



# Inclusion Policy

Responsibility	Head Teacher	
Ratification date	NOTED 23 03 2021 Quality of Education Committee	
Review cycle / date	3	Spring 2024
Reference	050/3	

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## 1. Purpose

The Purpose of this policy:

- To ensure that all stakeholders have a common understanding of the term inclusion
- To ensure all education settings and activities whether formal or informal are fully accessible to all young people (subject to travel company limitations)
- To ensure early identification, assessment, support and review of the needs of the young people attending the Richmond upon Thames School (RTS)
- To promote partnership with parents/carers and other stakeholders
- To ensure the effective use of resources towards prevention and early intervention
- To promote collaboration with other education providers to enable the sharing of best practice to meet the needs of all young people
- To monitor appropriate indicators to measure the success of the Inclusion Policy
- To review the effectiveness and development of the Inclusion Policy

## 2. Definition

**Inclusion** is concerned with the learning, participation and equal opportunities of all young people; all of whom have a right to access the curriculum.

**It applies in the following cases:**

- Girls and boys where there may be gender issues
- Minority ethnic and faith groups, travelers, asylum seekers and refugees
- Students with special educational needs, including those with emotional, behavioral and social difficulties
- Students with physical disabilities
- Students with Mental Health disorders
- Students with emotional, behavioral or social difficulties
- Students who are identified as academically more able or talented
- Students whose families may be disadvantaged
- Students that are at risk of disaffection and exclusion from school
- Other students, such as sick children, young carers, children in families under stress, pregnant school girls and teenage mothers

## 3. Implementing this policy

The following information should be read alongside all related policies.

## 4. Inclusion at RTS

- All policies and practices are underpinned by a commitment to inclusion
- Staff training provides opportunities to explore issues and strategies that staff can use to promote inclusion
- Inclusion is promoted amongst students through Academic Tutor Time, the PSHCE curriculum, Collective Worship (assemblies) and day to day interaction with staff and school-volunteers
- Positive language and images are used when referring to all students
- Students and staff are encouraged to report use of discriminatory language and all allegations are taken seriously

## 5. Fully accessible educational settings and activities

All areas of the school building and site are accessible to all students and their parents/carers.

The Special Educational Needs (SEN) Team inform all staff where learning resources need to be adapted so that a student may access them. The SEN department constantly review department resources and advise staff where appropriate.

Students for whom English is an Additional Language (EAL) and for whom their lack of English prohibits them from accessing the curriculum are supported by the SEN department. Support will include targeted apps for their device, language dictionaries and the use of English language programmes.

At both key stage 3 and 4, all students have full entitlement to the curriculum. In Key stage 3, a small number of students follow a tailored-curriculum enabling them to access transition classes and small group intervention. At key stage 4 students are carefully matched to the pathway which enables them to realise their full potential.

All teachers plan a wide range of teaching and learning activities which take account of different learning styles, cultures, interests and experiences; tasks are differentiated so that all students are provided with appropriate pace and challenge (see the [Curriculum Policy](#) for more information).

Staff are given training and work closely with Learning Support Assistants (LSAs) to help students overcome barriers to learning; special arrangements are made in practical subjects so that all students can access all activities with due regards for Health and Safety.

Teachers use materials which reflect the community; are socially and culturally diverse, challenge stereotypes and provide positive images.

All students receive regular feedback on their work which acknowledges progress, and provides clear guidelines on how to improve. Teachers tailor their feedback to individual students and involve LSAs where appropriate.

Where students are set by prior/current attainment, this is organised using their results from their SATs, CATs subject baseline assessment (GL Assessment) and reading ages. Setting, which only takes place in Maths in Year 9, 10 and 11, is monitored by Senior Leaders to ensure that all students are in the correct set to enable them to achieve their full potential. Movement between sets is closely monitored by the Curriculum Leaders for Maths and overseen by the Deputy Head Teacher responsible for student progression.

Students who qualify for the Pupil Premium Grant (PPG) are entitled to additional resources to support their learning and prepare them for exams. This funding may be used by the school in a number of ways to benefit PPG students. A report on the PPG budget is published on the school website at the end of the academic year.

