

Inclusion Policy

Introduction

Upton-by-Chester High School is an 11 – 18 mainstream secondary school in Chester. This Inclusion Policy complies with DCFS and LA guidelines.

Defining Inclusion

Educational Inclusion is more than a concern about any one group of students. It is an all-encompassing process and its scope has to be broad and threaded through all aspects of school life. It is about ensuring equal opportunities for all students, whatever their age, gender, ethnicity, attainment and background. However, it does pay particular attention to the provision made for and the achievement of different groups of students within a school. It should take the entitlement concept of equality that implies wherever possible students should be educated in mainstream school and apply that to the evolving nature of each school. The term ‘different groups’ could apply to any or all of the following:-

- Girls and boys (Including those eligible for Pupil Premium Grant)
- Minority ethnic and faith group, travellers, asylum seekers and refugees
- Students who need support to learn English as an additional language (EAL)
- Students with Special Educational Needs and barriers to learning
- Gift and Talented and Aim Higher students
- Children Looked After by the local authority (CLA)
- Any students who are at the risk of disaffection and exclusion

At Upton-by-Chester High School we are committed to giving all our students every opportunity to achieve the highest of standards. This policy will ensure that this happens for all students whatever their barriers to learning may be. The five strands of Every Child Matters underpin this Inclusion Policy.

Philosophy

We believe that Inclusion is about more than equal opportunities. It encompasses the positive ethos and social life of the whole school, the continuum of provision through to post 16 opportunities, day to day approaches, practices and procedures which enable every child to feel they belong, they are safe, they are included and their contribution matters, school valuing everyone and the broad range of experiences, skills and talents they bring to school and celebration of cultural diversity.

The most effective schools do not take inclusion for granted. We constantly monitor and evaluate our systems and the progress that each student makes. We identify any students who may be underachieving, difficult to engage or feeling in some way to be separated from what

the school seeks to provide. We take practical steps in and out of the classroom to meet the students' needs effectively and promote tolerance and understanding in an increasingly diverse society. This is achieved through teacher observation, data analysis, pupil reviews involving key pastoral staff and/or parents, pupil tracking and multi-agency involvement.

The school has a responsibility to provide a broad and balanced curriculum for all students. The National Curriculum is our starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils.

It is the aim of Upton-by-Chester High School to secure the inclusion of all students in its care and educate, nurture and empower in line with the school central philosophy. By adopting the principles outlined below the school is committing itself to the inclusion agenda.

Principles

- To seek to meet the needs of all students including those who may have barriers to learning or feeling in some way disengaged from what the school provides. Responding flexibly to student diverse needs.
- By using early identification and intervention and a proactive approach to meet the needs of all the students.
- By promoting teaching and learning of the highest possible standard that sets suitable learning challenges in order to enhance the educational inclusion of every student.
- By ensuring that educational inclusion is the responsibility of every member of staff both teaching and none teaching.
- By ensuring that students and their parents receive their entitlement to be treated fairly in all important educational decisions which affect their lives.

Monitoring

We will achieve educational social inclusion by continually reviewing what we do, through asking ourselves key questions, analysing evidence from parents and pupils and monitoring the policies relevant to Inclusion (Equal Opportunities, Special Educational Needs, Gifted and Talented, PHSE, Health and Safety, Keeping Children Safe, Teaching and Learning, Monitoring and Assessment, Transition and Curricular Subject Policies).

Teaching staff are provided with on going professional development on inclusive practices and strategies to support learning and teaching.

Review

This policy for Inclusion will be reviewed annually and revised accordingly as we acknowledge that it is an on going process.

Reviewed July 2014