



SOCIAL INCLUSION POLICY

Vice Principal, March 2010
Formal Review Date: March 2011

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Statement of Policy

The Academy believes that all personnel (staff, parents) are responsible for ensuring that pupils learn effectively in the Academy and, whatever their disability or limitations, every pupil can succeed. For those in difficulty, early intervention and prevention will provide the opportunity for pupils to achieve success. All students will be entitled to support from learning guides and individual learning.

High standards of attendance, punctuality and conduct are expected within the Academy, as well as involving parents in their child's education will have significant effect on the pupil's learning journey from Year 7 – 11.

Equal opportunities and the attainment of minority ethnic pupils are of particular importance to the Academy. The Academy has the responsibility of setting up strategies to monitor and improve the opportunities for ethnic minority pupils.

Where poor behaviour exists, all staff in the Academy have a responsibility to ensure that all possible strategies are employed to identify and address the problems effectively to improve pupil's all round development of social, emotional and academic skills.

Pupil's who are at risk are clearly defined and supported well within the Academy. Such children, particularly those with Special Educational needs, "looked after" children, travellers, young carers, teenage mothers and children moving through transition will have particular needs

Objectives

- To ensure that consistent approaches occur across the Academy in matters of behaviour management intervention and prevention.
- To ensure Performance Review Days as a way of establishing Home/Academy links.
- To use parental involvement as much as possible.
- To ensure the progress of each individual through a Personalised Learning Programme (PLP).

The Aims are:

- To improve attendance and punctuality data and thereby standards.
- To facilitate good relationships between pupils and staff.
- To involve parents and other agencies (Common Assessment Framework referrals when appropriate) in the work of the Academy.
- To establish the positive ethos of the Academy as an Inclusive Academy where every child is valued and no child is invisible.
- To promote a caring, safe community where all pupils achieve their full potential.

- To offer support to staff, pupils and parents.
- To develop all social and emotional aspects of learning (Seal and Emotional Aspects of Learning) curriculum and in the positive ethos within the Academy.
- To promote Every Child Matters through different approaches to learning.
- To make available the relevant information through the development of effective communication routes.

Procedures:

1. Identifying individual educational needs of ALL pupils in every area of the curriculum, including personal needs.
2. Assessing the exact nature of the individual need in order to guide future educational provision.
3. Making provision consistent with meeting those individual educational needs: this provision will take a variety of forms including:
 - Teaching styles which promote full inclusion in all learning spaces;
 - Administrative systems which promote inclusion;
 - Curriculum support;
 - Individual support;
 - Pupil grouping;
 - Flexible learning programmes and
 - Counselling
4. Monitoring/recording and evaluating individual progress and the strategies/interventions used to achieve that progress.
5. Using results to guide further educational provision.
6. Provide meaningful information for staff, students and other organisations on student progress.
7. Disseminating of information within the Academy and within other educational establishments where appropriate.
8. The Academy will be an inclusive building based on vertical tutor groups and active citizenship (see PCSHE and Citizenship Policy).