

THE SOUTH WOLDS ACADEMY & SIXTH FORM

A member of the East Midlands Education Trust



Inclusion Policy

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The South Wolds Academy and Sixth Form will promote **inclusiveness** in all aspects of its work and within the context of an inclusive, cooperative and culturally diverse school community. Inclusion is about removing barriers to participation and learning so that everyone benefits from educational opportunities.

Our Aims

For all our students we aim to:

- Provide a secure environment in which they achieve their potential
- Foster maximum independence in educational, social and emotional and economic terms and to promote lifelong learning
- Ensure their needs are recognised and addressed through a co-ordinated and cohesive response; and that they, the students, are involved in all stages of this process
- Ensure they have their entitlement of a broad, balanced and relevant education
- Ensure equal opportunities for them to succeed at the highest level possible, by removing barriers to access and participation and working to eliminate variations in outcomes for different groups
- Prepare them to contribute to society by ensuring our students learn to understand others and value diversity, whilst also promoting shared values to develop skills of participation and act as responsible citizens
- Provide reasonable means for them, their friends and family to interact with others from different backgrounds and build positive relationships
- Provide extended services and opportunities for them, their families and the wider community to take part in activities, and receive services, which build positive interaction and achievement for all groups
- Work in partnership with their parents and/or carers and the students themselves, to ensure effective and efficient use of resources to meet their needs

Our principles

We believe that:

- Inclusion is a process, and not a state, and so we will continue to improve and review our policy and practice
- Inclusion is characterised by our school culture which respects and welcomes the diversity in our school
- Inclusion is everyone's responsibility – it involves active partnership between parents and carers, school staff, school students and the wider school community of our catchment, as well as outside agencies, professionals, support workers etc
- One size does not fit all – there should be a continuum of provision to meet a continuum of need
- Quality Matters – all children should receive high quality education
- All children should be equally valued regardless of their abilities, circumstances or behaviour
- Everyone is entitled to a broad, balanced and relevant education.

Outside Agencies

We work closely with a range of outside agencies and draw on their expertise when we are finding it difficult to resolve inclusive issues. The main agencies include:

- Schools and Families Specialist Services – this service allocates a designated teacher to support the school with inclusive issues for pupils with additional needs
- The Educational Psychology Service provide a named Educational Psychologist to work with the school
- Children’s Social Care
- The Family Service, including Education welfare services and a range of one to one interventions for young people, Health Services provide a range of support including the Speech and Language Therapy Service, Physiotherapy and Occupational Therapy
- Child and Adolescent Mental Health Services
- Healthy Family Team
- The Health Related Education Team Links with local colleges and employers
- Our Family of Schools meet regularly to share practice and information

Our inclusive practice means:

- A curriculum for all, which is tailored to individual needs and which promotes personalised learning
- Awareness raising through assemblies, Personal Development and Life Skills lessons, visiting speakers and tutor time
- Student Congress – where representatives from all year groups help to shape issues in school
- A range of leadership opportunities for students to become Ambassadors and Anti-Bullying Peer Mentors, Curriculum Coaches and Sports Leaders, where students take on in-school leadership roles
- Equality of access for tests and exams through access arrangements and special consideration where deemed appropriate
- Extra-curricular activities which cover sports, music, homework club, reading club, art club and more
- A carefully managed Transition Programme from primary to secondary, from Key Stage 3 to Key Stage 4 courses and to Post 16 and Post 18
- An Inclusion Team which offers in-class support, mentoring, setting and reviewing of SEND Support Plans
- A suite of Learning Support rooms which provide a range of support from one to one to small group interventions (academic and social skills)
- A range of technology and equipment to meet students’ needs
- Peer mentors to offer support for other students
- Continuing professional development for all staff
- Regular meetings where inclusion is raised eg. Curriculum Steering Group, Pastoral team, Inclusion Support team, Tutor teams, Department meetings, Family meetings

- Support and challenge for Higher Attaining students
- Mentoring for students
- Clear policies on a range of inclusive issues which are reviewed and amended regularly
 - Admissions
 - Accessibility Plan
 - Anti-Bullying
 - Attendance (staff and students)
 - Behaviour Management and Rewards
 - Charging and Remissions
 - Child Protection and Safeguarding
 - Drugs
 - Health and Safety
 - Relationship and Sex education
 - Single Equality Scheme
 - Special Educational Needs and Disabilities (SEND)

Reviewing our Policy and Practice

Inclusion is lead and promoted by the Deputy Head Teacher - Culture, Assistant Head Teacher Attendance and Inclusion, Associate Senior Leader SENCO, Senior Mental Health and Diversity Lead and EMET Director of SEND.

Date reviewed : Summer 2025
Reviewed by : LGB
Next review date : Summer 2028