensure that every student is able to fully attend school wherever possible and has the support required in order to do this. ▪ To promote the importance of time keeping and punctuality to school and to lessons.
SEND (special educational needs and disabilities)	<ul style="list-style-type: none"> ▪ To overcome physical and developmental barriers and offer all students access to an appropriate curriculum and social activities.
Buildings and environment	<ul style="list-style-type: none"> ▪ To regularly review the environment, buildings, rooms and resources and adapt to ensure inclusion for all pupils. We allocate resources in a way that makes the commitment to inclusion explicit and transparent
Rewards	<ul style="list-style-type: none"> ▪ To ensure that the system of rewards has an emphasis on praise, both informal and formal, to individuals and groups.
Safeguarding	<ul style="list-style-type: none"> ▪ To ensure that all staff are regularly trained and aware of the school safeguarding procedures.
External agencies	<ul style="list-style-type: none"> ▪ To develop specialist and multi-agency support, this enables students to engage with the curriculum, in the life of the learning community and the life of the wider local community. ▪ Working in partnership with outside agencies and services for transition pupils to identify and assess for special educational needs.
Parent and Carer	<ul style="list-style-type: none"> ▪ To promote parents'/carers' and students' involvement whenever possible in decisions that affect learning and future placement. Staff, Parents and Carers act as advocates for those pupils who are not yet able to formulate their own views. ▪ To Work in partnership with parents, providing clear, accurate advice to empower their role in developing educational and social opportunities for their children. ▪ To empower pupils to contribute effectively, participate fully, offer opinions and make choices in their education.
The Community	<ul style="list-style-type: none"> ▪ To ensure that the school celebrates and reflects the diverse cultures and communities from which its pupils are drawn.
Student voice	<ul style="list-style-type: none"> ▪ To include and educate all students in a community in which they are encouraged to show respect for human rights. They are valued and listened to and all are expected to contribute to the wellbeing of others.
Equality and Diversity	<ul style="list-style-type: none"> ▪ To respect and value all pupils equally and we view the diversity of cultures and needs within the school as a resource.
Health and wellbeing	<ul style="list-style-type: none"> ▪ To provide all children with all medical conditions the same ▪ Opportunities as others at school. We will help to ensure they can - Be healthy/Stay safe/Enjoy and achieve/Make a positive contribution/Achieve economic well-being.
Training	<ul style="list-style-type: none"> ▪ To provide effective staff training advice and support in relation to classroom teaching and management. ▪ To ensure training for all members of our Inclusion team, delivered by appropriate staff within the school together with outside speakers from supportive agencies is relevant and up to date and carried out regularly.

Area	Process and implementation
Teaching and learning	<ul style="list-style-type: none"> • Plan for teaching and learning so that students are increasingly able to make choices, express opinions and pursue interests. (Teaching and Learning Policy) • Encourage flexibility in rules, routines and curriculum. Every care is taken to ensure that all students experience the full range of curriculum activities. • As part of wide and broad curriculum to meet all needs, offer a range of appropriate and meaningful educational placements; for some students this means work placements, studying at college, work experience or experiencing community life.
Behaviour and sanctions	<p>A range of sanctions is clearly defined in the actions and consequences behaviour levels document which is available to every tutor group in their rooms and every classroom around the school.</p> <ul style="list-style-type: none"> • Procedures and use will be characterised by clarity of why the sanction is being applied. • Changes in behaviour required to avoid future sanctions will be made clear by Heads of Year/Tutors/Student Support Manager. The procedures make a clear distinction between the sanctions applied for minor and major offences. <ul style="list-style-type: none"> ▪ Communication with parents throughout this process will be through Tutor/Head of Year/ Student Support Manager/ Assistant Headteacher as stated in the actions and consequences behaviour levels document. ▪ This will be communicated by text and or letter sent home and will be followed up by a phone call or parental meeting if required.
Attendance and punctuality	<p>As a school we ensure that high expectations of students are established and specific, achievable targets are evident with regards to attendance and punctuality.</p> <ul style="list-style-type: none"> • This process will be recorded through tutor time, lesson registration and through the work carried out by the attendance officer and the Homelink worker. • The school will work with Hampshire Attendance and Legal Panel to ensure that parents are complying with the law. https://www.gov.uk/school-attendance-absence
SEND (special educational needs and disabilities)	<p>At Warblington School we believe that special needs are a whole School responsibility. All teachers are teachers of students with special educational needs and so make a valuable contribution to successful inclusion for all T:\policies\Policy - SEND (updated Sept 2016).pdf</p> <ul style="list-style-type: none"> • Identify students with special educational needs. • Enable students with SEND to have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs. • Obtain adequate financial resources from the Local Authority to make such provisions. • Ensure effective communication within school and with outside agencies. • Promote a positive, working partnership with parents. • Create a fully inclusive school in which all members see themselves as valued for the contribution they make. • Ensure the early identification of need through on-going assessment, through the schools structured inclusion team. This is followed by

