



INCLUSION POLICY

Rationale

At Lyng Hall School we are dedicated to meeting the individual needs of all our young people. We respect diversity and aim to provide an educational environment in which all young people can thrive. We promote inclusion so that all students can realise their potential in terms of academic and personal achievement through access to the curriculum and extracurricular activities and by providing support which is tailored to individual needs.

Purpose

- to ensure that all stakeholders have a common understanding of inclusion;
- to ensure all education settings and activities, whether formal or informal, are fully accessible to all young people;
- to ensure early identification, assessment, support and review of the needs of all young people;
- to promote partnership with parents, carers and other stakeholders;
- to ensure the effective use of resources towards prevention and early intervention;
- to promote collaboration with special schools and other education providers to enable the sharing of expertise and flexible responses to meet the needs of all young people;
- to monitor appropriate indicators to measure the success of the inclusion policy;
- to review the effectiveness and development of the inclusion policy.

Definition of Inclusion

Inclusion is concerned with the learning, participation and equal opportunities of all young people, all of whom have a right to access the curriculum. It applies to all of the following:

- girls or boys where there are gender issues;
- minority ethnic and faith groups, travellers, asylum seekers and refugees;
- students who need support to learn English as an additional language (EAL);
- students with special educational needs including those considered to have emotional, behavioural or social difficulties;



- students with physical disabilities;
- students who may be gifted and talented;
- students in need, including those in public care;
- students whose families may be seriously disadvantaged by poverty;
- students with emotional, behavioural and social difficulties;
- children who are at risk of disaffection and exclusion from school;
- other students, such as sick children, young carers, children from families under stress, pregnant school girls and teenage mothers.

Implementing the Policy for Inclusion

The following information should be read alongside all related policies where there is more detail on implementation.

Common understanding of Inclusion

- all policies and practices are underpinned by a commitment to inclusion;
- staff training provides opportunities to explore issues and strategies that staff can use to promote inclusion;
- inclusion is promoted amongst students;
- positive language and images are used when referring to all students, particularly to those who are disaffected, disabled or have learning difficulties; students and staff are encouraged to report use of discriminatory language and all allegations are taken seriously.

Fully accessible educational settings and activities

- all areas of the school buildings and site are accessible to all students and their parents/carers;
- the SEND team informs staff where learning resources need to be adapted so that a student may access them, the SEND team continually reviews resources and advises staff on making them accessible to all students;
- students for whom English is an additional language and whose lack of English prevents them from accessing the curriculum are able to make excellent progress to achieve and exceed expectations. We provide a coherent, cross curricular and whole school system of support that identifies strengths and weaknesses in order to tailor teaching and learning to suit individual needs. Students make rapid progress through the inspirational and highly bespoke teaching and learning programme that they follow.
- at Key Stages 3 and 4 all students have entitlement to the full curriculum. In Key Stage 3, a small number follow a reduced curriculum, tailored to their needs through nurture group work, intervention programmes and



disapplication. At Key Stage 4, there is a wide range of accreditations and students are carefully matched to the pathway which will enable them to realise their full potential. There is a wide range of accreditations available to students in the sixth form;

- all teachers plan a wide range of teaching and learning activities which take account of different learning styles, cultures, interests and experiences, tasks are differentiated so that all students are provided with appropriate pace and challenge. Staff are given training and students work closely with Associate Teachers to help them overcome barriers to learning. Special arrangements are made in practical subjects so that all students can access all activities with due regard for Health and Safety. Teachers use materials which reflect social and cultural diversity, challenge stereotypical views and provide positive images;
- all students receive regular feedback on their work which acknowledges progress and gives clear guidelines on how to improve. Teachers tailor their feedback to individual students and involve Associate Teachers to support where necessary;
- where students are setted, this is organised using their targets; students who make more progress than expected are moved into higher sets, students who qualify for the pupil premium are entitled to additional resources to support them in their learning and preparation for exams and to intervention programmes to enhance their progress in English and Maths;
- students who miss education for significant periods are provided with work to do at home – this is overseen by Associate Teachers with feedback from teachers. Where a student is unable to attend school, home tutoring can be arranged through the hospital education service;
- all students are entitled to attend extra curricular activities except where this is not possible for Health and Safety reasons. Particular attention is paid to those who are vulnerable, disaffected or have special needs;
- students who qualify for the pupil premium can apply for financial support to access extra curricular activities, including transport home where needed;
- students are admitted to the school by strict adherence to the oversubscription criteria laid out in the admissions policy. The school works closely with neighbouring schools to allocate places for students who meet fair access criteria.

