



## **INCLUSION POLICY**

### **1 MISSION STATEMENT.**

- 1.1 At Redland Green School the main focus of our Inclusion Policy is on supporting all students to achieve to the maximum of their potential both academically and in the wider areas of personal development. As an inclusive school our aim is to ensure that all children have, as a right, equal access to an appropriate curriculum and all extra-curricular opportunities.
- 1.2 This policy has a wider remit than the identification of and provision for students with additional educational needs. We are also committed to engaging students who have difficulty engaging fully in school life through disaffection, challenging behaviour or poor attendance.
- 1.3 This policy applies to any or all of the following groups of students:
- Girls or boys where gender affects achievement or engagement
  - Black and other minority ethnic students
  - Students of any or no faith
  - Asylum seekers and refugees
  - Students who have English as a second or alternate language
  - Students with additional educational needs including dyslexia, dyspraxia and dyscalculia
  - Students with learning difficulties
  - Students with emotional, social or behaviour difficulties
  - Students with physical disabilities
  - Students with sensory impairments
  - 'Children in Care'
  - Students who have come to Redland Green School from a school other than one of our main 'feeder' primary schools
  - Students from socially or economically deprived homes
  - Students who fulfil a carer role within their families
  - Students whose families are suffering through loss, illness or separation
  - Students of all sexual orientations
  - Students who have or are undergoing gender reassignment
  - Pregnant students and new mothers
- 1.4 We acknowledge that this list is not exhaustive and will need to be reviewed regularly, and each time the policy is reviewed.

- 1.5 We further acknowledge that many students at different times during their school career will fit into two or more of the above categories and that, as a school we have a responsibility to ensure these students receive support that acknowledges all their areas of additional need.

## **2 PRINCIPLES**

2.1 Redland Green is committed to the following principles:

- Endeavouring to meet the needs of all our students including those who are disengaged, disaffected or unhappy at school
- Acceptance and celebration of human diversity both within our school community and the wider world
- Rigorous use of data for early identification and intervention with individuals and groups of students who are not achieving to the maximum of their potential
- Recognising that institutional barriers to education continue to exist and striving at to identify and remove them at Redland Green School
- Supporting all teaching and learning staff to ensure that the educational experience of all students is of the highest possible standard
- Fostering an environment where all members of teaching, learning and support staff have an understanding of inclusion issues which may affect our students and ensuring they are supported and appropriately trained to meet these needs
- Understanding that progress for all staff and students is best achieved by building on things they can achieve rather than focusing on things they currently cannot
- Ensuring that all parents and carers have equal access to information and support from the school, are encouraged to be active participants in their child's education and receive accurate and appropriate information about their child
- Supporting a strong and effective Student Voice

## **3 LEGAL FRAMEWORK**

3.1 This policy has been written with reference to and in accordance with the following documents:

- Every Child Matters
- The Equality Act 2010

## **4 OTHER SCHOOL POLICIES**

- Dyslexia Policy
- Home & School Agreement
- Learning & Teaching Policy
- Equality Plan
- Anti-Bullying Policy
- Special Educational Needs Policy
- Behaviour for Learning Policy

- Children who are Looked After Policy
- Safeguarding & Child Protection Policy

## **5 ADMISSIONS**

- 5.1 Redland Green operates its Admission procedures in accordance with the policy laid down by the Governors and Local Authority regulations. This policy will not discriminate against students from any of the groups laid out in Section 1.
- 5.2 Redland Green School is willing, where appropriate and reasonable to offer 'fresh starts' to students who may have experienced disengagement or disaffection at other schools. Such students and their parents/carers may be asked to commit to agreements regarding future behaviour and attendance, however all aspects of the Inclusion and related policies will apply equally to them as members of our school community.

## **6 BEHAVIOUR**

- 6.1 Redland Green School sets high standards of behaviour for all students and staff and strives to be a community which values and respects all its members. No forms of discrimination are accepted and all instances of racist, disablist or homophobic harassment and bullying are reported to the Local Authority in accordance with Bristol City Council guidelines.
- 6.2 Where students fail to comply with standards laid down in the Behaviour for Learning Policy the school will respond by ensuring they have a clear understanding of how and why their behaviour was unacceptable whilst supporting them to develop strategies in order to manage their own behaviour.
- 6.3 Sanctions for unacceptable behaviours are laid out clearly in the Behaviour for Learning Policy and all staff receive regular support and training to ensure sanctions are used appropriately and equitably.

## **7 STRATEGIES**

- 7.1 The school is currently seeking to promote inclusion in the following specific ways:
- Meeting all 20 standards laid out in the 'Bristol Inclusion Standards' document
  - An 'Inclusion Steering Group' comprising staff, parent/carers and members of the community. This group meets once a term as a minimum to discuss and inform inclusion issues and plan events with an inclusion focus
  - Developing strong links with Community and Action Groups including: Support Against Racist Incidents (SARI), The Princes Trust, The Terence Higgins Trust and Childline
  - Working in close partnership with external agencies including: The Autistic Spectrum Disorder Outreach Team, Educational Psychology Service, Education of Children Looked After Service (ECLAS), Ethnic Minority Achievement Service (EMAS), Social Care, Child and Adolescent Mental Health Service (CAMHS), the Sensory Support Team, Platform 51, Bristol Drugs Project, and Brook (Sexual Health & Relationships)
  - Supporting students from the North Bristol Post 16 Centre and local Higher Education establishments to be involved in a variety of projects including 'Cyber Mentoring'
  - Building on existing links with Claremont School to ensure students from both sites can experience an inclusive and varied education
- 7.2 This list is not exhaustive and will be reviewed and updated in accordance with the Governing Body policy review schedule.

Agreed by Staff	Agreed by Pupils	Agreed by Governors	Review Schedule	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed
13 FEB 2009	26 FEB 2009	11 JUN 2009	3 YEARS	25 JUN 2012			
Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed