

**SHENFIELD  
HIGH SCHOOL**



# **Inclusion Policy**

School Staff were consulted on this document and it was accepted by the standards and performance committee on :	
It was ratified by the Governing Body on :	



## **Shenfield High School Inclusion policy**

Date: September 2017

Member of Staff responsible: Deputy Headteacher: Student Wellbeing and Support.

The designated Governor for inclusion issues is Mrs Jane Swettenham

### **Definition of educational inclusion:**

Shenfield High School (SHS) defines educational inclusion as those policies, procedures and underlying ethos that increases the participation of all students in all aspects of school life, and reduces their exclusion from any part of it.

Shenfield High School sees inclusion as a key element of our aims.

We achieve inclusion through our extensive progress support programme, through our SEN Support, our vulnerable child tracking, monitoring, using student, parent and staff voice, our diverse curriculum and our links with external agencies.

### **Statement of principle:**

Shenfield High School sees inclusion as one of the key elements underpinning our school aims. We look to develop all of our students, meet their varying needs and prepare them well for the outside world.

We base our ethos on values agreed by the whole community, and we base our decisions about school policies and procedures on our ethos. We ensure that all our students experience many opportunities to extend their skills in these areas under the umbrella aim of "Learning for Life". We do not seek to restrict admissions below our PAN, although we do admit 10% of our PAN by aptitude for students specialising in Sport and Performing Arts.

This particular entrance opportunity enables us to select by means of sports trial or performing arts audition, and is not restricted to any student of any social background.

We seek to engage positively with parents and the wider community both in terms of offering them support inside and outside the school, access to our facilities, and we regularly seek their views about the processes and structures of the school.

Our overall aim is that all students are 'known and known well', and we seek always to ensure that our published and displayed school values form the guiding principles for our vision as an inclusive school, and our leadership and management of our work as an inclusive school.

We also provide an inclusive environment for all stakeholders both in terms of access and emotional literacy. We have a well-developed structure of Line Management, which offers support to all our staff whatever their needs may be.

### **Statement of current practices regarding inclusion**

#### **Devices to monitor and support inclusion:**

We have a strongly developed progress and support structure, which constantly works with students to assess, plan, implement action, review and monitor their progress and access to all aspects of the school. We monitor academic progress and provide interventions to support this where required. We monitor behaviour and wellbeing, providing structured and extensive interventions to support these aspects where required.

**School Policies that are also relevant:** Inclusion runs through many of our other school policies including our Accessibility Plan, Behaviour for Learning Policy, SEN including our Local Offer, Anti Bullying/Peer on peer abuse, Admissions, Attendance, Equal Opportunities, Community Cohesion, Statement about Extremism, Pupil Premium, Gifted and Talented, School Access plan, Risk Management Guidelines, Safeguarding and Child Protection Policy

and School Improvement Plan.

**Governors:** The Governors have training with regards to Inclusion issues, and our link Governor Team inspects an aspect of inclusion during most monitoring visits.

**In School Action to support Inclusion:** There are clear lines of responsibility for inclusion related policies. In conjunction with this, each faculty also has inclusion related policies specific to their areas such as rewards and differentiation. This is monitored by SLT line managers.

Our well-developed Interventions Team, based on The Essex Effective Support Windscreen 2017, means that students are assessed and placed on monitored interventions for support as and when required. The impact of such support is evaluated and withdrawn when no longer effective.

Students on the SEND register have regular support from Co-Educators in lessons, and Students with EHC Plans have mentors assigned to them, who develop One Plans developed on Achievement for All principles.

In Year 7 we run a 'catch up' reading club, and also a cross curriculum class, which is aimed at easing the transition from Year 6 into Year 7. We have a developed KS3 vocational pathways course aimed at ensuring that students with particular behavioural needs are included in the school processes. Also the HLTAs run small group social skills alongside the curriculum, and attendance forums used to engage parents target Persistent Absentees. Additionally, we have developed The Oasis Centre to manage well-being and provide additional support on an individual and group basis for students with mental health issues. In addition we run mediation and yoga drop-ins and advertise this as a stress buster mechanism for both students and staff.

We are always developing our personalised learning agenda, using personalised learning checklists across the curriculum, and feeding into targeted learning interventions, available for all students as required. All students have extensive access to e learning and extracurricular activities.

**Action to obtain pupil's views:** We have a Student Council, which leads on decision making in key areas e.g. Behaviour for Learning Policy, our rewards and house system. With regards to the Code of Practice, all students are invited to record their views on their One Plans.

Post data entry interviews between students and their form tutors or their individual mentors, is well established throughout the school enabling students to set and review their targets across the curriculum on a regular basis. Student voice is obtained regularly alongside the data review cycle in departments, and findings are discussed at SLT and acted upon where necessary.

