

CHESLYN HAY ACADEMY INCLUSION POLICY

Introduction

The policy sets out how the school is seeking to achieve the expectation that it is educationally inclusive in relation to the needs of those pupils at risk of social exclusion. It is a specific response to the general requirements of the DfEE Circular 10/99 *Social Inclusion: Pupil Support* and the Ofsted guidance on social inclusion *Evaluating Educational Inclusion (HMI235)*.

The focus of inclusion is on raising educational attainment for those pupils who are demonstrating disaffection or are failing to participate fully in the school experience through challenging behaviour or poor attendance. The policy is also relevant to other vulnerable children including: travellers; looked after children; Pupil Premium children, pregnant schoolgirls and teenage mothers; young carers; children who abuse drugs and other substances; children with mental health needs; and hard to place children.

This policy should be read alongside the DfEE circular 10/99 *Social Inclusion: Pupil Support* and the LEA guidance – Social Inclusion – Strategy plan 2000 as well as other related school policies including: Safeguarding; Anti-bullying; Behaviour; Attendance, Pupil Premium and SEN.

Principles

The school is committed to the following principles, as indicated in the above documents.

- The school will seek to meet the needs of all its pupils, including those who may be missing out, difficult to engage or feeling some way apart from what the school seeks to provide.
- Early intervention, especially the identification of pupils at risk of disaffection and proactive planning to meet their needs, is essential.
- 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 child. Ensuring inclusion is the responsibility of every member of staff, teaching and non-teaching. 'Unconditional Positive Regard' for all pupils remains one of our main philosophies.
- Children and their parents are entitled to be treated fairly with respect to important educational decisions which affect their lives, especially concerning admission, attendance, exclusion, and assessment of any special needs. Procedures will be applied in accordance with DFE, Ofsted and LA guidance.

Admissions

The school operates its admission procedures in accordance with the Academy trust policy. This policy will not discriminate on grounds of race, religion or ethnic origin. The school will not necessarily refuse entry to pupils on the grounds that they have special, social, physical, educational or behavioural needs or because they have a history of disruption. The school is willing to consider offering new opportunities to pupils who may have experienced difficulties previously when it is reasonable to do so. Parents and pupils may be asked to make agreements as to future conduct and attendance.

Attendance

Pupils are expected to attend the school full-time, on time unless the reason for their absence is unavoidable. Parents are expected to work closely with school staff and agencies such as the Early help team, educational psychologists and other agencies in resolving any difficulties. The school will operate in accordance with the prescribed regulations covering the marking of registers, the granting of leave, the removal of pupils from roll and the authorisation of absence. Maximising attendance at the school is a priority and the school will seek creative solutions to attendance problems wherever possible, recognising the particular needs of individuals or groups. (See school Attendance Policy)

Behaviour

The school sets high standards of behaviour for its pupils and is working towards being a community that values and respects each individual, both staff and pupils. Racism, sexism and other forms of discrimination are not acceptable and reported incidents of this nature are recorded and stored. The school aims to prepare pupils for living in a diverse and increasingly interdependent society. Where pupils infringe these standards, the school will seek to respond in a way which sees the behaviour as unacceptable but which still recognises the needs of the pupil who carries it out. Pupils having difficulty with behaviour will be offered individual support through various systems, including: Individual Behaviour Plan or Pastoral Support Programme. Sanctions will be applied fairly in accordance with the school's behaviour policy and DFE guidance. Permanent exclusion will be used only as a last resort when no other alternatives are available.

The Rights of Others

It is also recognised that all pupils have the right to learn in all lessons and that teachers must be allowed to teach all pupils. Exclusion of pupils who repeatedly prevent teaching and learning in class will still remain an option where all other strategies have failed. It is important that the school's inclusion policy takes into account the rights of the whole school community to teach and learn.

Strategies

The school is seeking to promote social inclusion in the following ways:

- First Day Absence Contact system
- Working with other agencies and utilising the multi-agency inclusion team and Early Help Team and the family support services.
- Curricular developments e.g. vocational courses, college courses(where appropriate) and the implementation of literacy and numeracy strategies and specialist support staff.
- Supportive pastoral system
- Flexible timetables if required and only as a short term measure in line with the local authority advice.
- Flexibility programmes incorporating college links and targeted work experience for KS4 pupils
- Intervention programmes run by internal staff take place following referral.
- Parental support and engagement which is facilitated by the role of director of alternative provision and parental engagement and mentor to support parents with attendance
- Pastoral meetings to monitor, identify and plan school based early intervention for pupils who are underperforming.
- Pastoral executive meetings to coordinate the intervention of external agencies with pupils with more complex issues.
- SEND Inclusion Hub meetings to coordinate intervention across the district.
- Mentoring system. Including peer mentoring
- Behaviour, effort and attainment grade monitoring and early intervention
- Performance Management to develop teaching
- CPD opportunities.

Evaluation

The school uses the following indicators to measuring its effectiveness in promoting social inclusion:

- Attendance figures
- Exclusions figures
- NEETS figures
- RONI
- Number of students achieving 1 level 1-9 at GCSE
- Performance of vulnerable groups at all key stages.
- Successful integration of pupils back into mainstream lessons and/or successful participation in work experience or increased flexibility programmes in local colleges
- Successful managed moves from other schools and outgoing managed moves
- Behaviour logs.
- Termly attitude to learning and progress reports.

Lead SLT member: MBO

Date of next review: December 2025