



Inclusion Policy

The Beacon Folkestone School Inclusion & Outreach Policy

“Educational Inclusion is broad in scope. It is about equal opportunities for all pupils whatever their age, gender, ethnicity, attainment and background. Inclusion pays particular attention to the provision for the achievement of different groups of pupils within school.” (Ofsted 2004)

Rationale

Inclusion is: “Much more than the type of school the child attends; it is about the quality of their experiences, how they are helped to learn, achieve and participate fully in the life of the school.” DfES

Inclusion at The Beacon Folkestone should be viewed from the widest possible perspective. We believe that Inclusive education should provide the best individual learning opportunities for all involved. It should offer a barrier free learning environment in which structures and systems should be flexible in order to enable all stakeholders to maximize their development. We support the National Curriculum- Including all Learners’ statement that the curriculum should provide “relevant and challenging learning to all children”. We follow the 3 principles set out in the statutory inclusion statement:

- Setting suitable challenges
- Responding to pupils’ diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

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Aims

- To provide equality of opportunity in a community where all members have rights and responsibilities, with the same opportunity to benefit from and take part in the education provided.
- To enable pupils and students to extend their learning within their local community schools and colleges, in order to maximize their development and reach their full potential.
- To provide pupils and students with opportunities to develop the skills they will require in order to become active members of their local community.
- To support other schools, colleges and agencies by providing advice, support and expertise.
- To offer new opportunities to learners who may have experienced previous difficulties
- To provide children and young people with opportunities to develop the skills they will require in order to become active members of their local community
- To deliver a broad, balanced and relevant curriculum that promotes a full range of learning, thinking and life skills
- To work in close partnership with parents, carers and the wider community to maximise learning opportunities

Objectives

- To deliver a curriculum to promote a full range of learning, thinking and life skills to provide a broad, balanced and relevant curriculum
- To use flexible and responsive teaching and learning styles to enable all pupils to participate at a level that enables them to make progress
- To equip students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society.
- To develop a close partnership with the whole community, particularly parents/carers.

Resources

The monitoring process identifies resourcing needs and this forms part of the School plan. The STLS team has a role to support schools and agencies, enabling inclusive practice through training, consultation and direct pupil work. The service is based at The Beacon Folkestone although staff work closely with Faculty and Specialist Focus groups across the school and are involved in CPD, both through the school's training programme and the courses. It is envisaged that this role will enhance the capacity for developing provision at The Beacon Folkestone in addition to its outreach role within the district.

The Legal Framework

- DfEE Circular 10/99 Social Inclusion: Pupil Support.
- DfEE Action programme for SEN 1998b.
- Special Educational Needs and Disability Code of Practice 2014
- DfES Inclusive Schooling: Children with SEN 2001.
- Every Child Matters
- Equality Act 2010
- Inclusion: does it matter where pupils are taught? Ofsted, 2006
- Special education and disability: towards inclusive schools (HMI2452) Ofsted 2005
- DfEE Circular 10/99 Social Inclusion: Pupil Support.
- Special Educational Needs and Disability Act 2001.
- The DfES SEN Code of Practice. 2001.
- DfES Removing Barriers to Achievement- The government's strategy for SEN
- The National curriculum- Including all learners
- Inclusion Development Programme
- Inclusion and Pupil achievement report- Research report no. 578 2004
- The National curriculum

Pupils and Students

- All pupils and students are equally valued.
- There are high expectations for all pupils and students.
- All pupils and students have equal opportunities to access learning within other educational settings.

- Staff seek to remove barriers to learning and participation in all aspects of the school life for all pupils and students.
- Pupils and students individual learning needs are met through a range of differentiated and personalised teaching and learning approaches.
- There is a positive approach to challenging behaviour.
- Pupils and students choices are respected

Staff

- Staff appointments and promotions are fair.
- All staff have equal access to CPD opportunities.
- All new staff are helped to settle into the school through a structured induction and support programme.
- Staff value support and feedback from each other as a positive pathway to improving practice.
- Staff work collaboratively to produce schemes of work accessible for all pupils.
- Staff feel able to talk through areas of difficulty without risk of future prejudice.

Staffing

While including all pupils and students is the responsibility of all staff, the SLT has overall responsibility for implementing the policy and to ensure that there are common, understood and effective referral and assessment processes for pupils, both within The Beacon Folkestone and for those who have been identified as having additional inclusion needs that will be met outside The Beacon Folkestone. There will be regular opportunities for staff and the SLT, ML and MAST to meet together to discuss inclusion opportunities for pupils.

Planning Monitoring & Assessment and Review

In order to have a consistent system for identification, planning and monitoring inclusion programmes, the framework outlined in Practical Pathways to Inclusion is used as a reference point. The Index for Inclusion, which explores inclusion along 3 interconnected dimensions of school improvement, (i) inclusive cultures, (ii) producing inclusive policies and (iii) evolving practices, is also used to support planning/evaluation.

