



INCLUSION POLICY

Principles

The Westleigh School is committed to inclusion in its widest sense. We welcome learners from our wider community, including adults and pupils from neighbouring primary and secondary schools.

Our aim is to provide a first class education for all our learners to enable them to achieve their full potential within a supportive and caring environment. A range of support strategies are in place to ensure that all pupils can access the curriculum.

We work proactively to remove barriers to learning and fully subscribe to the ideal of personalising learning to meet the needs of individuals.

Where necessary, we work to adapt the curriculum to provide appropriately for the individual.

Leadership Structures

The inclusion agenda is led and managed by an Assistant Headteacher and inclusion is at the heart of the School Improvement Plan.

The SENCO, the Most Able Co-ordinator and all other middle leaders are responsible for promoting inclusion with the school and all staff support the inclusion principles as outlined in the various school policies.

Pupils are actively involved in developing the inclusive nature of the school in a variety of ways:

- School Council
- Year Council
- Peer Support
- Development of Discipline/Anti-bullying policies
- Involvement in staff recruitment process
- Pupil Voice activities

The school has an above average number of SEN pupils whose needs are championed by the SENCO and Assistant Headteacher. Pupils are supported according to need by a team of Teaching Assistants and LA link staff. The school also has structures to support pupils who are admitted mid term.

Provision for Most Able is overseen by our Most Able Co-ordinator. The school has a Safeguarding Officer and a Child Protection Assistant who is also responsible for children who are looked-after.

The academic and pastoral welfare of all pupils is led and monitored by an Assistant Headteacher and a team of experienced pastoral staff who monitor and act upon any reported safeguarding, racist or bullying incidents.

Policies

The school has a range of policies designed to support the inclusive ethos of the school:

- Equality and disability policy
- Children in Public Care
- Supporting pupils with health care needs
- SEN
- Whole school Behaviour Management Policy
- Anti-bullying
- Most Able
- PSHE+C
- Attendance
- Teaching & Learning

Additionally policy and practice for the Learning Support Centre can be found in the Staff handbook.

Monitoring

Data and pupil responses to the curriculum, teaching and learning experiences and pupil progress are monitored by middle and senior leaders to ensure all pupils are able to access the curriculum and make progress.

School governors play a vital part in ensuring the inclusive nature of the school by discussing issues policies and practice, monitoring data on children in public care, ethnic minority pupils, racist incidents, attendance, pupil behaviour and exclusions. The Pupil Welfare Committee takes a particular interest in inclusion issues and members of this committee are named governors for SEN, Child Protection and Most Able.

Conclusion

The school aims to embrace inclusion. All staff are expected to have high expectations of all pupils, and to publicly support and value diversity, actively promote inclusion and openly oppose all forms of discrimination.

Adopted by the Board of Governors and recorded in the Minutes of the meeting held on: 14/09/2015	J Holland Chair of Governors
Policy reviewed by the Headteacher on: 2 October 2017	C BRAMWELL Headteacher
Policy Review Date:	September 2018