



Inclusion Policy

Trinity puts children's rights at the heart of our provision in order to improve well-being and develop every child's talents and abilities to their full potential. Trinity recognises the United Nations Convention on the Rights of the Child putting it into practice within the school and beyond.

This policy promotes Article 2: the UNCRC applies to every child without discrimination; Article 14: freedom of thought, belief and religion; Article 23: children with a disability have the right to live a full life with dignity and, as far as possible, independence; Article 28: the right to education; Article 29: education should develop every child's talents and abilities to their full potential.

Trinity is a designated Specialist Provision which works within the legislation set down by the Educational Act, SEN Code of Practice and Equalities Act 2010 and within guidance Inclusive Schooling : Children with Special Educational Needs.

<https://www.gov.uk/government/publications/inclusive-schooling-children-with-special-educational-needs>.

The whole school educational framework has been designed to provide equality of opportunity within programmes of study developing independent skills. All successes are celebrated by the whole school community.

Trinity has an inclusive approach to learning and educational welfare. There are a high percentage of learners within the school who have Statements of Special Educational Needs and are placed by the Local Authority as well as independent placements.

Educational Provision:

The National Curriculum is provided through programmes of study that are flexible, adaptable and provide a personalised learning pathway for each individual learner who meets the criteria for admission to its educational programme. The Trinity holistic creative curriculum ensures inclusion for all learners, to the educational experience and the assessment possibilities.

No learner is excluded from any part of the curriculum.

Trinity believe that:

- Every human being has an entitlement to personal, social and intellectual development and must be given an opportunity to achieve his/her potential in learning.
- Every human being is unique in terms of characteristics, interests, abilities, motivation and learning needs.
- Educational systems should be designed to take into account these wide diversities.
- Those with exceptional learning needs and/or disabilities should have access to high quality and appropriate education.

Inclusion: the policy context

Both nationally and internationally, there is an ongoing debate about the merits and meaning of greater inclusion for children with special educational needs¹. This is sometimes defined simplistically in terms of placement.

Some parents, disabled people and professionals argue that young people deprived of mainstream access are being denied a basic human right to be educated alongside their peers. Others point out that children's attendance at mainstream school does not guarantee their needs are met. They argue that children require an appropriate curriculum, resources and positive staff attitudes and skills to ensure that they are 'included' in any meaningful sense.

¹ The terms 'children' and 'young people' are used throughout; however it is recognised that similar principles apply to all learners across the 5-25 age range

At the other extreme, there are those who see inclusion of all children in mainstream schooling as either impractical or else so demanding of resources that it would breach the principle of reasonable and equitable use of resources for the learner population as a whole. Recent disability rights legislation has challenged this view, on the basis of equal opportunities and there is developing recognition that inclusion is a lifelong issue, linked to enhanced participation in society. However, there are still issues about how greater inclusion is best achieved and about the pace at which developments should be expected to occur. There are also differing views about the role of specialist educational provisions in a more inclusive school system.

In Trinity's view, inclusion is not a simple concept, restricted to issues of placement. Its definition has to encompass broad notions of educational access and recognise the importance of catering for diverse needs². Increasing mainstream access is an important goal. However, it will not develop spontaneously and needs to be actively planned for and promoted. Moreover, inclusive principles highlight the importance of meeting children's individual needs, of working in partnership with pupils and their parents/carers and of involving teachers and schools in the development of more inclusive approaches. Inclusion is a *process* not a state.

Trinity Key Principles

- Valuing diversity: All children are educable and are the responsibility of the education service. They should be equally valued whether or not they have special or additional educational needs. Children present a rich and diverse range of strengths and needs. Inclusion is most likely to be achieved when this diversity is recognised and regarded positively.
- Entitlement: Children are entitled to receive, with a suitable peer group, a broad, balanced and relevant curriculum, in the least restrictive environment. Wherever possible, this should be in a mainstream school, recognising that appropriate support, advice and resources may be necessary to achieve this. Parents and young people are entitled to express a preference for where that education should take place.
- Participation: All children and their parents are entitled to be treated with respect and should be actively encouraged to make their views known so that they can be taken into account. All arrangements should protect and enhance the dignity of those involved.
- Individual needs: The development of inclusive practice should not create situations within which the individual needs of children are left unmet. A range of flexible responses should be available to meet such needs and to accommodate their diversity.
- Planning: All educational and inter-agency planning should be based on inclusive principles. Inclusion requires ongoing strategic planning at both system and individual

² The issue of inclusion applies equally to a broader range of young people with individual needs and the term 'diversity' is therefore used, where appropriate, within this policy document.

pupil level. Considerable effort is still needed to overcome the barriers to inclusion that exist.

