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1. Introduction

CRHS Governors have agreed this Policy and as such, it applies to all those who work and learn at the school.

CRHS is committed to improving the life chances of all our students, whatever their age, gender diversity, ethnicity, impairment, attainment and background. Where we have the capacity to make a difference, we are morally bound to do so. The CRHS Vision is to establish a culture of care, opportunity and quality where the adults place the students at the heart of everything we offer.

2. Rationale

CRHS values the abilities and achievements of all its students, and is committed to providing the best possible learning. In our school 'Inclusion' is a term used to describe the process of ensuring equity of learning opportunities for all children and young people. It is a process of identifying, understanding and breaking down barriers to learning and belonging. Inclusion is about the quality of their experience; how they are helped to learn, achieve and participate fully in the life of the school. Inclusion does not mean that all learners in these groups necessarily learn in the same way or together, but that practices are adapted to take account of all learners' needs – this is equity in learning.

We make this a reality through the attention we pay to the different groups within our school.

This policy applies to children who:

- have Special Educational Needs and/ or a Disability (SEND);
- have medical needs;
- reflect social and cultural diversity and protected characteristics;
- have attendance difficulties;
- are Young Carers;
- use English as an Additional Language (EAL);
- are from Ethnic Minority groups (EMA);
- are Looked After Children (LAC);
- are in receipt of free school meals (FSM);
- are Most Able;
- bully or are victims of bullying;
- are bereaved;
- present with safeguarding concerns.

This policy is to be read in conjunction with:

- Safeguarding and Child Protection Policy;
- SEN and Inclusion Policy;
- E-safety Policy;
- Behaviour and Anti Bullying Policies;
- Teaching and Learning Policy;
- KS3 Broad banding policy;
- Homework Policy;
- DESC Guidance for schools on the administration of medication and medical care.

3. Compliance with Statutory Duties

This policy meets requirements set out in the Isle of Man Children and Young Persons Act 2001. It is also written with reference to the following legislation and documents:

- Equality Act 2017;

- Isle of Man Education Bill 2001;
- The Education (Miscellaneous Provisions) Acts 2009;
- The Education (Curriculum) Order 2011;
- Special Educational Needs policy 2019 & COLI;
- Admissions to Secondary Schools policy;
- Equal Opportunities policy;
- Administration of Medication & Medical Care;
- Complaints Procedure;
- Curriculum for Learning & Achievement;
- IOM school improvement framework;
- UK Teachers Standards 2012.

4. CRHS Aims

At this school we aim to:

- value everyone equally in an inclusive environment;
- take a positive approach in developing the self-confidence and self-esteem of each and every child;
- help pupils to develop lively, enquiring minds and the ability to question;
- provide a curriculum which is broadly based, relevant and meets the needs of individuals;
- ensure that children and young people can engage successfully in school activities, including making reasonable adjustments for those pupils with a disability so that they have good access to the curriculum and wider school learning environment;
- bring out the best in children at our school and support the development of life skills for a successful future;
- create a stimulating and challenging environment, which is supportive, secure, caring and allows each child the opportunity to reach their potential in terms of academic, social and emotional development;
- create a school community in which children, parents, staff and governors work together;
- help pupils understand the world they live in and our part in the local, national and global community;
- ensure that parents, carers and, where relevant, other professionals are kept informed of their child's progress and attainment;
- enable all members of the school community to participate in aspects of school life through discussion and consultations;
- ensure a suitable level of staff expertise to meet pupils' needs through universal and targeted training/continued professional development;
- encourage respect, resilience, resourcefulness, responsibility and controlled risk taking in a safe learning environment;
- ensure that pupils are involved, where practicable, in decisions affecting them.

5. Objectives

CRHS will:

- ensure implementation of applicable government and DESC inclusion requirements;
- ensure the School's Inclusion Policy is implemented consistently by staff;
- ensure any discrimination or prejudice is tackled appropriately;
- identify barriers to learning and/or participation and provide appropriate learning to meet a diversity of needs;

- ensure all pupils have access to a differentiated curriculum;
- recognise, value and celebrate pupils' achievements;
- work in partnership with parents/carers (and other key agencies as appropriate) in supporting their child's education;
- guide and support students, staff, governors and parents in inclusion issues.

