

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

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Policy Agreed	<b>27/6/19</b>
To be reviewed	<b>SEPT. 2025</b>
Owner	Graeme Brierley
Designation	SENCO

## **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 an Education, Health and Care Plan (EHCP), indicating that they should be educated in a special school for pupils with social, emotional and mental health 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 'Cared For 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 being monitored consistently. Analysis of the data identifies differences in attainment and/or inconsistencies in progress. This information is 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 'Cared for 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 sharing documentation and discussing the individuals' needs.

### ***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 the 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 and RSE 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.

### ***Teaching & Learning***

Pupils at the school have a variety of learning difficulties. Teachers are aware of these difficulties through pupils' base line assessments and previous assessments undertaken as part of the EHCP process. These inform lesson planning and individual target setting.

Teachers will raise expectations of pupils and motivate them in a variety of ways. They use praise, humour, reward points, 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 although this may be more limited for students who are part of the EOTIS Cohort, as negotiated with them, their parents/carers, and other professionals (see SEN Report and Local Offer). 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/RSE/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 Care of Pupils***

The school has policies on the Behaviour and Restrictive Interventions, 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. Suspensions 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 named additional staff are responsible for Child Protection procedures. The Deputy Headteacher is the designated Officer for CFC and liaises 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 Attendance Officer from the LA.

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, email, or text. 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, email, or text 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.

Parents' evenings and/or Open Mornings are planned annually, and parents are informed accordingly. Progress of the pupils will be discussed as well as any concerns that are raised.

### **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 considering each pupil's experiences, background and individual needs.

