

INCLUSION POLICY

1 Mission Statement

KSSS ethos is embedded in the school 'logo; of

Stepping Forward Together - Caring, Sharing & Aspiring

KSSS mission statement is

All students to believe in themselves,

realise their potential and achieve a successful social and academic future,

that can sustain them throughout their lives.

At Kettlebrook Short Stay School (KSSS) we believe every student has a fundamental right to education and must be given the opportunity to achieve and maintain their learning at the highest level possible. Every student has unique characteristics, interests, abilities and learning needs and through a holistic approach to learning we endeavour to meet these needs.

We believe that everyone has a right to equal opportunities. We believe that all students, adults and families should feel welcome and should have an equal chance to benefit from our school and everything it provides - safeguarding for all. We value the individuality of all our students and the families that they come from. We are committed to giving all of our students every opportunity to achieve the highest of standards including those with diverse needs.

We offer a broad, balanced and flexible academic and social curriculum, which is accessible to them and ensures that they are fully included in all aspects of school life. We have the highest expectations of all students. We plan our curriculum to extend our student's knowledge and experience of other cultures, languages and celebrations. We ensure that our curriculum reflects the diversity of our society, and not just our group. We encourage our students to explore in a positive way the differences and diversity of people. We actively seek to combat all forms of discrimination.

The ethos in Kettlebrook is based on the following key values:

- Honesty, mutual respect and consideration
- Responsibility by all for all
- Working in close partnerships
- Safe and secure environment
- Firm, fair and consistent code of conduct

- This working policy fulfils the duty of care to students, staff, parents/carers and other stakeholders / partners, to promote a highly positive, fully inclusive climate for teaching and learning which is embedded on high standards and expectations for all at KSSS, so that all students can reach their full social and academic potential in line with the Every Child Matters outcomes:
 - Be healthy
 - Stay safe
 - Enjoy and achieve
 - Make a positive contribution
 - Achieve economic well-being

2 Aims and Objectives of Inclusion at Kettlebrook

All staff have a responsibility to promote inclusion in the following ways:

- To continue to raise staff awareness of inclusion via ongoing staff development
- To create an environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy
- To remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of students and to include pupils in all aspects of school life regardless of need
- To create a nurturing environment so that all our students feel safe, secure and able to achieve to their highest ability, maximizing the learning potential of all students and to raise attainment for all
- To provide a range of teaching styles to accommodate the different learning styles of all children and to ensure that resources are matched to their need
- To equip pupils with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of the community and to celebrate the progress and achievements that all members of the community make

To involve students and parents/carers in planning and any decision making that affects them and their family and to work together with all partners in the education of the child.

Educational inclusion is about equal opportunities, for all children whatever their age, gender, ethnicity, attainment or background. It ensures particular attention to the provision made for and the achievement of different groups of pupils within a school. We pay particular attention to the provision for and the achievement of a range of learners:-

- Gender
- Minority ethnic and faith groups
- Travellers, asylum seekers and refugees
- Children who need support to learn English as an Additional Language (EAL)
- Children with Special Educational Needs and Disability
- Gifted and talented children
- Looked after children
- Other vulnerable groups e.g. young carers
- Any students who are at risk of exclusion.

All referrals for places at our school will be treated fairly. No child will be refused a place in the school because of their special need, disability, race, gender or background.

We value the importance of effective induction procedures with pre school meetings and visits, parents meetings and review of previous records. If the school is aware of Special Educational Needs before a child starts school, we will endeavour to liaise with parents/carers and outside agencies to gather information and assess the individual needs of the child. Where resources are available, every effort will be made to support a child who has Special Educational Needs.

At KSSS we seek to create an environment in the school which encourages and reinforces positive behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the education process. The school has a central role in the student's social and moral development just as it does for their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the student's developing ability to conform to our behavioural aims. The students bring to school a wide variety of behavioural patterns based on previous behavioural issues, differences in home values, attitudes and parenting skills, we recognise this and use it as a starting point.

At KSSS we work towards standards of behaviour based on the basic principles of honesty, mutual respect and consideration, working in close partnerships, having a safe and secure environment, being firm and fair and responsibility by all for all. It follows that acceptable standards of behaviour are those that reflect these principles.

The staff encountered by the students at our school have an important responsibility to model high standards of behaviour, both in their dealing with the students and each other, as their example has an important influence on the children.

