**APPENDIX G – INCLUSION POLICY**

Inclusion is the term used to encompass all children regardless of their gender, race, colour, religious belief or disability. In terms of teams or departments we need to consider inclusion from the perspective of the children it affects. This includes the following:

**Special Educational Needs**

The SEN Code of Practice is a legal document which requires schools to categorise and provide for the individual needs of children by compiling a register of names, drawing up Individual Education Plans and reviewing these plans regularly in accordance with changing needs. The register is divided into three categories:

School Action: where the school provides for the child’s needs within its own resources;

School Action Plus: where outside agencies are called on to help the school support the child;

Statement of SEN: where additional funding may be available, along with other resources, to support the child. Where a statement is in place there is a legal obligation for the school to ensure it is reviewed annually taking into account advice and information provided by a child’s teachers.

Departments and teams need to ensure that all children have access to appropriately differentiated work and that learning support assistants are deployed effectively in order to promote learning and achievement.

Question: How does your department/team monitor the progress of children with SEN and how is information on the IEPs used to promote learning?

**Children with Disabilities**

The Disabilities Discrimination Act in conjunction with the SEN Code of Practice makes it very clear that any child cannot be excluded from an activity on the basis of his/her disability.  Departments and teams need to be mindful of this when planning any activity or event. Teachers of children with a disability need to be aware of the child’s disability and how this affects the child’s quality of life and ability to learn. We need to be mindful that a child with a disability can be present in a classroom but excluded from the lesson if the teaching and guidance is left to support staff.

Question: Do all events and activities planned and organised by your department/team take into account the needs of disabled students?

**Race / Gender Equality**

In order to be inclusive we have to ensure that any individual group is not disadvantaged and that all groups of children are treated equally. In doing this we should to be aware of and have some understanding of cultural diversity and need; the different learning styles of individual groups; the use of resources and how they may affect or influence individual groups.  Departments/teams need to ensure that schemes of work and resources reflect both race and gender equality.

Question: What evidence does your department/team have to show that the school’s equality policies are “working documents”?

**Students with Emotional and/or Behavioural Problems / Vulnerable Students**

Students who have emotional and/or behavioural difficulties are supported through the SEN team, the Learning Support Unit and the Pastoral System.  A range of strategies and interventions are used to help children overcome barriers to learning. These include monitoring reports; home school liaison; involvement of external agencies; pastoral support plans; counselling. A t Key Stage 4 many of the same strategies are used and in addition individualised learning programmes are agreed for identified children for whom the traditional curriculum is inappropriate. This programme could include college, work placement or a combination of these. Individual needs are identified at the Key Stage 3 to 4 transition point and appropriate programmes established.

Question: How does your team meet the needs of children with emotional and/or behavioural difficulties and vulnerable children?