

NEW PARK ACADEMY – JUNIOR & SECONDARY SITE
SOCIAL INCLUSION POLICY
FIRST CREATED: SEPTEMBER 2012 – EDITION 1

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Policy Agreed	27/6/19
To be reviewed	MAY 2023
Owner	IAN THOMAS
Designation	DEPUTY HEAD TEACHER

This policy must be read in conjunction with the Safeguarding (Child Protection) Policy Addendum - COVID-19 School Closure Arrangements for Safeguarding and Child Protection. It should also be read in conjunction the school policies for “Equality”, “Anti-Bullying”, “SEN” and “Child Protection

Equal Opportunities/Inclusion Statement

The school mission is to strive to provide a caring, structured learning environment in which all pupils can develop academically, socially and emotionally, to their full potential and in which pupils and staff feel safe, secure and valued. In seeking to achieve this mission the school commits itself to a policy of equal opportunities for all pupils, staff and others who come into contact with the school regardless of race, colour, gender, sexual orientation, religion or disability. Everyone visiting, working or learning in the school should feel welcome, secure and confident at all times. They should feel valued and able to participate fully in the life of the school.

This portfolio contains those school policies that not only confirm this intent and commitment but also demonstrate the ways in which the school actively seeks to achieve its aims.

Introduction

This policy seeks to support the school mission to strive to provide a caring, structured learning environment in which all pupils can develop academically, socially and emotionally, to their full potential and in which pupils and staff feel safe, secure and valued.

Aims

- To ensure that all pupils have equal opportunities for success, whatever their age, gender, ethnicity, disability, attainment and background, and that they leave school prepared to lead a life of tolerance and understanding in a diverse community.
- To develop a school with an inclusive culture of high expectations for all and one of mutual respect where all are valued equally.

Objectives

- To monitor all pupils' progress to ensure that no pupil is disadvantaged educationally or socially.
- To promote tolerance and understanding amongst all pupils, so that they respect each other in school and are prepared for life outside school in a diverse community.
- To ensure that all pupils feel safe, happy, respected, secure and cared for.

Rationale

All pupils attending New Park Academy have statements of Special Educational Needs/ Education health and care plan (EHCP) indicating that they should be educated in a special school for pupils with social, emotional and behavioural difficulties. The pupils may have previously been disadvantaged by their special needs and may have experienced periods of their life where they may have not had equal opportunities to participate in educational inclusion. Their placement at New Park Academy therefore offers them a new opportunity for success and for a fresh start.

The School's Commitment to Social Inclusion

The Range of Pupils

Despite their identified special needs all pupils have access to the National Curriculum and are in no way disadvantaged educationally, although at the point at which they come to the school their educational and behavioural attainments are trailing behind those expected for pupils of their age and ability. Many may have additional learning difficulties, such as sensory impairments.

A significant proportion of the pupils are 'looked after children'. From time to time there may be pupils from minority ethnic groups and many pupils are from families where there is stress or illness or there are extreme socio-economic circumstances. Some pupils have experienced abuse and some are young carers with major responsibilities. Many pupils have been and some still are at risk of disaffection and truancy. Many are involved in criminal activities outside of school and may receive supervision of various degrees by the Youth Offending Services.

Despite the range of difficulties pupils at the school experience they are all regarded as individuals and the school aims to ensure that no pupil or group of pupils is disadvantaged in school by the difficulties surrounding their particular circumstances.

Pupils' Attainment and Achievements

The school's aim is to become a centre of excellence for SEN and in raising standards for all. Part of our raising standards agenda is to involve the local community, voluntary agencies and our local high schools. Behaviour, effort, attainment and progress of all pupils are now going to be monitored constantly. Analysis of the data will identify differences in attainment and/or inconsistencies in progress. This information will be used to explore how an individual pupil's

performance can best be improved and whether there are extraneous circumstances affecting progress. The information can also flag up a concern that the needs of a particular group of pupils are not being met effectively and ways of addressing this can be established either through the curriculum, through more flexible teaching methods or through reflective changes in staff awareness. Detailed records of the attainment and progress of 'looked-after children' will be kept and will be used in the school's contributions to their Personal Educational Plans.

Staff and their assessment data will be regularly consulted to identify able pupils and potentially underachieving pupils to ensure that these pupils are always provided with sufficiently challenging work.

Pupils with learning difficulties are identified as soon as they enter the school. Their individual needs are assessed and additional provision is made as appropriate. All staff are made aware of all pupils' special needs or learning difficulties through information bulletins and/or IEPs/IBPs. *(See SEN Policy)*

Pupils' Personal Development

Staff provide a positive role model for pupils to emulate by treating each other and pupils with respect and consideration. Pupils are encouraged to respect others and to be tolerant of individual needs, cultural differences, beliefs and backgrounds.

Pupils are taught that discriminatory behaviour or comments are not tolerated in any form and such incidents plus action taken are recorded. Bullying is dealt with swiftly and effectively. *(See Anti-Bullying Policy)* Pupils are encouraged to report any incidents of bullying whether they are the victims or not.

Attendance is monitored closely and each issue for concern is dealt with individually according to the pupil's circumstances, bringing in the help of outside agencies as necessary.

Pupils' personal development is addressed through the curriculum primarily through PSHE lessons. However it also permeates the whole curriculum and the hidden curriculum of the school which is most evident in less structured social times such as lunch time and break time activities.

