



Policy Name	Inclusion policy
Frequency of review	4 years
Status	Local
Reviewed on	July 2017
Reviewed by	Full Governing Body
Next review	July 2021

Inclusion Policy

Rationale

Ardley Hill Academy values the individuality of all children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this Academy promotes the individuality of all our children irrespective of ethnicity, attainment, age, disability, gender or background.

Aim

Our Academy aims to be fully inclusive. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different individuals and groups of children within our Academy. These include:

- Girls and boys.
- Children from different ethnic and faith groups.
- Children from all social and cultural backgrounds.
- Term of birthday.
- Children who need support to learn English as an additional language.
- Children with special educational needs.
- Children with disabilities.
- More able/gifted and talented children.
- Children who are at risk of disaffection or exclusion.
- Children of travellers.

- Children of refugees and asylum seekers.
- Other children, such as young carers and sick children.
- Children in public care.

Guidelines for Implementation

Please refer to the Academy's Inclusion Standard Operating Procedures (SOP).

Monitoring and Review

The Academy regularly evaluates the effectiveness of its inclusion practices by:

- Tracking pupil's progress at a number of levels.
- Formatively assessing children's progress against SEND targets.
- Reviewing progress that children have made towards EAL stages 3 times a year.
- Annual review meetings for children with EHC plans.
- All lesson observations including comment on provision and progress of pupils with different or additional needs.
- Formally observing TAs delivering interventions.
- Monitoring the effectiveness of interventions.
- The SENDCo updating the provision map each term.
- Monitoring walks observing different groups of children.
- Monitoring the difference in the achievements of different groups of children.

Attendance is monitored on a weekly basis by the academy. Effective liaison with the Educational Welfare Officer and analysis of data, allows the Academy to monitor the attendance of different populations.

The resources of the Academy are allocated to different groups or individual pupils according to their needs. Details of this allocation of the Academy Budget are approved by the Governing Board and are reflected in the Academy Development Plan which is annually reviewed. On-going adjustments are made in the light of pupils' changing needs.

Roles and Responsibilities

All staff are committed to the development of inclusive practices and take responsibility for providing for all pupils as an integral part of all Academy activities.

Additional responsibilities for inclusion lie with the Inclusion Leader, Gifted and Talented (G&T) Leader and the English as an Additional Language (EAL) Leader.

The Governing Board

The Governing Board have statutory responsibilities outlined in the Special Needs Code of Practice. They are responsible for providing a named Governor responsible for Special Needs and for reporting to parents on the fulfilment of the Academy's Inclusion Policy. They must ensure that effective implementation, monitoring and updating of the Academy's inclusion policy are in place.

Headteacher

The Headteacher has the responsibility of working closely with the Inclusion Leader. They must keep Governing Board fully informed and must ensure the following are in place:

- Updating the inclusion policy.
- Reporting to the Governing Board on Academy effectiveness with inclusion.
- Monitoring and assessment of inclusive provision
- Identifying children's barriers to learning and providing staff with appropriate strategies and training.
- Sharing of inclusive expertise with classroom teachers and TAs.
- Working with subject leaders to purchase appropriate resources.
- Monitoring all pupil progress.
- Liaising with parents.
- Coordinating transition across years/Key Stages/ with other schools/academies
- Liaising with and coordinating external specialist provision.
- Managing inclusion resources.
- Line management of teaching assistants.
- Leading Child Protection procedures.

Class Teachers

It is the responsibility of the class teacher to:

- Provide an atmosphere that reflects the multi-cultural ethos of the Academy/local area.
- Proactively identify special educational needs.
- Ensure that all children have access to a broad and balanced curriculum.
- Differentiate tasks and select strategies that support the learning of EAL, G&T and SEN children.
- Discuss specific strategies used with these pupils at parents' evenings.
- Complete any required inclusion documentation as directed by the Headteacher/SLT/Inclusion Leader.
- Implement strategies as recommended by external agencies or SENDCo.

Parents

The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process and are encouraged to keep in regular contact with the academy regarding their child's progress. Parents are invited to meet with the class teacher and discuss their child's progress towards their SEND Support Plan targets in the Autumn, Spring and Summer terms. Parents' evenings are held twice a year. The SENCO will meet with parents regarding any additional needs their children may have and provides support and information as required.

Admission Arrangements

Our admission arrangements are in line with the Local Authority Admissions policy and recent legislation such as the SEND and Disability Act 2014. The Academy welcomes pupils regardless of their learning needs and makes provision for all needs in line with all Academy policies.

Our Academy Accessibility Plan outlines our provision for access to the Academy for pupils, parents and staff with a disability.

Summary

In our Academy we value each child as a unique individual. We will strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion.

Last Revised: May 2017