Identification, Assessment, Support and Review

- all students are set attainable and challenging targets in order to achieve the highest grades possible. These are based on Key Stage 2 scores (or assessment information from primary schools where Key Stage 2 scores are not available). Targets are increased if progress is better than expected,



but are only decreased in exceptional circumstances, with agreement from the a Senior Leader;

- regular assessments, at least three times a year, are used to build up a picture of progress for all students and groups of students;
- subjects use a range of formative and summative assessment methods, allowing all students to demonstrate learning; familiar contexts without cultural bias are used and special arrangements are put in place where needed;
- all subject staff have training to ensure a common and fair interpretation of assessment criteria;
- Subject and Senior Leaders and the SENCO scrutinise assessment information for all students and niche groups, organise intervention where students are not making expected progress and, with support from the teaching team, help teachers to adapt learning activities for underperforming niche groups;
- form tutors mentor their tutees to identify and help them overcome barriers to learning;
- The Pastoral team uses assessment information, pastoral information and information from tutors to identify individual or groups of students who are not making progress and who are at risk of disaffection, vulnerable or displaying negative behaviour. Appropriate intervention is put in place in liaison with the SENCO, subject staff, support staff and senior leaders;
- Support staff support students at risk of non attendance or permanent exclusion and their families.

Partnerships

- the school keeps parents/carers informed through regular reports, calls, meetings, links with key workers, the Insight online service and parents' evenings. Parents are encouraged to contact the school if they have any concerns. Parents of students causing concern are kept informed of interventions and progress through letters, phone calls home and meetings etc;
- the support team are available at all times for parents and students who need additional support;
- the SENCO keeps parents/carers of SEND students informed of their progress and involves them in setting targets for IEPs and provision maps;
- interpreters for many languages are available at the school for parents who do not speak English with additional support from Minority Group Services for languages not covered;
- support staff and transition staff work with primary schools to identify vulnerable students at transition and work closely with students and their families in the lead up to them starting at Lyng Hall;
- members of the support team liaises with the School Nurse regarding students who have extreme medical needs. Individual medical plans are



produces and highlighted in Sims and training is provided on dealing with issues such as diabetes;

- full or part-time alternative provision is provided by the school for the small number of students whose behaviour is severely preventing the learning of others and who have not responded to prolonged and intensive intervention;
- the school liaises with a wide range of external agencies to support the needs of individual and groups of students causing concern ; this is overseen by the Assistant Headteacher in charge of Inclusion;
- there are clear procedures for disagreement resolution through the school complaints procedures.

Effective use of resources

- deployment of staff and resources is driven by an assessment of need;
- pupil premium is used to provide additional staffing and resources, targeted at those students who qualify for the funding;
- the work of support staff is carefully planned and focussed on identified needs;
- the school is committed to additional in-school provision for vulnerable and SEND students;
- the school pays for additional support from external agencies, based on identified needs, eg Youth Service, School Nurse, Careers, Educational Psychologist, Speech and Language service, Black Families Support group;
- thorough monitoring of academic and pastoral outcomes is used to assess the impact of additional staffing and resources; this is reviewed, including an assessment of value for money, continually.

Collaboration

- the school collaborates with other schools and training providers to train staff, share resources and share good practice;
- there is close liaison the Link Special Schools to provide specialist training and support;
- the school works with neighbouring schools through the Fair Access and Support Transfers panel to provide supported transfers to other schools and educational establishments;