

The West Bridgford School



Inclusion Policy



East Midlands
Education Trust

Review date: Spring 2025
Prepared by: R Lewis
Reviewed by: Local Governing Body
Next review: Spring 2028

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 students 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, to promote lifelong learning.
- Ensure their needs are recognised and addressed through a co-ordinated and cohesive response; and ensure that they are involved in all stages of this process.
- Ensure that they have their entitlement of a broad and balanced curriculum.
- 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 that our students learn to understand others and value diversity. The school will also promote shared values to develop skills of participation to enable our students to become 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 interactions and achievements for all groups.
- Work in partnership with the student, their parents and/ or carers, to ensure effective and efficient use of resources to meet their needs.

Our principles

We believe that:

- Inclusion is a process, and 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, our students and the wider school community of our catchment area. It also includes outside agencies and other professionals.
- One size does not fit all; there should be a continuum of provision to meet a continuum of need.
- Quality Matters, all students should receive a high-quality education.
- All students 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 inclusion issues. The main agencies include:

- Schools and Families Specialist Services- this service allocates a designated expert to support the school with inclusion 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 Trust Inclusion leads 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 their curriculum policies
- Raising awareness through assemblies, Personal, Social, Health Education (PSHE) lessons, visiting speakers, culture celebration days, tutor time activities, fortnightly updates in the West Bridgford Post.
- 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 can 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 at further points between the next Key Stages.
- 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 such as one to one tutorials, independent study support, literacy interventions, alternative qualifications and regulation support.
- A range of technology and equipment to meet students' needs
- "Wrap Around" care, with a broad range of extra-curricular clubs.
- Trained peer mentors to offer support for younger students.
- Continuing professional development for all staff
- **Regular meetings where inclusion is raised e.g. Curriculum Steering Group, Curriculum Implementation Group, Directors of Learning, Learning Support Department, Year Meetings, Department meetings, Family meetings**
- Support and challenge for our most able students.
- Mentoring and counselling for students.

- 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 Assistant Head Teacher and the Assistant SENCo. The inclusive policy and practice of the school are monitored and reviewed at the Directors of Learning, Curriculum Steering Group and Curriculum Implementation Group meetings.

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Prepared by : R Lewis (Deputy Head teacher)
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