- **Collective responsibility:** The principle of inclusion extends into society as a whole. Within educational establishments, local and central government departments, it should therefore be an issue for *all* staff rather than the exclusive responsibility of a particular group of individuals.
- **Professional development:** Inclusion requires both extension of the application of existing skills and the development of new ones. All staff need to feel supported through this process and have access to a range of appropriate courses, advice and resources.
- **Equal opportunities:** There is a potential tension between an emphasis on those 'standards' which lead to a placement in a hierarchy and the pursuit of inclusion. Whilst the two are not incompatible, it is essential that the tension is recognised and that account is taken of all pupils' needs in planning educational development.

Aims and Intent of this Policy

- To ensure that all learners have equal access to a curriculum which meets their needs, and enables them to achieve their potential
- To eliminate prejudice, discrimination and harassment of any kind, and work collaboratively with relevant partners to remove barriers to participation and learning.
- To promote, value and celebrate social and cultural diversity.
- To ensure that all learners, parents, staff and other partners feel welcome, valued and respected in our school.

Our Responsibilities

Trinity believes that school leaders and managers³ should:

- Seek to ensure that there is an agreed understanding within the school of the broader meaning of inclusion; that it is a quality issue that concerns the entire process of education and not simply where children are placed. Appropriate development goals should be set for this area and progress monitored.
- Recognise the links between inclusive education and catering for diversity. This means promoting a whole school ethos that values *all* children and their families, whatever their individual needs.

³ These duties are shared between the Headteachers, The Senior Leadership and Management Team, Executive Principal and Cavendish Education Group Directors.

- Foster a climate that supports flexible and creative responses to individual needs. A lack of success in initial responses should not be deemed an adequate reason to abandon inclusion, but rather as a 'starting point'.
- Recognise inclusion as part of the school's equal opportunities policy and that there need to be clear arrangements for implementation, funding and monitoring.
- Ensure that all school developments and policies take account of inclusive principles.
- Ensure that the admission of pupils with special educational needs is handled positively and sensitively. While, in some cases, additional support and advice may be necessary to ensure that children's needs are adequately met, all parents and children should be made to feel welcome.
- Ensure that appropriate assessment and support arrangements are in place (including appropriately trained staff), both within the school and from external agencies, so that children's needs are properly addressed.
- Work collaboratively with local authority officers and other local agencies to identify any existing barriers to inclusion and consider how these may best be overcome.
- Recognise that inclusion is the responsibility of *all* school staff. Developments in practice will need the support of all staff and the school community as a whole. They will need to be consulted and involved in developments from the beginning.
- Enable all staff to have access to suitable professional development opportunities which will support the development of inclusive practice.

All Staff

- Model the values, attitudes and behaviours that we expect of our children and young people by adhering to the School Code of Conduct and this policy.
- Adopt a zero tolerance approach to prejudice including homophobic, disablist, racist and sexist language, attitude and behaviours.
- Build an inclusive ethos in our school characterised by mutual respect, equality and fairness.
- Follow school reporting and other procedures where you observe bias, discrimination, prejudice, harassment, stereotyping or unfair treatment.
- Have high expectations of all learners.
- Ensure that all parents / carers, partners and visitors to the school feel welcome, valued and respected.

- Attend training events organised by the school which support this policy.
- Take an active part in self-evaluation and improvement planning activities designed to meet the needs of all learners and promote inclusion, equality and diversity.

Senior Leadership Team

- Ensure that the school complies fully with the Equality Act of 2010.
- Ensure that all learners are provided with the necessary resources, experiences and support to enable them to participate fully in the life of the school and have equal access to all areas of learning.
- Monitor, evaluate and improve the curriculum to ensure that it meets the needs of all learners and promotes inclusion, equality and diversity.
- Track and monitor the progress of individuals and groups of learners, share data on their progress with stakeholders and secure improvements as required.
- Support and challenge all staff to continually improve learning and teaching and meet the needs of all learners
- Provide annual training for staff to support the effective implementation of this policy.
- Adopt a holistic approach to supporting each child our young person, cognisant of the fact that barriers to participation usually involve multiple factors.

