



Inclusion Policy
2020-2021

Denton Community College Inclusion Policy

This Inclusion Policy is consistent with our Mission, Ethos and Values for Denton Community College ...

“Our aim at Denton Community College is to prepare young people to meet the challenges of being lifelong learners, leaders, and good citizens who are able to meet the demands and expectations of a world that is ever changing.

Our core values of: responsibility, respect, integrity, inclusion, courtesy and empathy will help prepare our students to meet these challenges.

Learners will understand and believe in their own potential and will take responsibility for their learning and have pride in their development. We will achieve this aim through learning programmes that develop mutual respect and trusting relationships, and by providing programmes that build on the current development of learners and their potential for future achievement.

The college will be organised around three distinct learning communities within the larger college. In each, learners will feel a sense of belonging and purpose. Teams of staff will spend dedicated time with students in each learning community to facilitate individualised learning programmes driven by agreed targets. Mentoring and coaching will ensure appropriate challenge and progress. High standards will be expected and high aspirations will be nurtured for all- learners and staff.

We will provide a happy, confident and successful learning community where everyone is valued and challenged to achieve their personal best. We will help our students develop the personal skills of self-respect, personal esteem, self-reliance, teamwork, adaptability and self confidence. As a result they will learn effectively and make the very best use of the opportunities our learning community will offer.

We aim continually to create an atmosphere of excellence and success running through the heart of the college. This will raise levels of achievement and standards, creating a positive ethos in our college community. This will, in turn, help our young people adopt healthy life-styles and maximise their potential for success throughout their lives.

In summary, throughout the time each young person attends our college we will seek to inspire them, help them to aspire to great achievements, and enable them to perform and achieve successfully.”

This Inclusion Policy has been developed by Governors and members of SLT to be fully consistent with the above statement.

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Principles

This policy should be read alongside:

- Other related college policies e.g equality, behaviour, safeguarding, attendance, anti-bullying
- Related guidance issued by the LA

Ofsted has previously provided the following definition of inclusion:

An educationally inclusive school is one in which the teaching and learning achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools. This shows not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties. The most effective schools do not take social inclusion for granted. They constantly monitor and evaluate the progress each pupil makes. They identify any pupils who may be missing out, difficult to engage, or feeling in some way apart from what the school seeks to provide.

The focus of social inclusion is on raising educational attainment for those students who are demonstrating disaffection or failing to participate fully in the college experience through challenging behaviour or poor attendance. The policy may also be relevant to other vulnerable children including:

- Minority ethnic and faith groups
- Travellers
- Asylum seekers and refugees
- Students in care/looked after
- Pregnant schoolgirls and teenage parents
- Young carers
- Children who abuse drugs and other substances
- Homeless children
- Children with mental health needs
- Victims of abuse and domestic violence
- Victims of LGBTQ+ prejudice and discrimination

Our college is committed to the following principles:

- seeking to meet the needs of all our students, including those who may be missing out, difficult to engage or feeling in some way apart from what the college seeks to provide
- early intervention, especially the identification of pupils at risk of disaffection, and proactive planning to meet their needs, is essential
- social inclusion is best promoted when the teaching and learning within the college is of the highest possible standard in order to enhance the educational experience of every child. Ensuring social inclusion is the responsibility of every member of staff, teaching and non-teaching
- students and their parents/carers are entitled to be treated fairly with respect to important educational decisions which affect their lives, especially concerning admission, attendance, exclusion and assessment for any special needs. Procedures will be applied in accordance with DfE, Ofsted and LA guidance.

Denton Community College recognises the need to serve its local community and to include its young people in an effective and positive learning environment. We recognise that each student has a unique experience of life, and that many come from very different domestic, financial, social and cultural backgrounds, and have different aspirations and expectations. The college has a commitment to each individual student and to assisting him/her to achieve success.

We believe that our college is a well-ordered and caring community in which all are valued irrespective of their differences. We believe that excellence for all is achievable. However, we also recognise that inclusion represents a challenge for all, both staff and students, and that it is an area which needs constant monitoring and regular revisiting in terms of the development of systems, supports and strategies.

Aims

1. To seek to enable all students irrespective of attitude, behaviour, aspiration or background, to achieve his/her best within the learning environment of Denton Community College
2. To practise an admissions policy which does not automatically refuse entry to students on the grounds that they have special, social, educational or behavioural needs or because they have a history of disruption
3. To promote good attendance and to take proactive steps to combat poor attendance
4. To identify early those students who find positive social interaction with their peers difficult. This will manifest itself often in anti-social behaviour (persistent name-calling, unacceptable and abusive language, aggressive tendencies – whether verbal or physical – inappropriate manner towards staff etc.). However, there may be others whose inclusion needs are recognised by introspection, social isolation and alienation from their peer group. Non-attendance will also be a trigger for identification of vulnerable pupils
5. To gather evidence concerning the specific attitude/behaviour/attendance patterns of young people, through experience, through liaison with, for example: primary schools, parents, peer group etc., and to seek professional advice from the Educational Psychologist and other external agencies
6. All staff to be consistent in the application of agreed college policies on behaviour, bullying, equal opportunities, attendance etc, so that all students are fully aware of the college's ethos and expectations
7. To alert all teaching staff and other relevant staff to an individual's particular difficulties in terms of social interaction, and to identify for staff the preferred management strategies for the student and the appropriate course of action for specific behavioural concerns
8. To support staff by recognising their need to have some assistance in behaviour management, e.g. providing Inclusion support in lessons etc
9. To provide the student concerned with what is the most effective strategy for improvement re: daily integration and inclusion within an ordered and positive community, with boundaries and safeguards which help to promote their own good behaviour
10. To inform all members of the college community (students, parents/carers, governors, staff, Local Authority etc.) of the college's commitment to social inclusion as an important feature of a forward thinking, aspirational, accepting organisation
11. To ensure that, on the occasions when inclusion fails, the college will be seen to have worked proactively, energetically and purposefully for success at every stage of the student's involvement in the life of the college
12. To acknowledge that there may be occasions when a student will be better served elsewhere on an alternative pathway, or when the corporate good – of staff and students – must supersede the individual needs of a particular student
13. To prepare students for living in a diverse and increasingly inter-dependent society