	careful planning and evaluation of individual learning programmes and behaviour support plans.
Buildings and environment	<p>The school reviews provision at least annually and makes all necessary changes when required.</p> <ul style="list-style-type: none"> ▪ Review in accordance with the governing body the Health And Safety Policy. ▪ Plan for and design quality environments to enable access to all facilities and resources. ▪ Reviewing existing provision, making adaptations where necessary and designing new facilities to meet the very special needs of our students. ▪ These include a nurturing environment, a place where we are able to facilitate the smooth transition for our younger students at KS3 and our older students at KS4 ▪ A place where students are able to withdraw and reflect with regard to their behaviour. ▪ A place where their medical needs are met.
Rewards	<p>A School ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.</p>
Safeguarding	<p>The School has clear policies, strategies and procedures in place to ensure safeguarding and welfare of pupils.</p> <ul style="list-style-type: none"> ▪ All leaders, managers and governors have under taken DBS. ▪ There Is a CP procedure in place and it has regard to LA guidance and inter-agency procedures. ▪ There are there procedures in place for dealing with allegations against staff and are they in accordance with inter-agency procedures and DFE guidance. ▪ There are there policies and procedures in place covering broader aspects of safeguarding T:\policies\Policy - Child Protection (Safeguarding) - updated 2016.pdf <ul style="list-style-type: none"> • Health and safety. • Bullying. • Behaviour. • Educational visits. • Harassment and discrimination. • Internet safety. • Medical needs.

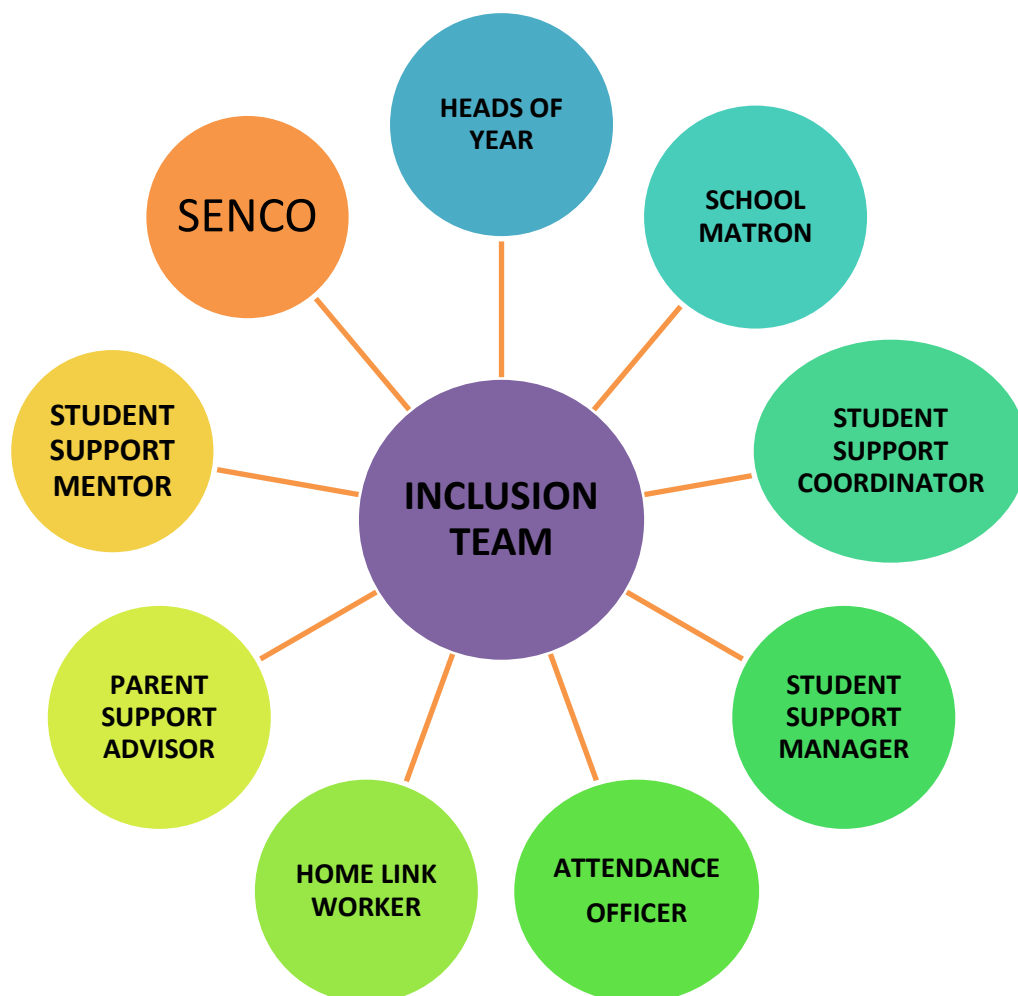
External agencies	<p>The School works positively with external agencies where possible. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available we endeavour to develop and maintain a supportive, cooperative network for the student through a multi-professional approach. Members of staff work with external agencies to promote education, well-being and independence of the student these agencies include</p> <ul style="list-style-type: none"> • Educational Psychology service • Police • Early Help Hub • School Nurses • Social services • Havant borough council • Child and Mental Health Services (CAMHS) • Southern Domestic Abuse • Youth Offending Team • Local GP services
Parent and Carer	<p>We endeavour to work in partnership with parents/carers and the students to provide opportunities, choice and a response to diversity. Through the following:</p> <ul style="list-style-type: none"> • Parents/carers evenings • Parents/carers forums to discuss school progress and current relevant topics. • Email and phone communication. • Individual appointment with the relevant member of staff on request. • Weekly newsletter • Termly school magazine • School website • Texting reminders and key information. • Whole School Open Evening
The Community	<p>We encourage proactive approaches to facilitate social integration, develop life skills, independence and autonomy and transitions.</p> <ul style="list-style-type: none"> • We plan each year for the transition of students from our feeder schools by offering an experience of Warblington in the autumn term and then again once in the summer term. • We plan a programme of visits throughout the year from different departments to our feeder schools. • We visit as an inclusion team our feeder schools to speak to all students with the intention of attending Warblington to ensure a smooth transition and to discuss the summer school. • Links are made with local community events and we encourage visitors from the local community to attend functions in school, on enrichment days, Job interview day, work experience and through our prefect interview process. • We Plan for displays, events and educational enrichment programmes to reflect our diverse community inviting where possible parents /carers such as Sports days, School Shows and exhibitions of student's work.

