



# Batchwood School

make every day count

## Inclusion Policy Next Review November 2017

Adopted November 2013  
Reviewed: 2014, 2015, 2016

**Reviewed: Kerry Pollard Chair of Governors  
November 2016**

## **INCLUSION POLICY 2016/17**

Batchwood believes that every student has an entitlement to develop their full potential. Educational experiences are provided which develop student's achievements and recognise their individuality. Diversity is valued as a rich resource that provides learning for all. Inclusion recognises a child's right to a broad-balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

The inclusion policy takes into account Disability Access planning for the future.

### **School Aims**

The school aims to provide a caring and safe environment with a commitment to extend and improve upon current opportunities for learning for each individual.

We will build upon

- ◆ Fostering good relationships based on trust and mutual respect
- ◆ Developing personal and moral values and interpersonal skills
- ◆ Providing a happy and well ordered environment
- ◆ Giving opportunities for lifelong learning
- ◆ Creating a broad, balanced and enriched environment for all
- ◆ Ensuring effective links between home and school
- ◆ Valuing and supporting individuals
- ◆ Maximising everyone's talents
- ◆ Having high expectations
- ◆ Taking active part in school life and the wider community
- ◆ Respecting others cultural and religious beliefs

### **Mission Statement**

'Making Every Day Count'

### **Objectives**

- ◆ Ensure the implementation of Government and LA inclusion recommendations
- ◆ Ensure the inclusion policy is implemented by all staff
- ◆ Ensure any discrimination or prejudice is eradicated
- ◆ Identify barriers to learning and participation, and provide appropriately to meet diversity of needs

- ◆ Ensure all students have access to an appropriately differentiated curriculum
- ◆ Recognise, value and celebrate student's achievements, however small
- ◆ Work in partnership with parents/carers in supporting their child's education
- ◆ Guide and support all school staff, governors and parents in inclusion issues

## **Definition of Inclusion**

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by all students, irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

### **Coordinating Inclusion**

The SLT and the all staff have the role of inclusion. It consists of

- ◆ Monitoring the inclusion policy and report annually to the governing body on its effectiveness
- ◆ Monitor and assess inclusive provision
- ◆ Identify barriers to learning and liaise with staff to develop appropriate strategies
- ◆ Share inclusive expertise with and support the professional development of staff
- ◆ Purchase appropriate resources
- ◆ Monitor student progress
- ◆ Liaise with parents
- ◆ Co ordinate any external provision
- ◆ Liaise with external and visiting professionals

All teachers are responsible for meeting the needs of all students in their classroom and guiding TA'S to meet the needs of the students.

### **Inclusive Provision**

Batchwood offers a continuum of provision to meet the needs of the students. A basic skills lesson begins the day to address the literacy needs of all students to raise the standard of individual's ability and enable them to access the curriculum more confidently. Additional in-class support is available provided by teaching assistants and mentors. Computers are available in every classroom as well as being centrally located in the ICT room.

A range of extra curricular activities are available at lunchtimes including football outside, games in the art room and reading in the quiet room.

All students have the opportunity to take part in many off site visits e.g. Residential and sporting fixtures, theatre visits as well as organised department trips.

## **Teaching and Learning**

Batchwood offers a broad and balanced curriculum to all students

All teachers have responsibility for

- ◆ Setting learning challenges
- ◆ Responding to student's diverse needs
- ◆ Overcoming potential barriers to learning and assessment for individuals and groups of students
- ◆ Setting measurable targets

## **Specialist Provision**

The school has strong links with external agencies including the health and social services. These services help individual students in short or long term programmes to address specific difficulties. Many visiting professionals including the school nurse, the counsellor, the educational psychologist, the advisory teachers, the community police officers and the EWO provide advice and support for the students, parents and staff.

## **Resource Allocation**

The school allocates its curriculum budget to departments according to their Subject Improvement Plans (SIP). All resources purchased are to support educational inclusion. The SLT review each SIP and approve the necessary curriculum priority spending that supports moving inclusive practice forward.

The Head, Deputy and the School Administration also have a budget to purchase resources to meet individual needs or resources for staff to support inclusion.

The SLT organise and plan the timetabling of individual support in consultation with staff.

## **Assessment Procedures**

All students deserve to have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved.

The school is developing a “Life Without Levels” assessment system in conjunction with another school and with input from our Hertfordshire Improvement Partner. All teachers monitor and review student progress termly. At Key Stage 4 students are also assessed according to Entry level and/or GCSE syllabi.

Each student’s reading, spelling and comprehension age is tested annually and a record of this is kept.

Students are assessed each term and their level of attainment is recorded

The school’s reward system contributes to raising student self-esteem and motivation.

### **Professional Development**

The SLT oversee the professional development of all teaching and non teaching staff. Staff are aware of any relevant courses which relate to inclusive practice. Staff are given the opportunity to express their preferences for professional development within their performance management meeting. Staff who attend any course are expected to complete an evaluation sheet which is kept in the inset folder. SLT can plan for how the individual can disseminate and share their knowledge with other staff within the school. The staff are also encouraged to share and observe good inclusive practice within the school and other schools.

### **Parent /Carer Partnership**

Parents/carers are seen as partners in the educational process. All are welcome to contact the form tutor or SLT if they have any concerns about inclusive practice. Parents are invited to keep a home-school diary on behaviour if they or the school have concerns about a student. Parents are invited to attend the parents evening to discuss their child’s progress, as well as the Annual Review Of Special Educational Needs. Each student also has an Individual Educational Plan (IEP) which should be signed by the parent.

### **Evaluating The Inclusion Policy**

The inclusion policy will be reviewed biannually by the SLT and SIC Committee. Policy evaluation will focus on establishing how far the objectives have been met, how effective the inclusion provision has been in relation to the resources allocated and the attainment of the students in judging added value factors. In light of the findings, the policy will be revised and amended accordingly.\_\_\_\_\_