Students who miss education for a sustained period of time will have work provided, usually via Google-Classroom. This work will usually be collected via Google-Classroom and feedback provided where appropriate. This will be organised by the Head of Year.

In year 7, 8 and 9, all students participate in the enrichment programme (Tuesday, Wednesday and Thursday 15.00 - 16.00). A range of activities are provided within the programme to meet the needs of the students.

## **6. Identification, assessment, support and review**

All students are set attainable and challenging targets in order to achieve the highest grades possible; these are based on Key stage 2 scores, Target Expected Grades (TEG).

A combination of formative and summative assessments are used to monitor progress for all and key groups of students.

All subject staff have training to ensure common and fair interpretation of assessment criteria. Moderation within the department ensures a consistent approach.

Senior leaders, middle leaders and the Special Educational Needs and Disabilities Coordinator (SENCo):

- scrutinise assessment data for all students and key groups,
- organise intervention where students are not making expected progress and
- work with the teachers and LSAs to guide their reflection on best practice to improve progress within key groups.

Academic Tutors mentor students within the tutor groups to overcome barriers to learning.

The Pastoral Team uses data generated at Assessment Points (APs) to identify and monitor individuals at risk of not making progress, who are at risk of disaffection, vulnerable or displaying negative behaviour for learning.

All Academic Tutors monitor attendance and punctuality. Heads of Year meet weekly to discuss student attendance with the Deputy Head Teacher in charge of Student Wellbeing. RTS employs the services of an Educational Welfare Officer (EWO) from the Local Authority to target persistently absent (PA) students.

## **7. Partnerships**

RTS keeps parents/carers informed through regular reports and parent evenings. Parents/carers are encouraged to contact the school should they have any concerns. Parents/carers of students that require intervention are informed of the progress of the intervention via email/letter or a phone call home.

- All phone calls and emails from parents are acknowledged within 2 school days of receipt.
- The Academic Tutor is the first point of call for all parent/carers.
- The SENCo will maintain regular contact with all parents / carers of SEND students and will involve parents in target and provision setting.
- The Assistant Head Teacher responsible for Student Wellbeing will work closely with primary schools to ensure a smooth transition for students from Year 6 to 7. Extra support and visits will be provided for those vulnerable students.
- The Deputy Head Teacher responsible for Student Wellbeing monitors students with extreme medical needs. Students with individual healthcare plans (IHPs) are pinned to the students' profile page in Arbor and training to all staff is delivered where necessary. (See Supporting Students with Medical Conditions Policy)
- RTS liaises with a number of outside agencies to support the needs of individual and groups of students. This is overseen by the Deputy Head Teacher responsible for student wellbeing.
- There are clear procedures for disagreement resolution through complaints procedures.

## **8. Collaboration**

The school collaborates with other schools and training providers to train staff, provide resources, and share good practice.

The school works alongside neighbouring schools through the Fair Access Protocol to provide managed moves.

## **9. Effective use of resources**

Deployment of staff and resources is driven by an assessment of need, based upon assessment data, information from Arbor, work and lesson scrutinises and the day to day work of the SEND and Pastoral teams.

The PPG is used to provide additional staffing and resources targeted at those students that qualify for the funding.

The school is committed to additional in-school provision for vulnerable and SEND students and funds a transition programme within Year 7.

The school pays for support from external agencies based on identified needs e.g. Educational Psychologist (EP) and Education Welfare Officer (EWO).

Thorough monitoring of pastoral and academic outcomes is used to review the impact of extra staffing and resources. This includes an assessment of value for money.

## **10. Monitoring and evaluation**

The progress of all students and target groups is monitored termly by Curriculum Leaders with their line managers. A termly meeting with between Curriculum Leaders and the Head teacher ensures monitoring, tracking and transition of all students is in place and effective.

The Pastoral Team review progress using data from reports to monitor and reward students.

Outcomes from monitoring are used to identify development priorities each year and are embedded within action plans.