

Inclusion Policy

This policy covers all age groups within the School, including EYFS

Governors' Committee normally reviewing policy	Curriculum & Welfare
Date policy formally approved by Governors	October 2021
Period of review	1 year
Last review date	August 2026
Next review date	August 2027
Person responsible for monitoring implementation and effectiveness of the policy	Deputy Head Academic
Other relevant policies	Curriculum Policies

Kingsley School Bideford is owned and operated by KSI Schools Group Limited, which is the School's Proprietary Body ("the Proprietor").

Any reference in this policy to the Governors or Governing Body means the School's local body of governors, which operates as a local advisory board on behalf of the Proprietor. The local governing body does not constitute the Proprietary Body of the School.

The Proprietor has ultimate responsibility for ensuring that the School meets its statutory and regulatory obligations and for ensuring that this policy is appropriate, effective and implemented in accordance with those requirements.

The Governors provide local oversight and scrutiny on behalf of the Proprietor and undertake appropriate review and monitoring to satisfy themselves that this policy is being implemented effectively. They advise and make recommendations to the Proprietor and the School's leadership as appropriate.

The core principle that guides everything we do is **Putting Students First**.

INTRODUCTION

Kingsley School aims to prepare young people to meet the demands of the adult world. The key to success in meeting these challenges is the development of the skills and achievements of all students so that they may contribute effectively to society and take their place as valuable and valued members of the community.

Kingsley School demonstrates a firm commitment to inclusion. The Deputy Heads (Academic and Pastoral) work closely with the Academic leadership team, the SENDCos and Kingsley teaching staff to continuously evaluate and raise the standards and access to education for all students.

STRATEGIC OBJECTIVES

- To allow educational achievement and attainment for all students with SEND to the best of their ability
- To ensure students' needs are met early and effectively in line with a graduated approach.
- To ensure that all SEND resources are allocated consistently and efficiently.
- To work in partnership with parents, carers and other agencies to provide necessary support.

The school will provide high quality, accessible, flexible and inclusive educational opportunities to meet the needs of all within the school community.

DEFINITIONS

Many young people, at some stage in their educational career, experience barriers to or differences in their learning.

Influences on participation and learning take many forms, including:

1. physical access problems,
2. significant medical or care needs,
3. sensory impairment,
4. difficulties in accessing the curriculum,
5. social and emotional difficulties,
6. attendance issues,
7. culture and language.
8. Family breakdown or other welfare issues.
9. Gifted and talented.

Children have special educational needs if they have a learning difference which calls for special educational provision to be made for them. "Children have a learning difference if they:

- have a significantly greater difference in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority."

(Definition of special educational needs (SEN), (Code of Practice on SEN, Section 1.3)):

A disabled person is defined as someone has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities (Equality act 2010).

STRATEGIC OVERVIEW

This policy contributes to the School's educational aims;

1. Raising educational attainment;
2. Access to new technology
3. Community participation
4. Improving performance and raising standards;
5. Promoting development;
6. Enabling social inclusion;
7. Reviewing and adapting the organisation, through supporting the delivery of high quality, accessible education to all.

Kingsley School promotes high standards of education for all children, including those with SEND and other barriers to learning, through:

1. Providing access to specialist staff who are able to offer advice and guidance to support students with defined low incidence needs; for further information please see SEND Policy.
2. Providing timely advice and guidance to parents, students and staff.
3. Promoting the recognition and sharing of good practice amongst staff.
4. Working in partnership with parents, providing clear, accurate advice. Empowering students to contribute effectively and participate fully in their education.
5. Effectively monitoring the delivery of the curriculum to all.
6. Regularly auditing, monitoring and reviewing the volume and diversity of student need and the provision required to meet that need.
7. Monitoring the educational outcomes for students with identified barriers to learning

SERVICES IN PARTNERSHIP

Partnership with parents plays a key role in promoting a culture of co-operation between parents and the School. The role of parents/carers in supporting their child's development and progress is very important. The School supports this relationship in all advice and guidance provided. The School endeavours to engage parents/carers in supporting their child's social and educational development.

The School also involves the child in their Individual Education Plans, when appropriate.

ACCESSIBILITY

Kingsley School's Accessibility Plan considers a child's access to the curriculum and their physical access. This is regularly updated, depending on student need and reviewed by the Governors.

CURRICULAR ACCESS

The School will provide, for example:

- Photocopying for enlarging print
- Enlarged keyboards and computer screen
- Concept keyboards and simple switches
- Magnifiers, specialist pens and pencils for writing

Kingsley School has a designated Special Educational Needs Coordinator (SENCO). Parents who are concerned about their child's progress in school should first discuss those concerns with their child's tutor. If required, this will be passed to the SENCO.

Kingsley School can make the following provision for students with SEND:

1. Appropriate differentiation of curriculum, or part of the curriculum;
2. School policies and programmes that enable students with SEND to be fully included within the social and academic life of the school, including the use of resources that reflect inclusivity for all students;
3. Appropriate training of staff within the school to enable them to deliver programmes of study related to students with SEND;
4. Specialist teaching for part of the school week to support particular difficulties on an individual or small group basis, as deemed appropriate by the school. This is financed through a banding structure in the termly fees.
5. Additional support for part or all of the school day for an individual from a learning support assistant working under the direction of the class teacher, where deemed appropriate by the school – costs will be covered by parents or funded through a previously supported EHCP funded by Devon County;
6. The provision of specialist resources to enable students with SEND to access the curriculum, such as photocopied enlargements for the visually impaired or simplified diagrams;
7. Regular training for staff to allow them to support students with SEND;
8. Proportionate adaptations to the physical environment of the school as part of the School's Accessibility Plan when appropriate.

IDENTIFICATION OF NEED

Identification of barriers to learning, short-term or more substantial, educational and social, may occur at any stage in a child's education. Once those barriers have been identified it is important that appropriate support is provided.

The school is highly skilled in identifying barriers to learning amongst our students, particularly for students presenting with SEND. General advice and guidance to staff on identifying needs is available at any time from the Stella Maris Centre development Centre team.

MONITORING OF ADMISSION ARRANGEMENTS

Kingsley School is best able to prepare and plan to provide for students with additional barriers to learning when we receive advance notice and information on a child's needs. The School works to establish a good transfer of information on students who present with barriers to learning, especially those students who do not have formalised statements of SEN.

TRAINING, ADVICE AND SUPPORT FOR STAFF

Training, advice and support for staff takes many forms. Often the informal advice sessions provide the most effective staff training, particularly when that advice is provided in relation to classroom teaching and management. Kingsley School continues to develop in-house training for all members

of teaching staff, delivered by appropriate staff within the school together with outside speakers. Emphasis is placed on providing staff with the tools to empower them in managing the children's needs throughout the teaching day.

This policy must be read in conjunction with the SEND Policy.

A Kilner
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