14. To ensure that teachers and support staff are offered appropriate training to help them to implement this policy effectively

15. To allocate identified funds to support this area

Practice

1. The college operates its admissions procedures in accordance with the policy laid down by the governors, following the LA model

2. Students are expected to attend college full-time, on time unless the reason for their absence is unavoidable

3. The college operates in accordance with the prescribed regulations covering the marking of registers, the granting of leave, the removal of students from roll and the authorisation of absence

4. Maximising attendance is a priority and the college seeks creative solutions to attendance problems wherever possible, recognising any particular needs of individuals or groups. This includes the use of curricular flexibility and educational alternatives at Key Stage 4 as appropriate

5. For identified students, the college operates a first day absence contact procedure

6. The college sets high standards of behaviour for its students and considers itself a community which respects and values each individual, both staff and student. Expectations on behaviour are regularly made clear to students through form time, assemblies, by published codes in the Student Planner and on notices around college, and to parents/carers in the school prospectus, newsletters, and in other policies available on request.

7. All forms of discrimination are unacceptable

8. Denton Community College liaises with its feeder primary schools effectively, to ensure that concern regarding an individual's behaviour/attitude/attendance is passed on. This is done in the first instance through the incoming Y7 HOY, who proactively seeks out such information during the term leading up to transfer. The Headteacher also liaises with Primary Heads on this issue, involving the SENCO, Assistant Headteacher (SEN and Inclusion) and the relevant staff as appropriate

9. The college strives to maintain a balance between proactive strategies on transfer to minimise anti-social behaviour by identified students, and the philosophy of a "clean sheet" and a new start

10. Usual college procedures will be engaged when any student exhibits anti-social behaviour of any sort: warnings, detentions, removal from class temporarily, isolation, liaison with HOY, SLT etc. Agreed behaviour agreements will be drawn up for each vulnerable individual addressing his/her specific needs, putting in place clear targets and identifying rewards and possible sanctions. This may initially be undertaken fairly informally through daily monitoring systems and communication through the Student Planner, but in more formal stages i.e. through reports, a EHA or a Pastoral Support Programme. Parents/carers, key staff and the student concerned will be involved as appropriate at various stages in this process

11. The SENCO, with the support of the SEN/Inclusion team, HOY and others will involve external agencies as appropriate: educational psychologist, educational welfare officer, the LA Inclusion Team, etc.

12. At all stages, teaching and any other involved staff will be kept fully informed of behaviour issues and strategies being utilised. All will be expected to support agreed procedures, and to seek

assistance from the HOD, HOY, SLT, the HT, and other members of the Leadership Team should implementation prove difficult at specific times

14. Where a student is on a plan of any kind, review meetings are held. When appropriate, parents/carers and other involved parties are invited, including the student

15. Social inclusion may prove difficult for students for whom the normal academic curriculum is in any respect inaccessible. Should this be the case, or be considered to be a factor, the input of other key staff i.e. - SENCO, HODs, SLT lead for Teaching and Learning will be sought and appropriate additional academic support provided, and other strategies sources/engaged that are considered helpful

16. For a very small minority of students for whom permanent exclusion is becoming a real possibility, it may be appropriate for college to arrange a place on the college's work-related learning programme or wider college alternative curriculum programme. This may involve liaison with careers services, parents/carers, potential employers and college staff and relevant external agencies/providers

17. The Delegated School Budget is used in the following ways to support social inclusion:

- To fund Work-Related Learning and college placements for identified pupils at Key Stage 4
- To part-fund the first day absence contact programme
- To fund any SEN/Inclusion support the college deems appropriate over and above that which is identified through statements of Special Educational Needs (EHCPs)
- To facilitate learning for students with short term medical issues

Measure of Success

The college has identified the following as a measure of its effectiveness in promoting social inclusion:

- The reduction of permanent and fixed term exclusions
- Clear contribution to the raising of attainment across all year groups and across all abilities
- Clear contribution to maintaining and improving attendance levels.

For each of the above, data is analysed regularly and is available on request

Staff Responsible

All staff have a role to play in the implementation of this policy. However, compliance is monitored by the Assistant Headteacher with responsibility for SEN and Inclusion.

Dissemination

This policy is shared with all staff. Parents/carers are informed of the policy on an annual basis via the college website.

Monitoring, Evaluation and Review

A Governors sub-committee will review the Inclusion Policy on an annual basis.

Compliance is monitored by the Senior Leadership Team.