Teachers, Curriculum Leaders and Assistants; Teaching and Personal Assistants

- Provide differentiated tasks, activities and resources which support and challenge all learners to take an active part in their own learning and achieve their potential.
- Ensure that learning activities employ a range of learning and teaching approaches which meet the needs of learners with different learning styles.
- Ensure that all learning resources and activities, communications and assessment procedures are free from discrimination and bias and actively promote and celebrate diversity.
- Plan appropriate support for learners with statements of need to meet their short and long term targets and review and report on that progress at regular intervals.
- Implement strategies agreed with the learner, parent / carer, specialist staff or other professional partners (eg at School Assessment Team Meetings, Review Meetings and Joint Support Meetings).
- Report all incidents of discrimination, including discriminatory / derogatory language, prejudice or harassment relating to the protected characteristics to the Executive Lead, Pastoral, Welfare and Safeguarding using existing school referral procedures.

Headteachers, Deputies and Assistants together with members of the senior leadership and management team.

- Monitor, evaluate and review the curriculum to ensure that it supports, challenges and engages all learners and meets their needs.
- Seek opportunities to build learning experiences relating to inclusion, equality and diversity into the curriculum as appropriate.
- Work with the Headteachers to ensure that self-evaluation activities evaluate the needs of different groups of learners and plan for improvement.
- To monitoring of the progress of individuals and groups of learners within each Key Stage and present information at whole staff INSET days.
- Conduct regular self-evaluation activities in line with this policy and develop action plans to address issues arising.

Safeguarding and LAC Manager, Senior Safeguarding Team

- Monitor and report on the incidence of bullying, discrimination, prejudice and harassment or where community members complain that they have not experienced equal treatment or equality of opportunity. Provide Annual Reports for Directors and the Executive Principal on incidents of bullying, discrimination, prejudice, harassment.
- Ensure that communications with parents, carers and other partners are in line with this policy.

Executive Administration and Personnel Manager

- Share the Trinity complaints policy with all parents on an annual basis.
- To maintain records of complaints received and action taken to address these complaints to facilitate the production of annual reports, self-evaluation and improvement planning.

The Senior Safeguarding Team

- Monitor all referrals of any incidents of bullying, discrimination, prejudice or harassment relating to any protected characteristic to the Executive Lead Pastoral, Welfare and Safeguarding
- Take appropriate action to address this issue which must include educational / mentoring activities, restorative practices, contact with the parent of perpetrator, victim and bystanders affected by the incident; completion of the summary report form. The Headteacher or Head of College in the absence of the Executive Lead Pastoral, Welfare and Safeguarding must agree additional sanctions, particularly where the child or young person has behaved in this way in the past. The Headteacher and Head of College must inform partners where other agencies are involved.
- Ensure that the Curriculum for Life provides opportunities for learners to discuss disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation at an appropriate age and stage.
- To obtain learners' views through a survey conducted on an annual basis at whole school level to identify perceptions of their treatment in relation to fairness, respect and safety, as well as the impact of policies to address bullying and promote positive behaviour.
- To track the progress of learners are monitored via Target Sheets, Intervention Schedules, Pupil Case Studies, Statement Objectives/EHCP documentation, Annual, Transitional and Interim review meetings, Data Management Meetings, Head of Inclusion and Therapeutic Services and Safeguarding Team Meetings.
- Seek opportunities to build learning experiences relating to inclusion, equality and diversity into the curriculum as appropriate.
- Seek regular opportunities to celebrate diversity in the school community.

Complaints

Complaints by learners, staff and parent / carers should be made following school complaints procedures which are posted to the homes of all families / carers on an annual basis. Anonymous reporting of incidents is possible and should be supported through the whistleblowing policy. Complaints by staff can also be made using the schools set out procedures.

Monitoring and Evaluation

- Attainment and achievement data generated by school tracking systems, SQA examinations and other reporting procedures will be analysed and evaluated at regular intervals throughout the session.
- Annual reports will be compiled relating to incidents of bullying, discrimination, prejudice or harassment which is available to be shared with staff, and external agencies working with learners.
- Records will be retained of complaints received and action taken to address these complaints to facilitate the production of annual reports, self-evaluation and improvement planning.
- Learners' views will be surveyed on an annual basis at whole school level to identify perceptions of their treatment in relation to fairness, respect and safety, as well as the impact of policies to address bullying and promote positive behaviour.
- The progress of learners will be monitored via Target Sheets, Normal Ways of Working Documentation, Statement Objectives/EHCP Target Sheets, Annual, Transitional and Interim review meetings, Data Management Meetings, Senior Leadership and Safeguarding Team Meetings..

R. C. Kennedy

Rebecca Kennedy, Head of School

Date: November 2019

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Elizabeth Baines

Elizabeth Baines, Executive Principal/Governor
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