**Progress Support:** The first point of contact for any progress concerns for students, parents and staff is via our Behaviour and Standards Team. There are a variety of interventions used by this team, with a documented toolkit aimed at reducing behavioural issues and raising standards. This team is led by the pastoral lead, and there are many and significant shared personnel on the Interventions Team and the Safeguarding Board. We keep a detailed Bullying and Racism log, which is collated and analysed for developing patterns and shared with SLT and the Governors. Follow up interventions are put into place

following analysis of all intervention data.

**Staff recruitment and Professional Development:** Staff recruitment adverts includes a commitment to Equal Opportunities and Child Protection. An Equality and Diversity report regarding backgrounds of staff employed by staff is presented annually to Governors, CPD opportunities are wide and varied, and staff are committed to a personalised programme aimed at developing them as teachers as well as learners..

**School Awards:** The school enjoys the following quality marks: Achievement for All, Recognition of Quality Award, Quality in Careers Standard, Healthy Schools, Extended Schools School Games Kitemark, all of which increase wellbeing and achievement outcomes, therefore ensuring inclusion for all.

**Partnership with Parents and carers:** The key contacts in the school for parents/carers are Pastoral Managers who liaise with all other staff. Other key staff for parents are the SENCO and to some extent, form tutors. Parents are reported to tri-annually and have the opportunity to meet with subject staff once a year. Parental concerns are treated quickly and courteously at all times. Parents are also supported via our interventions referral when it is deemed that an outside agency approach is necessary. We run regular questionnaires to ascertain parental views to our policies and procedures.

**Links with other schools:** We work closely across the Brentwood community with other schools with regards safeguarding and wellbeing. This is managed via the Brentwood BAP, The Brentwood community tasking team and informal safeguarding forums, which provide support and best practice reviews. Some of our staff serve as Governors in other educational establishments and we also have staff working in consortium with other schools via the school's leadership Education programme. On occasion we have made and received managed moves across schools. We also regularly take in students from the 'hard to place panel' and by and large achieve success with such students. We provide the chairperson for our BAP. We are also part of the SENCO cluster group, and our SENCO takes part in the 'SuperSENCO' scheme, and as such provides advice and support to other schools in the local area.

**Links with External Agencies:** We work in partnership with the many agencies, and our practice is developed within the framework of the Essex Effective Support Windscreen, which also provides the framework for both our safeguarding and our wellbeing interventions. For example, we work with expert provision such as educational psychologists to help us formulate plans and strategies for some of our young people.

**Access to the environment:** The original school was built in the 1960's and based on 2 blocks. There has been a year on year development, including the provision of a dedicated 6th form building, Expressive Arts, Science and ICT/Conference Centre. The school has updated access arrangements installing ramps and lifts ensuring access to all areas. There are dedicated disabled toilets, and new equipment is being bought regularly to ensure further access to the curriculum for all students. The School is enclosed by a secure perimeter fence.

**Access to the curriculum:** The KS4 & KS5 curriculum include both traditional subjects and vocational aspects such as level 3 BTEC Business, Expressive Arts, and Sports and Health and Social Care for KS5. The Extended Project Qualification is offered to 6th form students and a variety of pathways ranging from 4 A levels, a combined A level/BTEC programme and

a full BTEC programme are available to ensure access by a diversity of learners. Students at KS4 can also consider a range of Level 2 BTECs alongside GCSEs.

**Extra-Curricular Opportunities:** Shenfield High School offers a diverse range of extra-curricular activities, both with regards to our of school trips that support the curriculum and in clubs for enrichment like sporting, expressive arts and enterprise activities across all year groups. Our academies give specialist opportunities to work at developing talents in a range of sporting and performing arts areas, and are aimed at both KS3 and 6<sup>th</sup> form students.

**Access to Information:** Parents and students can request larger text for reports or academic work. A deaf/mute translator has been provided on request for parents evening. Departments have differentiation of work as a key whole school thrust on their Improvement Plans, especially in the 6th form.

**Financial arrangements:** The SENCO provides an annual cost/benefit analysis of the school funding allocation for students on the SEND list through provision mapping. Vulnerable students are tracked using provision mapping, which also provides a cost / benefit analysis of interventions. Parents are informed of a child's entitlement via the annual review, One Plans, ECHP Plans and informally upon request.

**Evaluating the success of the Inclusion Policy:** Governors are presented with analyses of strategies that encompass inclusion. These include behaviour statistics, safeguarding updates, attendance updates, and academic data review via the Standards and Performance Governor's committee. SLT responsible for progress in these areas are held to account for performances of students.

**Management of Inclusion Policy:** Review of the policy happens every two years. However, there is a constant drive for improvement and regular review of issues that may arise from time to time, in order to ensure inclusion.

Date of next review:  
September 2019