

Cantonian High School

Ysgol Uwchradd Cantonian



THE BEST FROM EACH
SUCCESS FOR ALL

Inclusion Policy

November 2009
Reviewed October 2012 – no changes
Reviewed January 2015 – deleted out-of-date support references
Reviewed January 2017
Reviewed June 2018

All policies are available on request in large print format or translated into Welsh or community language

This policy was adopted by Governors on 05 July 2018

Introduction

"An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matters. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to learners who may have experienced difficulties. This does not mean treating all learners in the same way; rather it involves taking account of learners' varied life experiences and needs. The most effective schools do not take educational inclusion for granted. They constantly monitor and evaluate the progress each learner makes. They identify any learners who may be missing out, difficult to engage, or feeling in some way apart from what the school seeks to provide. They take practical steps - in the classroom and beyond - to meet Learners' needs effectively; and they promote tolerance and understanding in a diverse society."

Cantonian High School is a medium size 11 – 18 mainstream secondary school in Cardiff. It admits learners from across the city and learners from its main feeder primary schools. The admission policy conforms to DfE and LA guidelines.

Rationale

Cantonian High School believes that every learner is unique in terms of characteristics, interests, abilities, motivation and learning needs. The school aims to provide every learner, whatever their age, gender, ethnicity, faith, sexual orientation, attainment or background, learning needs or disabilities, access to a high quality and appropriate education in order to allow each to achieve their potential in learning.

Key Principles

Inclusive practice is paramount in the daily work of our school. It concerns every learner as an individual and makes sure that education works for them.

The Welsh Government defines inclusive education as an ongoing process concerned with ensuring equality of educational opportunity by accounting for and addressing the diversity present in schools. It requires the commitment of schools and LAs to develop policies and practices that ensure equality of educational opportunity and access; safeguard vulnerable learners; and focus on raising the achievement of all learners and increasing their participation in their schools and local communities.

Valuing Diversity

Learners present a rich and diverse range of strengths and needs; they all should be equally valued whether or not they have additional needs. Inclusion is most likely to be achieved when this diversity is recognised and regarded positively.

Entitlement

Learners are entitled to receive a broad, balanced and relevant curriculum. Wherever possible this should be in the mainstream classroom, recognising that appropriate support, advice and resources may be necessary to achieve this. The school also has a variety of alternative provisions which evolve and adapt to meet the changing needs of the school population.

Dignity

All learners and their parents/carers are entitled to be treated with respect and to have their views taken into account. All arrangements should protect and enhance the dignity of those involved.

Individual needs

Learners present a wide diversity of need. There should be a range of flexible responses available to meet individual circumstances, including specialist support and alternative provision where necessary.

Planning

Inclusion requires ongoing planning at both system and individual learner level. Planning for individual needs should always involve the learner, parents/carers and all relevant outside agencies. Cantonian High School is committed to a person centred planning approach.

Collective responsibility

The principle of inclusion extends into society as a whole. It is therefore an issue for all staff at the school.

Professional development

Inclusion requires the application of existing skills and the development of new ones. All staff will need to feel supported through this process and have access to a range of advice and resources and ongoing CPD.

The National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of learners. This is done through:

- setting suitable learning challenges;
- responding to learners' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of learners;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals and groups of learners.

Learners with disabilities

Provision for learners with SEN should match the nature of their needs. Some learners in the school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these learners full access to all areas of learning. Teachers modify teaching and learning as appropriate for these learners. Teachers ensure that the work for these learners:

- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where learners are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- uses assessment techniques that reflect individual needs and abilities.

Disapplication and modification

The school can modify or disapply the National Curriculum and its assessment arrangements where necessary. The school policy is to do this only in exceptional circumstances, and the school makes every effort to meet the learning needs of all its learners without recourse to disapplication or modification. The school would only do this after detailed consultation with parents.

The school accepts the following responsibilities:

- To seek to ensure that there is an agreed understanding within the school of the broader meaning of inclusion; that it concerns the entire process of education and not simply where learners are placed.
- To recognise the links between inclusive education and catering for diversity. This means promoting a whole school ethos that values all learners and their families where social and educational divisions are overcome.
- To foster a climate with an ethos that supports flexible and creative responses to individual needs. A lack of success in initial responses should not be deemed an adequate reason to abandon inclusion, but rather as a 'starting point'.
- To ensure that the admission of learners with special educational needs is handled positively and sensitively. All parents and learners should be made to feel welcome and, in some cases, additional support and advice may be necessary to ensure that a learner's needs are being adequately met.
- To ensure that appropriate assessment, support arrangements and adequate funding are in place, both within the school and involving outside agencies, so that Learners' needs are properly addressed.

Through the policies of the School, we aim to prevent learner disaffection by supporting those learners most at risk, which will include:

- Learners with ALN;
- “looked after” learners i.e. those in public care;
- learners from ethnic minorities travellers;
- young carers;
- those from families under stress;
- pregnant schoolgirls;
- learners in transition from one place to the next;
- learners with irregular attendance patterns;
- learners showing behavioural difficulties;
- learners with disabilities;
- any learners who need to learn English as an additional language;
- more able and talented learners.

The school adopts a positive approach based on early intervention, rewarding achievement, supporting behaviour, involving learners and parents, and offering an appropriate curriculum for all learners.

The school achieves educational inclusion by continually reviewing what it does, through asking these key questions:

- Do all our learners achieve as much as they can?
- Are there differences in the achievement of different groups of learners?
- What is done for those learners who are known not to be achieving their best?
- Are the actions effective?
- Does the curriculum plan provide a range of courses and provision to suit the needs of all learners?

Pastoral Support Programmes support learners before problems become unmanageable. This involves working closely with parents and appropriate outside agencies.

The school continues to work closely with the Local Education Authority in developing and monitoring inclusive practices.

Links to other policies

Other related policies include the Equalities Policy, Anti-Bullying Policy and Child Protection Policy.

References

Inclusion and Pupil Support Guidance

Monitoring & Review

The Governing Body will review this policy every two years.

Agreed by Headteacher: *S. Gill*

Agreed by Chair of Governors: *C. Brangan*

Date of Issue: *Summer 2018*

Date for Review: *Summer 2020*