

## INCLUSION POLICY

*“An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matters. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to students who may have experienced difficulties. This does not mean treating all students in the same way; rather it involves taking account of students' varied life experiences and needs. The most effective schools do not take educational inclusion for granted. They constantly monitor and evaluate the progress each student makes. They identify any students who may be missing out, difficult to engage, or feeling in some way apart from what the school seeks to provide. They take practical steps - in the classroom and beyond - to meet students' needs effectively; and they promote tolerance and understanding in a diverse society.”*

### Rationale

St. Teilo's Church-in-Wales High School believes that every student is unique in terms of characteristics, interests, abilities, motivation and learning needs. The school aims to provide every student, whatever their age, gender, ethnicity, faith, sexual orientation, attainment or background, learning needs or disabilities, access to a high quality and appropriate education in order to allow each to achieve their potential in learning.

### Key Principles

Inclusive practice is paramount in the daily work of our school. It concerns every student as an individual and makes sure that education works for them.

### Valuing Diversity

Students present a rich and diverse range of strengths and needs; they all have a right to mainstream education, and should be equally valued whether or not they have additional needs. Inclusion is most likely to be achieved when this diversity is recognised and regarded positively.

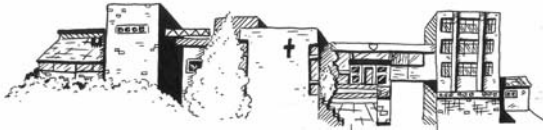
### Entitlement

Students are entitled to receive a broad, balanced and relevant curriculum. Wherever possible this should be in the mainstream classroom, recognising that appropriate support, advice and resources may be necessary to achieve this.

### Dignity

All students and their parents/carers are entitled to be treated with respect and to have their views taken into account. All arrangements should protect and enhance the dignity of those involved.

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Next review: Autumn 2017



### **Individual needs**

Students present a wide diversity of need. There should be a range of flexible responses available to meet individual circumstances, including specialist support and alternative provision where necessary.

### **Planning**

Inclusion requires ongoing planning at both system and individual student level. Planning for individual needs should always involve the student, parents/carers and all relevant outside agencies.

### **Collective responsibility**

The principle of inclusion extends into society as a whole. It is therefore an issue for all staff at the school.

### **Professional development**

Inclusion requires the application of existing skills and the development of new ones. All staff will need to feel supported through this process and have access to a range of advice and resources.

### **Staff recruitment**

Appointments will continue to be made on merit and within the specifically Anglican ethos of the Church-in-Wales, but will try to reflect the diversity of students.

**The National Curriculum** is the starting point for planning a curriculum that meets the specific needs of individuals and groups of students. This is done through

- setting suitable learning challenges;
- responding to students' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of students;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals and groups of students.

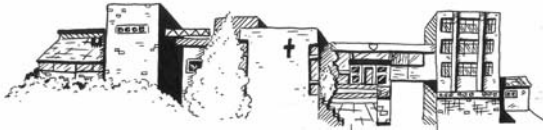
### **Students with disabilities**

Provision for students with SEN should match the nature of their needs. Some students in the school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these students full access to all areas of learning. Teachers modify teaching and learning as appropriate for these students. Teachers ensure that the work for these students:

- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where students are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- uses assessment techniques that reflect individual needs and abilities.

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### **Disapplication and modification**

The school can modify or disapply the National Curriculum and its assessment arrangements where necessary. The school policy is to do this only in exceptional circumstances, and the school makes every effort to meet the learning needs of all its students without recourse to disapplication or modification. The school would only do this after detailed consultation with parents.

### **The school accepts the following responsibilities:**

- to seek to ensure that there is an agreed understanding within the school of the broader meaning of inclusion; that it concerns the entire process of education and not simply where students are placed.
- to recognise the links between inclusive education and catering for diversity. This means promoting a whole school ethos that values all students and their families where social and educational divisions are overcome.
- to foster a climate with a Christian ethos that supports flexible and creative responses to individual needs. A lack of success in initial responses should not be deemed an adequate reason to abandon inclusion, but rather as a 'starting point'.
- to ensure that the admission of students with special educational needs is handled positively and sensitively. All parents and students should be made to feel welcome and, in some cases, additional support and advice may be necessary to ensure that a student's needs are being adequately met.
- to ensure that appropriate assessment, support arrangements and adequate funding are in place, both within the school and involving outside agencies, so that students' needs are properly addressed.

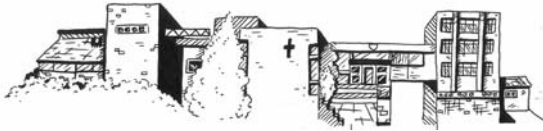
### **St Teilo's Church-in-Wales High School as an Inclusive School**

Reference to the *inclusive practice* of the school is supported in the following sections of this document.

- Admissions Policy;
- Additional Education Needs Policy and Code of Practice (inc. Disability Discrimination Act, and Gifted and Talented);
- Behaviour Management Policy;
- Equal Opportunities Policy;
- Equality Plan (includes Accessibility Plan/Policy as inclusive practise)
- Race Equality Policy;
- Attendance Policy;

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- Teaching and Learning Policy.

Through the policies of the School, we aim to prevent student disaffection by supporting those students most at risk, which will include:

- students with SEN ;
- “looked after” students i.e. those in public care ;
- students from ethnic minorities travellers;
- young carers;
- those from families under stress;
- pregnant schoolgirls;
- students in transition from one place to the next;
- students with irregular attendance patterns;
- students showing behavioural difficulties;
- students with disabilities;
- any students who need to learn English as an additional language;
- more able and talented students.

The school adopts a positive approach based on early intervention, rewarding achievement, supporting behaviour, involving students and parents, and offering an appropriate curriculum for all students.

The school achieves educational inclusion by continually reviewing what it does, through asking these key questions:

- do all our students achieve as much as they can?
- are there differences in the achievement of different groups of students?
- what is done for those students who are known not to be achieving their best?
- are the actions effective?
- does the curriculum plan provide a range of courses and provision to suit the needs of all students?

Pastoral Support Programmes support students before problems become unmanageable. This involves working closely with parents and appropriate outside agencies.

The presence of a Chaplain adds an additional dimension and supports our inclusive practice. The implementation of the Teaching and Learning Policy has focused teachers on appropriate teaching strategies for different learning styles, aptitudes and abilities.

The school continues to work closely with the Local Education Authority in developing and monitoring inclusive practices.

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