

BEBINGTON HIGH SPORTS COLLEGE



Social Inclusion Policy

Agreed/Reviewed by Governors – see reverse

SOCIAL INCLUSION POLICY

Key Principles of Inclusion at Bebington High Sports College

“Pupil performance and well-being go hand in hand. Pupils can’t learn if they don’t feel safe or if health problems are allowed to create barriers –and doing well in education is the most effective route for young people out of poverty and disaffection.”

(Every Child Matters: Change for Children in Schools, DfES, 2005)

The Inclusion Policy will be reviewed annually with a group representative of the school community.

- Our school community strives to minimise the barriers which might exclude children from equal access to, participation in and outcomes of schooling based on language, culture, gender, physical, intellectual or emotional state and socio-economic status.
- We believe that everyone has the right to succeed and the entitlement to develop their full. Educational opportunities and experiences will be provided to enable individuals to progress to the best of their ability.
- We recognise that all students, their families and visitors to school have the right to move around the building safely, to share in all aspects of learning according to their needs and to receive communications in a readily accessible form.
- Ours is a school in which the teaching and learning, achievements, attitudes, well-being and the happiness of every individual matter.

Aims of Inclusion

Our school aims to

- Provide high quality education and appropriate teaching in a stimulating, challenging and enjoyable learning environment.
- Help all students to develop their personal and social skills, and to experience success and enjoyment
- Provide equality of educational opportunity for all

Objectives of Inclusion

- To challenge and eradicate prejudice and discrimination wherever it occurs
- Treat all students and their parents with respect and take their views into account
- Identify and recognise barriers to learning and participation
- Minimise barriers to learning to enable the participation of all
- Maximise resources to support the learning of all and provide appropriately to meet their needs
- Recognise and celebrate diversity as a positive aspect of the school community
- Act positively with regard to our statutory obligation to promote racial equality, good race relations and eliminate unlawful racial discrimination
- Ensure all students have access to an appropriately differentiated curriculum with high expectations for all
- Promote good relationships and manage behaviour positively

- Create a happy, safe and orderly environment where everybody feels accepted, with a sense of belonging

The role of Leadership and Management in Inclusion

We will endeavour to

- Be proactive in promoting racial equality and good race relations, and positive views of relevant aspects of disability, culture and gender
- Ensure that all parents, as far as possible, feel involved and able to participate in school life, with information given to them that is relevant and accessible
- Ensure that staff are given opportunities to update their skills and knowledge through appropriate professional development
- Ensure that those involved in recruitment and selection unconscious racial and other discrimination
- Ensure that our facilities are accessible to those with disabilities
- Ensure that schemes of work incorporate fully methods of teaching which address arrange of learning needs and styles
- Provide learning resources which overcome potential barriers to learning
- Develop partnerships between students, staff, parents/carers and agencies which work effectively
- Analyse student performance data to inform action planning

All staff will

- make themselves aware of the potential barriers to learning of the students with whom they have contact
- deal with racist and other incidents in accordance with school policy
- monitor the progress of students
- highlight those who are underachieving and take appropriate action
- use a wide range of teaching approaches to meet individual needs and learning styles
- plan and review teaching and learning with appropriate colleagues and as part of our Performance Management system
- avail themselves of professional opportunities as offered
- recognise and celebrate achievement so that students know that their work is valued

Appendix to Social Inclusion Policy

School offers a range of provision to meet the diversity of students' needs, including the following:

- appropriate ability groupings – we utilise mixed ability/ tutor group based/ broad banding /setting in each year group across different subject areas
- literacy and numeracy provision
- additional in class support by Teaching Assistants
- MLD base
- work experience programme and careers education and guidance
- Sports College status and its emphasis on providing a wide range of opportunities for all students which have a positive whole school impact

- ensuring the appropriateness of provision in and accessibility to, the School Learning Resource Area
- providing a range of extra- curricular activities at lunch-time and after school
- educational visits, part/ full day and residential to afford students a range of experiences
- support for charities to foster a spirit of giving of time and resources
- constant reviewing of learning and teaching styles
- maintaining an effective reward system which emphasises the celebration of success by all
- inclusive behaviour management systems
- homework club
- induction programme for Year 6 students and parents/carers
- PSCHE delivered in mixed ability groups
- Alternative curriculum programmes are developed for students according to their needs
- Learning Support provision

School obtains additional external support from the sources outlined below:

- Weekly access to an Educational Social Welfare
- Officer who advises and supports the Pastoral Team with regard to attendance and punctuality issues, meeting with Year Managers and the Assistant Headteacher as scheduled
- The School Nurse who is available to assess and advise students who are experiencing health/emotional issues
- Support is given to Looked After children through the LEA CIC service and CIC Learning Mentor service, also through six monthly reviews with Social Services
- Child and Family Services focus on specific needs (medical, behavioural, emotional) of individual students who are a cause for concern. A half-termly meeting is held at school to update and share information
- Liaison with Connexions
- Liaison with Careers service
- Wirral LEA Inspection Service
- Liaison with DAAT
- Liaison with Brooks Advisory Service
- Liaison and links with local colleges and universities

Assessment

- Provision is made to ensure that all students have achievements and progress recognised and celebrated
- School identifies student potential and capabilities in Year 7 through Cognitive Assessment Tests (CATs scores) and National Curriculum levels of attainment, and tracks individual progress
- All teaching staff have access to and make use of data, end of key stage test results, FFTs, reading and spelling ages and other assessment data in planning and in assessing progress

- All students are aware of their progress and engage in the process of target setting and review
- Student progress is monitored and reviewed termly and parents/carers are reported to through grade cards and written reports
- School's reward system contributes to raising self esteem and motivation

Professional Development

- Staff are kept fully informed about relevant training courses which relate to inclusive educational practice
- Staff attending INSET are required to disseminate and share their knowledge with colleagues

Parent/Carer Partnership

- School believes strongly in working in partnership with parents/ carers.
- Parents/carers are encouraged to contact school to discuss their child's progress
- The home-school agreement outlines how parents/carers can support their child's learning at school
- School provides additional evenings at school to inform parents/carers a to support them in helping their child to achieve his/her potential