Tring School
Inclusion Policy

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Issue No: 3

Approved by: Full Governing Body *(Students, Learning & Community Committee)*

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Inclusion Policy

Principles
Inclusion is concerned with the learning, participation and equal opportunities of all children and young people, all of whom have a right of access to the curriculum. It has wider implications than the identification of young people with special educational needs. It is also about physical access, social inclusion and the needs of vulnerable and minority groups. Therefore our policy could apply to any or all of the following:
- Girls or boys where there are gender issues
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Students who need support to learn English as a foreign/additional language
- Students with physical disabilities
- Students with learning difficulties
- Students who may be gifted and talented
- Students in need including those in public care and children who are looked after
- Other students such as sick children; young carers; pregnant school girls and teenage mothers; and students who are at risk of disaffection and exclusion from school
- Students whose families may be seriously disadvantaged by poverty

Principles into Practice
Our aim at Tring School, is to achieve inclusive education through developing a sense of community and belonging throughout the school, ensuring the individual needs of all students are met equally, whether they have been identified as having "special needs" or not.

We aim to promote inclusion in Tring School through:

1. Developing an Inclusive Ethos
- Ensuring school policies are written and re-written with inclusion as a major focal point.
- Developing a greater understanding of inclusive education with staff and governors, and working in partnership with parents/carers and multi-professional agencies, with regard to disability, equality, disaffection and the removal of barriers to learning for all students.
- Promoting a wider understanding of disability equality issues.
- Promoting definitions of achievement to which all learners can realistically aspire.
- Ensuring that appropriate targets are set and met at school and individual level.
- Collecting and disseminating information on best practice.
- Tracking the progress of students across the Key Stages so as to ensure effective learning.
- Ensuring that progress towards inclusive education is identified and reported regularly to staff, governors and other partner agencies.

2. Providing a Broad and Balanced Curriculum
- Ensuring that the school's curriculum provision is monitored continually so that the individual needs of students are met through the provision of an appropriate programme of study and range of examination courses.
- Monitoring the grouping of students in subject areas to ensure that individual needs are met.
- Ensuring that all lessons provide appropriate teaching methods which recognise a range of learning styles.
- Providing support and appropriate professional development to both individuals and departments as necessary in order to bring about improvements in the quality of teaching and learning of all students.
- Ensuring the full range of curriculum and extra-curricular activities are accessible.

3. Identifying the Needs of Students
- Ensuring flexible and prompt arrangement for identifying, reviewing and providing for all students' needs by Subject Teacher, Form Tutor and Head of House (Leadership Team has an overview).
- Continuing to implement a planned programme of site and buildings improvement.
- Keeping the admissions policy under regular review to ensure that a disability experienced by a young person is not grounds for refusing admission.
- Ensuring effective guidance in fulfilling the requirement of the Code of Practice (2015) for SEND.
- Ensuring safe, reliable and effective practices for communicating up-to date information about students' needs across the school
- Empowering students by developing the "student voice" so that their views and feelings may be heard.
- Ensuring smooth transition from Key Stage 2 (and for new students at Key Stage 5 entry point) and through each Key Stage into further and higher education, training and work.

4. Developing Partnerships with Parents/Carers and other Stakeholders
- Promoting and encouraging co-operation and a sense of shared responsibility and mutual support in all aspects of school life. This includes; behaviour, attendance, uniform and ways of rewarding students in order to improve further partner relationships and the raising of academic standards.
- Improving and extending our partnerships with the local and wider community in order to enrich the life and work of the school still further in becoming a focal point for lifelong learning in the community.
- Seeking to improve communication between parents/carers, other schools and agencies in meeting the needs of all students.

5. Effective use of Prevention and Early Intervention Strategies
- Channelling resources towards prevention and early intervention.
- Containing the need to allocate resources primarily through the statement of special educational need.
- Ensuring effective management of the assessment and review processes.
- Monitoring the effective and efficient use of school budgets for SEN.
- Monitoring the effective and efficient use of school budgets for pupil premium funding.

- Seeking efficient use of resources through close partnership working.
- Working with Children's Services, Connexions, Dacorum Education Support Centre and other statutory and voluntary youth services to explore alternative intervention approaches to working with students likely to be at risk of exclusion.

6. **Monitoring and Review of the Effectiveness of the Inclusion Policy**
   - Monitoring of the progress of inclusion strategies by the Assistant Headteacher with responsibility for Student Support team, and reporting such progress to the Governors' Students Learning & Community Committee, bi-annually.
   - Ensuring that the implementation of this policy fits within the context of the findings of Every Child Matters and the idea of giving **"all children the chance to succeed".**

Tring School
Governing Body
July 2015
<mark>March 2017</mark>