

Sawston Village College Inclusion Policy



The College is committed to providing a broad, balanced and relevant curriculum to promote a full range of learning, thinking and life skills for all pupils. The aim of the College is to help all pupils reach their potential and to promote an atmosphere which encourages the pursuit of excellence, regardless of ability, gender and background. College policies support all aspects of inclusion and are reflected in the school development planning. Practices within school reflect its inclusive ethos and support individual learning and participation for all.

The College will aim to:

Enable each pupil to develop his/her skills: whether creative, linguistic, mathematical, scientific, social and physical;

To encourage an attitude that promotes a desire to learn.

- Support pupils in overcoming barriers to learning including social and emotional and mental health issues.
- Encourage a sense of self responsibility and also a sense of responsibility to the school and wider community.
- Give all pupils an awareness of their own worth, a sense of achievement and enjoyment in their own development.
- Provide a caring and nurturing atmosphere in the school in which stable relationships can be formed.
- Encourage the pupils to be open minded and accepting of others differences.
- Be respectful of cultural and moral differences and the achievement of others.
- Actively develop the growing partnership between home, school and the community.
- To help the school become a focus for community development.
- Prepare young people fully for the world of work, or further study on leaving school.

1. PRINCIPLES

The College aims to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life. Equipping pupils with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society.

This is achieved by:

Offering equality of opportunity to all groups of pupils including those:

- Of all faiths, ethnicities, travellers, asylum seekers and refugees
- Who have English as an additional language
- Are seeking to or are in the process of Gender reassignment
- With Special Educational Needs and/or Disability
- Who are Gifted and Talented
- Care experienced Children
- Who are at risk of disaffection or exclusion,
- Identified as young carers
- With an emerging or present mental or medical health need.

We aim to provide a differentiated curriculum that meets the needs of all pupils, individuals and groups by:

- Using flexible, varied and responsive teaching and learning styles.
- Being flexible in our approach to pupils accessing their education.
- Responding to pupils diverse learning needs.
- Overcoming potential barriers to learning and assessment.

We aim to provide a happy and safe environment by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils.
- Providing high quality pastoral care, support and guidance.
- Safeguarding the health, safety and welfare of pupils.
- Listening and responding to the concerns of pupils and parents.
- Taking care to balance the needs of all members of the school community.

2.1. PRINCIPLES INTO PRACTICE

The College seeks to promote inclusion through the development of the curriculum and wider support structures. Alternative Education Plans (IAEP) are occasionally necessary for some pupils to succeed and reach their potential away from the mainstream setting.

The College enacts this process through:

- Compass House: an alternative educational setting providing pupils with a nurturing, learning environment. The focus is mostly transitional and on short term placements for pupils needing to 'reset' behaviours or for those with a medical or mental health needs. The Inclusion Manager and Inclusion assistant liaise closely with the Year Leads and Director of Welfare and Inclusion in providing support with pupils learning and with transitional work back into mainstream.
- Some pupils require alternative education and the College works closely with the Local Authorities Educational Inclusion Officer to secure suitable placements that ensure pupils have opportunities to thrive and progress in an environment more suited to the personal skills and attributes.

Other specific areas of inclusion are:

- The SEND Department focuses on removing barriers to learning for those pupils with Special Educational Needs and/or Disability including pupils with Educational Health Care Plans (EHCP); Developing individual SIS (Student Information Sheets) outlining pupil needs and strategies to support; Monitoring Assess Plan Do Review (APDR) documents for all identified SEND pupils to ensure appropriate information and support are shared with staff and necessary agencies
- EAL lead L3 TA to support assessment and monitoring of progress of EAL pupils.
- Intervention groups including school anxiety group, 1:1 SEMH support, lego (therapy) club, girls club, social skills group, zones of regulation, literacy & numeracy booster.
- Year Leads who are responsible for a whole year group allowing the opportunity to develop positive relationships both with pupils and parents. Year Leads monitor and oversee; behaviour and Mentor Support Plans (MSP); Pastoral support plans (PSP); attendance; welfare and with the Director of Welfare and Inclusion Year Leads review IAEP's.
- The House system lead by the Year Leads allows for focused individualised support and challenge for all pupils through mentor learning conversations;
- Access to homework club through the SEND base or Homework club through after school club; access to subject booster sessions; targeted academic mentoring support from teaching staff and SLT for pupils that require additional support in maintaining focus and reaching their potential.

- Constant review, development and monitoring of PSHE and CIAEG.
- The review and development of anti-bullying to respond to local issues such as child exploitation and e-safety.
- Work experience for all Year 10 pupils, and the potential for targeted work experience for some pupils on IAEP.
- Programme of extra-curricular activities available for all pupils.