As staff we should aim to:

- create a positive climate with realistic expectations
- emphasise the importance of being valued as an individual within a group
- promote, through example, honesty and courtesy
- provide a caring and effective learning environment
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, gender, race, ability and disability
- show appreciation of the efforts and contribution of all.

Our behaviour for learning 4R's and STEP points are clear to use and follow to support any student's progress. All our students have the right to develop their potential and be safe and happy. Our codes of behaviour (4R's etc) are essential for maintaining these rights. For their rights to be maintained students have to take on the responsibility of following the rules. If children break the rules they must understand that they have chosen to do this and therefore must accept the consequences of their actions.

At KSSS our emphasis is for rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements; this is as true for staff as well as students.

Please refer to the behaviour policy and equality policy for greater information.

3 Teaching and Learning with Behaviour for Learning

3i Curriculum:

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. The National Curriculum and KS 4 qualification courses are our starting point for planning a curriculum that meets the specific needs of individuals and groups of student. We meet these needs through :-

- Setting suitable learning challenges,

- Responding to student's diverse learning needs,
- Overcoming potential barriers to learning and assessment for individuals and groups of students.

Thorough planning for the needs of individual students, the active involvement of students in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

3ii Teaching and Learning Style:

We aim to give all our students the opportunity to succeed and reach the highest level of personal achievement. When planning their work teachers take into account the abilities of all students. For some children we use the programmes of study from different year groups or reduce/extend the breadth of work within a topic.

Teachers ensure that students:-

- Feel secure and know that their contributions are valued
- Appreciate and value the differences they see in others
- Take responsibility for their own actions
- Are taught in groupings that allow them all to experience success
- Use materials that reflect a range of social and cultural backgrounds
- Have challenging targets that enable them to succeed
- Are encouraged to participate fully regardless of need.

Classroom management and teaching methods have an important influence on student's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and student, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave. At Kettlebrook we use the 4R's and STEP points to support our learners being learners and letting others learn. (Refer to the school's behaviour policy.)

Each lesson; assembly and breaks follow set routines that encompass:

S: Staying in the room

T: staying on Task

E: respectful use of Equipment

P: being Polite

R: being a Responsible learner

R: being a Reflective learner

R: being a Resourceful learner

R: being a Resilient learner

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the students to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment

3iii Objectives

Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement, detailing access to that curriculum area for pupils identified with additional needs.

3iv Curriculum Planning

The curriculum should be appropriate, accessible, differentiated and fully inclusive. In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation is planned for depending on the student. Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

3v Monitoring and review of policy

This policy remains under constant review but will be formally reviewed every three years.

4 Role of the Management Committee

The schools governors have statutory responsibilities outlined in the Special Needs code of Practice. They are responsible for providing a named governor responsible for SEN and Gifted and Talented Provision. They are required to report annually on the fulfilment of the schools Inclusion Policy.

In September 2011 new guidance to help improve discipline in schools was published. It sets out roles and responsibilities for Governing Bodies, Headteachers and teachers regarding behaviour and discipline.

Key messages are:

- Schools should not have a 'no touch' policy.

- Teachers have a legal power to use reasonable force.
- Head teachers can search without consent for an extended list of items including alcohol, illegal drugs and stolen property.
- Head teachers have the power to discipline pupils who misbehave outside the school premises and outside school hours.
- Schools must have measures in place to deal with bullying in and outside school. (including cyber -bullying).

Malicious allegations

- Headteachers can exclude pupils who make false allegations. They can involve the police.
- Schools should not automatically suspend teachers accused of using force unreasonably, where other alternatives exist. NB. At KSSS, all staff are trained in physical intervention strategy - PROACT SCIP-UK. This policy is rarely used to its final physical end point and only used when all other strategies have been used and there is actual or very potential harm to the student, others, property etc. (Please refer to SCIP policy.)
- All but the tiny number of complex cases should be resolved within 3 months and the majority within 4 weeks.
- Malicious or unsubstantiated or unfounded allegations should not be included in employment references.

The school Governing Body have appointed Mrs J Gentles as link governor for this subject.

The link governor will work with the Headteacher and SENCO to improve standards and provision in Inclusion at KSSS.

OTHER POLICIES

Our Inclusion Policy should be read in conjunction with:

- * Behaviour Policy
- * SEN Policy
- * Equality Policy
- * Teaching & Learning Policy
- * SCIP policy