The class teachers are responsible for the planning and monitoring of inclusion programmes under the guidance of SLT/ML and the MAL and work closely with parents and cares. Pupils' voice is fundamental to this whole process

Mainstream inclusion placements arrangements are compatible with the pupil's academic and social needs. All placements within mainstream provision will be agreed as part of the Annual Review/EHCP process and included in the pupil's targets and will be assessed as part of the school progress assessment cycle and through the Annual Review/ECHP process. Prior to Review meetings pupils will be encouraged to discuss how they are finding their inclusion opportunities. Most pupils will attend their meeting and be encouraged to share their feelings and experiences. If a pupil is unable to do this, then parents, carers and staff will act as advocates on their behalf. Mainstream partners will be involved in reviews.

Pupils' views will be taken in to consideration when planning for future inclusion.

Other Related Documentation

SEN Policy
Teaching and Learning Policy
Curriculum Policy
Equal Opportunities Policy
Behaviour Policy
School Access Plan
Assessment Policy
PSHE/Citizenship Policy
Bullying Policy

Curriculum Strategies Supporting Inclusive Practices

- Forest School
- Differentiation
- Enrichment and extension work
- Assessment for Learning
- Differentiated homework
- Use of ICT and augmented communication aids
- Cross curricular activities
- Individual Inclusion Programme
- Group/ Class Inclusion Programmes
- Learning and Social Opportunities with mainstream peers, The Beacon Folkestone joint learning activities and class based activities
- Creating effective learning environment where pupils learn to appreciate and view positively, differences of others (race, gender, ability and disabilities)
- Secure motivation and concentration by planning opportunities which build on pupils' interests and experiences
- To facilitate access to activities through appropriate environments, support, aids, adaptations, visual materials, specialist approaches
- Providing support from peers and adults when needed.

Governors

- Governors understand the holistic needs of the pupils and students.
- Governors take an active role within the school.
- Governors will have an active role in monitoring pupil and student learning needs, challenges and progress over time.
- Governors strive to know all staff.
- Governors participate in school activities.

Parents

- Parents are offered opportunities to be involved in planning targets for their child.

- Parents are able to access individual support with strategies and advice to assist them to overcome specific barriers to learning and living within the community for their child.
- Parents are offered the opportunities to learn about new initiatives being introduced in school, which may impact on their child's learning.
- Parents feel they are welcomed and are actively encouraged to support events within the school.

Community links

- Work experience.
- Community service.
- Local community initiatives.
- Community support activities
- Training
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Inclusive opportunities may include:

- Participation in all activities for all pupils.
- Participation in learning in different classes within our school environment
- Opportunities for making personal choices of activities, academic and leisure
- Participation in learning with Link schools/ classes
- Participation in learning within the community.
- Participation in learning within our school environment.
- Participation in learning at mainstream classes.
- Peer to peer support within our school environment.
- Participation in inter-school activities.
- Work experience
- Community service
- Local community initiatives
- Community support activities

Outreach

Our development is underpinned by the recognition that:

- All schools need to work collaboratively to support all children and young people in their community, through their local partnerships joint working arrangements
- There needs to be a coordinated framework and service level agreements ensuring minimum standards and entitlement
- There is a need for an agreed set of protocols, robust monitoring and evaluation systems.
- The Voice and participation of Young people is valued as well as the importance of working actively with parents and carers.
- Inclusion networks will operate within Districts and cross county.

Aims

- Assess and provide outreach support for all children and young people with SEN and/or disabilities (SEND) in early years settings and schools, according to need, and at the earliest possible stage.
- Support the development and use of resources to enable children and young people with SEND to access the curriculum, learn and make good progress.
- Lead in the research, evaluation and sharing of new resources, best practice, effective strategies and interventions as they become available.
- Build on existing SEND expertise within mainstream schools and settings to equip staff at all levels to recognise and successfully meet the learning needs of children with SEND.
- Develop effective whole school systems for SEND, via a flexible but targeted approach to continuous professional development and training.
- Ensure good progress at SEN level, so as to reduce the need for Statements, by establishing more effective processes for children to access timely, high quality earlier intervention, support and provision.

Additional Resources.

- The expertise within our core STLS team is augmented by members of the class-based staff from the The Beacon Folkestone. This allows us to tap into the skills of staff who have a particular strength in an area such as behaviour, cognition, Physical and sensory (V I& HI) positive handling. In addition to this staff from mainstream schools will often visit the school to observe good practice and gain additional training/ in sight and skills from this hands on approach.

The Beacon Equality Statement

The Beacon Folkestone is committed to ensuring equality of opportunity to all pupils, staff and visitors. Our Core Values are at the forefront of everything we do and we ensure all at The Beacon are treated equally regardless of age, disability, race, colour, ethnicity, nationality, religious belief, gender, gender identity, transgender, sexual orientation or marital status.

The Beacon strives to be an all-inclusive environment and is always looking for opportunities to broaden the knowledge and experiences of everyone who is involved with both our services, and the staff and clients of those using the services of our multi-agency hub.

Our aims for this year are to ensure there are more equal opportunities for pupils, staff, their families and the wider community, regardless of their disability and this forms an integral part of our School Improvement Plan.

The aims for 2016-2019 are to build and improve schemes to help bring down barriers for disabled children and young people and to broaden the experience of life both inside and outside the school community for all staff & pupils.

UPDATE SCHEDULE

Version	Reviewed	Reason for Update	Next review date	Governor agreement
1	Nov 16	Transfer & Reviewed	Nov 17	N/A
2	Nov 17	Reviewed	Nov 18	N/A