The College works closely with external support services including:

- Early Help District Team: Young People Workers, Family Workers, Education Inclusion Officer, Local Authority Attendance Officer
- Inclusion Development; an organisation that supports the college with pupils at risk of exclusion and Criminal Exploitation.
- Centre 33 Counselling Service
- CASUS
- Romsey Mill
- John Huntingdon's Charity
- Educational Psychology Service, Specialist services such as Visual and Hearing Impairment Services
- CAMH
- CHUMS
- Cambridgeshire Education Safeguarding Service,
- Cambridgeshire SEND provision
- SENDIASS
- Social Services, Police, inter-agency groups
- Academy 21 online learning
- NT&SA tutors

3. RESPONSIBILITIES

The College's Director of Welfare and Inclusion; Mrs Sam Abbs

Nominated governor with responsibility for educational inclusion and equality issues:
Nicola Morant.

- Ensures that the school complies with Race Relations, Disability and SEN related legislation.

- Ensures that the Inclusion Policy and it's related procedures and strategies are implemented.

The Principal:

- Along with the governing body, ensures that the policy and it's related procedures and strategies are implemented.
- Ensures that all staff are aware of their responsibilities under the policy and they are given the appropriate training and support.
- Takes disciplinary action against staff or pupils who discriminate or contravene the policy.

The Director of Welfare and Inclusion:

- Ensures that reported incidents of racism, racial harassment, sexual harassment, homophobia, bullying, verbal and physical abuse are recorded and that appropriate disciplinary action is taken.
- Liaises with Year Leads, SENCO, Inclusion Manager and SLT to provide support for pupils with emotional or behavioural difficulties that are creating a block to learning.
- Leads Behaviour, Welfare and Attendance meetings with Year Leads and ensures referrals, completed and reviews are carried out.
- Co-ordinates the provision for pupils who are at risk of non-attendance, disaffection or exclusion including targeted and personalised provision and/or alternative education provision.
- Ensures that Quality Assurance has taken place for any external alternative education provider, oversees regular reviews of pupil progress within the provision with a focus on pupil outcomes.
- Ensures that the College Improvement Plan identifies areas for development in the policy, culture and practice of inclusion including attendance.
- Liaise with leaders of forum and Senate to ensure that these meetings provide a forum for student opinions and concerns and to assist with discussion on policy and change.
- Supports the PSHE Coordinator with the programme to ensure that the programme responds to National and Local priorities related to Inclusion.
- Line management of SENCO, Attendance, Compass House and has bi-weekly Supervision meetings with Year Leads.

The SEN Co-Ordinator:

- Ensures that pupils with Special Educational Needs and Disability are identified and that their needs are met.
- Co-ordinates the work of Teaching Assistants in the support of pupils with SEND in the classroom.
- Provides advice and guidance to teachers to ensure those with SEND are planning work appropriate to the needs of the pupil that enables them to make progress and develop independence.

Year Leads:

- Analyses data and information regarding pupil progress and responding to those not making progress through communication with the pupil, parent, mentor or additional support.
- Monitors patterns of attendance, identifying early intervention where attendance is causing concern.
- Liaises with the Inclusion Team to provide support for pupils with social, emotional/behaviour difficulties and to support those with medical needs including mental health.
- Leads a house team of mentors ensuring the mentor plan is consistent across the Houses whilst holding its unique character. Monitor that mentors are holding regular learning conversations. Liaise with mentors on a regular basis formally and informally to identify early preventative measures of support.
- Leads assemblies that uphold the values and vision of the College.

Mentors:

- Inform the Head of House when they become aware of potential barriers to learning.
- Identify pupils that require early intervention and support and place on a Green Mentor Support plan
- Be responsible for holding regular learning conversations and setting of targets, monitoring progress of mentees.
- Act as an advocate for the pupil, following up concerns with parents and teaching staff.
- Develop a sense of community and belonging within the mentor group, house, school and wider community.
- Encourage participation in Forums and House activities.
- Deal with incidents of discrimination and challenge stereotypes and the use of discriminatory language.

Teachers:

- Understand pupils as learners and consider a variety of learning styles in the classroom and use differentiation to support some pupils.
- Promote race equality, disability, equality and diversity through teaching and through relations with pupils, staff, parents/carers and the wider community.
- Are aware of potential barriers to learning and refer pupils with social, emotional or behavioural difficulties to Year Lead or Director of Welfare and Inclusion.
- Ensure all safeguarding responsibilities are understood and acted upon promptly.
- Create an environment where pupils can contribute fully and feel safe and valued.
- Take account of pupils' cultural background, disability and linguistic needs in classroom practice.
- Deal with incidents of discrimination and challenge stereotypes and the use of discriminatory language.
- Work with Teaching Assistants to ensure that the diverse needs of the student are met.

Support Staff:

- Are aware of barriers to inclusion and communicate concerns to SENCO and/or Year Leads.

- Deal with incidents of discrimination and challenge stereotypes and the use of discriminatory language.

Pupils:

- Inform a member of staff if they experience or witness any incidents of discrimination.
- Inform the Mentor, Year Lead or an adult they feel they can trust if they become aware of any barriers to learning.

Parents/Carers:

- Inform the Mentor or Year Lead if they have knowledge of any discrimination.

4. Additional reference:

Equality & Diversity Policy

SEND Policy

Behaviour Policy

Anti-Bullying Policy

Attendance Policy

Policy approved by the Local Governing Body on 10 December 2019

Review: Autumn 2020