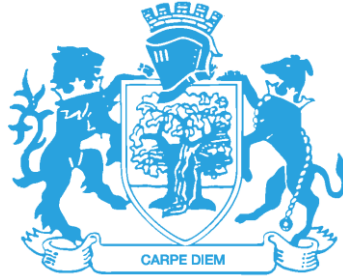


# THE WEST BRIDGFORD SCHOOL



## Inclusion Policy

**Review Date :** Spring 2022  
**Reviewed by :** Local Governing Body  
**Next review :** Spring 2025



East Midlands  
Education Trust

## **Introduction**

The West Bridgford School will promote **inclusiveness** in all aspects of its work and within the context of an inclusive, cooperative and culturally diverse school community. Inclusion is about removing barriers to participation and learning so that everyone benefits from educational opportunities.

## **Our Aims**

### **For all our pupils we aim to:**

- Provide a secure environment in which they can achieve their potential
- Foster maximum independence in educational, social and emotional and economic terms and to promote lifelong learning
- Ensure their needs are recognised and addressed through a co-ordinated and cohesive response; and that they, the pupils, are involved in all stages of this process
- Ensure they have their entitlement of a broad, balanced and relevant education
- Ensure equal opportunities for them to succeed at the highest level possible, by removing barriers to access and participation and working to eliminate variations in outcomes for different groups
- Prepare them to contribute to society by ensuring our pupils learn to understand others and value diversity, whilst also promoting shared values to develop skills of participation and act as responsible citizens
- Provide reasonable means for them, their friends and families to interact with others from different backgrounds and build positive relationships
- Provide extended services and opportunities for them, their families and the wider community to take part in activities, and receive services, which build positive interaction and achievement for all groups
- Work in partnership with their parents and/ or carers and the pupils themselves, to ensure effective and efficient use of resources to meet their needs

## **Our principles**

### **We believe that:**

- Inclusion is a process, and not a state, and so we will continue to improve and review our policy and practice
- Inclusion is characterised by our school culture which respects and welcomes the diversity in our school
- Inclusion is everybody's responsibility – it involves active partnership between parents and carers, school staff, school pupils and the wider school community of our catchment, as well as outside agencies, professionals, support workers etc
- One size does not fit all- there should be a continuum of provision to meet a continuum of need
- Quality Matters- all children should receive high quality education
- All children should be equally valued regardless of their abilities, circumstances or behaviour.
- Everyone is entitled to a broad, balanced and relevant education.

## **Outside Agencies**

We work closely with a range of outside agencies and draw on their expertise when we are finding it difficult to resolve inclusive issues. The main agencies include:

- Schools and Families Specialist Services- this service allocates a designated teacher to support the school with inclusive issues for pupils with additional needs.
- The Educational Psychology Service provide a named Educational Psychologist to work with the school
- Children's Social Care
- The Family Service, including Education welfare services and a range of one to one interventions for young people, Health Services provide a range of support including the Speech and Language Therapy Service, Physiotherapy and Occupational Therapy
- Child and Adolescent Mental Health Services
- Healthy Family Team
- The Health Related Education Team Links with local colleges and employers
- Our Family of Schools meet regularly to share practice and information

## **Our Inclusive practice means:**

- A curriculum for all, which is tailored to individual needs and which promotes personalised learning
- All departments have a statement on Inclusion within own curriculum policies
- Awareness raising through assemblies, Personal, Social, Health Education lessons, visiting speakers, weekly bulletins and tutor time
- A School Council and Year Council, where representatives from all year groups help to shape issues in school. A Sports Council where representatives from all years are able to discuss school sporting provision.
- Equality of access for tests and exams through access arrangements and special consideration where deemed appropriate
- Extra-curricular activities which cover sports, music, gardening homework club, reading club, art club and more
- A carefully managed Transition Programme from primary to secondary school and from Key Stage 3 and to Key Stage 4 courses.
- A comprehensive Inclusion Team which offers in-class support, mentoring, setting and reviewing of SEND Support Plans
- A Learning Centre which provides a range of support from one to one tutorials, to independent study support
- A range of technology and equipment to meet pupils' needs
- "Wrap Around" care through from Breakfast Club to after school activities
- Trained peer mentors to offer support for other pupils
- Continuing professional development for all staff
- Regular meetings where inclusion is raised e.g. Curriculum Steering Group, Directors Of Learning, Learning Support Department, Year Meetings, Department meetings, Family meetings
- Support and challenge for Gifted and Talented pupils
- Mentoring and counselling for pupils

- Clear policies on a range of Inclusive issues which are reviewed and amended regularly
  - Admissions
  - Attendance (staff and pupils)
  - Behaviour Management
  - Anti-Bullying
  - Child Protection
  - Safeguarding
  - Disability Equality Scheme
  - Disciplinary procedures
  - Whole School Food
  - Gender Equality
  - Drugs
  - Health & Safety
  - Race Equality
  - Sex & Relationships
  - Special Educational Needs
  - Charging & Remissions

### **Reviewing our policy and practice**

Inclusion is led and promoted by the Deputy Head Teacher and the Assistant SENCo. The inclusive policy and practice of the school are monitored and reviewed at the Directors of Learning meeting.

Date reviewed : Spring 2022  
Prepared by : N Masterson (Deputy Head teacher)  
Next review due : Spring 2025