

**SIR JOHN CASS FOUNDATION**  
**AND REDCOAT SCHOOL &**  
**SIXTH FORM COLLEGE**



**INCLUSION POLICY**

Ratified by Governors: **Date January 2015**

Chair of Governors \_\_\_\_\_

To be reviewed: **Date**

# The Sir John Cass Red Coat School

## INCLUSION POLICY

### AIMS

The potential of each student, regardless of ability and background, will be achieved within the framework of the following stated aims:

- To promote an atmosphere which encourages the pursuit of excellence
- To encourage learning through religious tolerance and respect for a multi-faith ethos
- To assist students in managing learning difficulties when and where these occur
- To encourage in the students a sense of self responsibility and also a sense of responsibility to the school and outside community
- To give all students an awareness of their own worth, a sense of achievement and enjoyment in their own development
- To provide a caring atmosphere in the school in which stable relationships can be formed
- To encourage in the students a sense of tolerance, justice and respect for others and a respect for the environment in which we live
- To develop an awareness of the spiritual interpretations of life, respect for the cultural and moral achievements of mankind and to awaken a vital response to the arts
- To develop the growing partnership between home, school and the community
- To help the school become a focus for community development
- To prepare young people fully for the world of work, or further study, on leaving school

### PRINCIPLES

We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that students of all ability levels are well equipped to meet the challenges of education, work and life.

This will be achieved by:

- Designing a curriculum to promote a full range of learning, thinking and life skills
- Providing a broad, balanced and relevant curriculum
- Using flexible and responsive teaching and learning styles
- Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society
- Developing a close partnership with the whole community, particularly parents
- We aim to be an inclusive school and offer equality of opportunity to all groups of students within the school. These groups include:

Boys and girls

Students from minority faiths, ethnicities, travellers, asylum seekers and refugees

Students who have English as an additional language

Students who have Special Educational Needs or Disabilities

Students who are Gifted and Talented

Students who are Looked After Children

- Students who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress

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

- Setting suitable learning challenges
- Responding to students' diverse learning needs
- Overcoming potential barriers to learning and assessment
- Co-ordinating appropriate internal and external intervention
- We aim to provide a happy, healthy and safe school by:  
Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our students.  
Providing high quality pastoral care, support and guidance safeguarding the health, safety and welfare of students.  
Listening and responding to the concerns of children and parents  
taking care to balance the needs of all members of the school community

## **PRINCIPLES INTO PRACTICE**

The following strategies and support are available and will be used where appropriate:

- the pastoral system, School Council, peer mediation and monitoring and the delivery of PSHE and Citizenship
- the Healthy Schools Award
- anti-bullying procedures
- the Learning Development Department
- use of IEP (Individual Education Plan), BSP (Behaviour Support Plan) and PSP (Pastoral Support Plan) and e-CAFs where appropriate
- systematic follow-up for 'late' and non-attendance
- referral to the in-school attendance officer and if necessary referral to the Local Authority Attendance and Welfare Officer
- choice of curriculum pathways alternative curriculum at KS4
- EMAG support work if required but also for those who have English as an additional language (EAL)
- learning mentor support (HOY, Tutor)
- homework/coursework clubs
- use of the LSU
- Connexions
- working with external support services including :Educational Psychology Service
- links with out of school provision, Young Enterprise, D of E
- extra curricula study support opportunities

## **RESPONSIBILITIES**

### **The Governing Body**

- nominates a governor who has the lead responsibility for educational inclusion and equality issues
- ensures that the school complies with Race Relations, Disability and SEND related legislation

- ensures that the Inclusion Policy and its related procedures and strategies are implemented.

### **The Head Teacher**

- along with the governing body, ensures that the policy and its related procedures and strategies are implemented
- ensures that all staff are aware of their responsibilities under the policy and are given appropriate training and support
- takes disciplinary action against staff or students who discriminate or contravene the policy
- ensures that issues of equality and inclusion are addressed within the PSHE and Citizenship curriculum

### **The Inclusion Co-ordinator**

- ensures that reported incidents of racism, racial harassment, bullying and verbal and physical abuse are recorded and that appropriate disciplinary action is taken
- liaises with Heads of Year, SENCo to provide support for students with emotional or behavioural difficulties that are creating a block to learning
- ensures that regular School Council meetings are held to provide a forum for student opinions and concerns
- chair the half termly Inclusion Panel to decide upon and map intervention.

### **The SEN Co-ordinator**

- the day to day operation of the SEND policy
- maintaining and updating the SEND list
- overseeing student records, monitoring and reviewing progress and provision
- identifying appropriate resources to support classes and individuals
- communicating with the Head Teacher and line manager as part of the inclusion team
- attend inclusion panel

### **Heads of Year**

- collate information given to them by tutors and classroom teachers regarding students whose emotional and behavioural difficulties are creating a block to learning or inclusion
- liaise with Inclusion Co-ordinator, Deputy Head and BSS to provide support for students with emotional/behaviour difficulties
- hold regular Year Council meetings which discuss the needs, concerns and views of students in the year group and feed into School Council meetings
- attend Inclusion Panel meetings each half term
- record welfare information/concerns on circulated welfare grid for Inclusion Panel
- monitor e-portal reporting of incidents

### **Tutors**

- inform the HOY when they become aware of potential barriers to learning
- develop a sense of community and belonging within the tutor group, school and wider community
- encourage participation in School Council through the election of tutor representatives and by holding pre Year Council discussions in tutor groups
- deal with incidents of discrimination and challenge stereotypes and the use of discriminatory language

- use e-portal to report incidents and record action taken

### **Teachers**

- understand students as learners and consider a variety of learning styles in the classroom and use differentiation to support some students
- promote race equality, disability, equality and diversity through teaching and through relations with students, staff, parents/carers and the wider community
- are aware of potential barriers to learning and refer students with emotional or behavioural difficulties to HOD who will liaise with HOY
- create an environment where students can contribute fully and feel valued
- take account of students' 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
- are aware of barriers to inclusion and communicate concerns to HOYs
- deal with incidents of discrimination and challenge stereotypes and the use of discriminatory language
- use e-portal to report incidents and record action taken
- to complete incident recording form for the Local Authority
- to complete progress reviews for SEND pupils

### **Heads of Department**

- to monitor e-portal for issues in departmental lessons
- to support and follow the school's behaviour policy taking action where appropriate

### **Students**

- inform a member of staff if they witness any incidents of discrimination
- to avoid all forms of inappropriate behaviour that cause distress or offence to others
- to recognise and respect the multi-faith ethos of the school