Student voice	<p>We actively and creatively seek students' views and provide advocacy for those pupils not yet ready to formulate their views.</p> <ul style="list-style-type: none"> • Wherever possible pupils participate in the development of learning programmes, are included in developing their individual education programme, particularly by contributing a personal target. Through IEP, IBMP and PEPs. • Through our curriculum area reviews we also select students from each KS to enlist their views as to their progress within these areas. • Students' views and opinions are also encouraged and expressed at a Schools Council meeting. • All Students have the opportunity and are encouraged to become members of a variety of student groups such as: <ul style="list-style-type: none"> ▪ Peer mentors ▪ Reading Buddies ▪ School council executive ▪ Prefects ▪ Sports council
Equality and Diversity	<p>We ensure that the school celebrates and reflects the diverse cultures and communities from which its students are drawn and through its PSHE Programme, Enrichment Days, Assemblies, Lessons and its ethos that tolerance of individual differences is accepted.</p> <ul style="list-style-type: none"> • The School acknowledges the Hampshire County Council policy statement of equal opportunities in the curriculum and wishes to ensure quality opportunity in all aspects of its activities within the school and prepare students to live together with mutual respect.
Health and wellbeing	<p>We understand that we have a responsibility to make the school Welcoming and supportive to pupils with medical conditions who currently attend and to those who may enrol in the future.</p> <ul style="list-style-type: none"> ▪ Healthcare plans are used to create a centralised register of pupils with medical needs. The school nurse has responsibility for the register. ▪ Students are also able to receive a mentoring and advice service through our team of trained mentors (WSP).
Training	<p>We Provide and reinforce the importance of continuing professional development, which fosters best practice for all members of staff.</p> <ul style="list-style-type: none"> • The school will ensure that appropriate high quality training on all aspects of Inclusion and Behaviour management is provided to support the implementation of the policy.

Procedures

- The procedures arising from this policy are developed by the Headteacher in consultation with the staff and students. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents through the actions and consequences system (link).

- The procedures will be consistently and fairly applied and promote the idea of personal responsibility, and that every member of the School has a responsibility towards the whole community.
- The Assistant Headteacher meets, on a weekly basis with the Headteacher, Heads of Year, the Support Student Manager and the SENCO to analyse all the weekly relevant reports.
- Heads of Year will meet on a weekly basis with Form Tutors and will analyse the behaviour and achievement reports and discuss strategies concerning individual students.
- The inclusion team meet regularly to discuss particular students and action required.
- The Inclusion Team comprises of the following members of staff :



Review

The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the inclusion policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the Governing Body informed.