



POLICY ON INCLUSION

THE AIMS OF THE POLICY ON INCLUSION

The aims and objectives of this policy derive from the overall aims of the school viz:

- We will all do our best, continuously trying to improve and working hard to develop our skills and talents.
- We will be a school in which everyone is an achiever and everyone is made to feel valued.
- We will care for everyone equally and provide a secure, happy and yet demanding and stimulating environment, both inside and outside the classroom.
- We will work together, in a spirit of mutual respect and co-operation, both serving the local community and utilising it to enrich our learning.
- We will prepare students to become responsible citizens, able to take advantage of the opportunities of adult life, and respectful of the values and cultures of others.

SUMMARY STATEMENT

Students should have an equal opportunity and right to be included as a respected and equal member of the school community with the greatest possible access to a broad and balanced education alongside their peers.

At Plantsbrook we will all work together to provide support so that each student can achieve their potential and that all young people are safe and feel safe.

To promote inclusivity we will:

- Include all students in mainstream curriculum and classes, although there may be occasions when students work in small groups or one-to-one.
- Follow the guidelines laid down in the Code of Practice set out by the Department of Education.
- Liaise closely with partner primary schools so that we are aware of pupil need at entry and can plan appropriate support.
- Maintain an up-to-date register of Special Educational Needs via provision mapping, which contains information on student needs and appropriate support and strategies.
- Work closely with parents/carers to continually develop the home-school partnership.
- Seek advice and support from outside agencies when necessary.
- When appropriate, request that the Local Authority carries out a statutory assessment of a student's Special Educational Needs, which may lead to an Educational Health Care Plan (EHCP).
- Monitor and review the progress made by students at all stages.
- Ensure that all teaching staff are aware of the needs of pupils on the Special Educational Needs Register and will make appropriate provision.
- Continue to review improvements – Accessibility Plan, to allow accessibility of all aspects of school life to all students.

EQUAL OPPORTUNITIES

The Inclusion policy is in line with the school's Equal Opportunities policy.

LIAISON WITH PARENTS

The policy on Inclusion will be available to parents/carers and they are welcome to discuss this policy at any mutually convenient time.

LINKS WITH OTHER AGENCIES

We will work closely with the Local Education Authority Special Needs agencies including VI and with other statutory and voluntary agencies.

ADMISSIONS

Our policy on admissions to the Visual Impairment Resource Base is that children with a statement/EHCP of visual impairment who want to attend Plantsbrook should have first priority for places. However, there should be a limit of **20** places in the Resource Base across the school (excluding the Sixth Form). This policy is agreed with Birmingham.

Children with statements/EHCPs for learning difficulties should be admitted like any other children, according to the agreed admissions criteria based on siblings living within three miles, then others living within three miles judged by distance from the school, providing Plantsbrook is named as first choice school.

MANAGEMENT

Teaching Assistants are deployed by the Inclusion Leader based on the needs of the pupils and legal guidelines set out in statements/EHCPs of educational need.

The Visual Impairment Resource Base is a fully integrated part of the school, with staff employed by the school but funded through a delegated budget. It is managed by a Head of VI Resource Base with line management through the Inclusion Leader and an Assistant Headteacher.

A member of the Senior Leadership Team supports the Inclusion Department, led by the Inclusion Leader, to promote co-operation and co-ordination, especially of Learning Support work.

There is a Link Governor in place for Inclusion.

DISSEMINATION OF THE POLICY

The Policy on Inclusion will be distributed to all Governors, Teaching staff and will be available to all parents/carers.

PROCEDURE FOR POLICY MONITORING AND EVALUATION

It is the intention of the Governors to review this policy every three years, although it may be more often should issues arise.