Pupils will be involved in the assessment of their progress and in setting targets for themselves. They will be closely involved in their Annual Reviews and will all be encouraged and expected to attend. They will

be prepared for their Review Meeting through a pre-review meeting where they can reflect in detail on their progress during the past year and prepare any points they may wish to raise at the Review meeting. The purpose of this is to raise pupil's levels of self-esteem and self-knowledge by presenting them with concrete evidence of their progress.

Teaching & Learning

Pupils at the school have a variety of learning difficulties. Teachers are aware of these difficulties through pupils' base line assessments, learning styles, IEPs IBPs. These inform lesson planning and individual target setting. Pupils are also involved in the target setting process.

Teachers will raise expectations of pupils and motivate them in a variety of ways. They use praise, humour and supportive encouragement to raise pupils' self esteem and self-confidence. They create a positive working atmosphere in the classroom and around school where the expectation is that pupils will learn effectively and achieve. They model respectful relationships and tolerance of different beliefs and opinions. Appropriate rewards and sanctions are in place to support achievements.

The Curriculum

All pupils have access to the National Curriculum. The school strives to create a highly effective learning environment where the curriculum will be differentiated appropriately in all subjects to meet the needs both of those who have learning difficulties and of those who are able and/or underachieving. (See *Subject Policies*) Particularly through CS (computer science) across the curriculum, PSHE/Citizenship, RE and Careers lessons, but additionally through all other areas of the curriculum, pupils will be prepared for life beyond school by helping them learn to understand other people's viewpoints and to develop tolerance of and respect for diversity.

Pupils across both Key Stages are offered the opportunity to serve the school community in various ways, i.e. through their contributions to school council, supporting younger or less able pupils etc.

The specific learning difficulties of individual pupils will be addressed in their IEPs.(See *SEN Policy*) The progress of all pupils will be monitored constantly.

The Care of Pupils

The school has policies on the Good Behaviour, Discipline and the Physical management of Pupils, Anti-bullying and Child Protection, all of which aim to ensure a safe and caring environment in which all pupils can thrive, be happy and secure and can learn in a setting free from disruption.

The school aims to improve behaviour and to develop positive social skills through staff modelling good practice and by positively reinforcing good behaviour by rewarding and praising it. The school also uses its knowledge of the particular needs, circumstances and background of individuals to devise programmes and strategies to help them, with understanding and sensitivity, to overcome their difficulties, whilst making it clear that inappropriate behaviour is unacceptable. Exclusion will generally be used only as a last resort and for example when the safety of other pupils and/or staff has been compromised.

There will be an information booklet for new pupils. The school communicates regularly with parents and carers to keep them informed on progress.

All staff are aware of the school's Child Protection procedures. The school liaises closely with Children's Services on all child protection issues. The Head Teacher and Assistant Head Teacher are responsible for Child Protection procedures. The Head Teacher, Deputy, Assistant Head Teacher or another member of staff deemed appropriate by senior management will share responsibility for 'looked-after children' and liaise closely with Social Workers, contributing in detail to Personal Education Plans for those pupils and also takes responsibility for monitoring and analysing the progress of these pupils.

Pupils' attendance is monitored closely and the national 'red-amber-green' assessment is used to develop an appropriate action plan. Absences are followed up immediately if school has not been informed by parents/carers of the reasons for the absence. Pupils will be encouraged to attend regularly by a variety of incentives and rewards. There is close liaison with the Education Welfare Officer.

The school believes that the well-being of the pupils is best served by working closely in partnership with other agencies and endeavours to develop good working relationships with those agencies through which relevant information is shared and acted upon as promptly and appropriately as possible.

Partnership with Parents and Carers

The school works closely with parents/carers starting with the pre-admission interview. Contact is thereafter mainly by telephone, letter or through a home school diary. However parents are also invited to school for meetings if there are serious concerns about the progress or behaviour of their child or alternatively home visits are made by the Head Teacher, the Deputy or another member of staff deemed appropriate by Senior Management.

Parents/carers are also contacted by telephone, letter or through the diary if their child has made exceptionally good progress or produced outstanding work, so that praise can be reinforced at home.

Parents/carers are invited to the pupil's annual Review Meeting and where it is difficult for them to get to the meeting arrangements are made wherever possible to provide transport to bring them to the meeting. The school readily agrees to meeting parents/carers if they wish to discuss any problem in school and meetings are arranged as soon as possible.

Parents/carers will receive regular written progress reports. Where appropriate they are involved in supporting the development of literacy skills at home by encouraging and sharing reading practice and the completion of extra work at home. They are also encouraged to contribute to the IEP.

A yearly Open Day in June/July and an Open Evening in December are planned to offer further opportunities for parents / carers to look at pupils work and discuss their progress with teachers. Any concerns can be further discussed with the Head Teacher, Deputy Head Teacher or Assistant Head Teachers.

Conclusion

New Park Academy is an inclusive school that is constantly working to maintain and improve its inclusive approach. The teaching and learning and the achievements, attitudes and well-being of every pupil are important to all the staff who are equally committed and take equal responsibility in promoting them. The school offers a fresh start and new opportunities for success to all its pupils by taking into account each pupil's experiences, background and individual needs.