6. Inclusive Provision

CRHS offers a continuum of provision to meet a diversity of pupils' needs. Although our classes are mainly organised in broad ability bands during KS3 and by option choices at KS4/5, there remains some flexibility to group children in different ways, for example; within their classes, across the year group and for specific aspects of the curriculum. Depending on the needs of the children within the cohort, and other circumstances, this may look different from one year group to the next or from one academic year to the next.

Additional provision or adjustments may need to be organised for particular pupils in order to enhance their inclusion. Additional in-class support is available. A range of provision is available to pupils who require additional support in specific areas including: speech, language and communication needs; social, emotional and mental health needs and also sensory/physical needs. Children are carefully assigned provision which, in the first instance, is based on their transition information from primary school. For students who join us later or as they become older this is increasingly informed by our own internal data and communication between the SEN Team and class teachers with associated consultation with parents/carers.

There are many organised extra-curricular clubs and activities which all children have access to.

In addition we provide opportunities for students to be heard so that they are included in decisions relating to themselves, their own welfare, and also in the education provision made for them.

Examples of Student Voice in action in our school.

- Student Council – a group of students representing each year group, nominated by their peers. Council meets regularly and student views are canvassed.
- Student panel as part of the recruitment of teachers process.
- Student Voice surveys - undertaken at whole school level e.g. Remote Learning provision and at a smaller scale - individual teachers asking for feedback on lessons or units of work.
- Student Charter - an agreed set of student behaviours that have been designed by students to have a positive effect on others. This includes a key concept of developing respect for others and appreciating that everyone is unique and individual.

7. Organisation of Learning

Creating an environment where all children have the opportunity to learn is a whole-school responsibility. The role of the teacher is to facilitate that learning through a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes and engagement. Our teachers plan their approaches to teaching and learning using our 'FACE' model, so that all pupils can take part in lessons fully and effectively. To ensure we meet the full range of pupils' needs, staff are trained on, and aware of, the requirements of the equal opportunities legislation that covers disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, and sexual orientation.

We take specific action to respond to pupils' diverse needs and to provide access to learning for our students, seeking to:

- create effective learning environments;
- secure pupils' motivation and engagement;
- provide equality of opportunities through teaching approaches;
- use appropriate assessment approaches;
- set suitable targets for learning;
- plan, where necessary, to develop pupils' understanding through the use of all available senses and experiences;
- plan for pupils' full participation in learning activities;
- help pupils to manage their behaviour and to take part effectively and safely;
- help individuals to manage their emotions, particularly trauma or stress and to take part in learning.

Children may be withdrawn for focussed intervention during appropriate times. Technology is available in classrooms and is used where appropriate to provide additional support and challenge.

Teachers are made aware of the individual needs in their classes via clear SEN coding visible against each student on our electronic registers. More detailed guidance is then available via each student's SEN profile. Teachers take these needs into account when planning their lessons. Examples of potential strategies used for different students are shown in the Inclusion suggested strategies document.

8. Provision

On entry to CRHS, each child's prior attainment and other information will be reviewed. This will help to inform the school of a child's aptitudes, abilities and attainments, and will be used to improve continuity in learning. The class teacher/SENCo/Learning Support/Transition Team will use the records to:

- provide starting points for an appropriate curriculum;
- identify the need for support within the class;
- assess any learning difficulties;
- where appropriate, empower parents to support their child's learning.

9. The Range of Provision

The main methods of provision made by CRHS are:

- full-time education in classes, with additional help and support by class teacher through a differentiated curriculum;
- in-class support with adult assistance, where appropriate;
- periods of withdrawal to work with support in a Skills Centre, where appropriate;
- attendance and/ or behaviour support from pastoral teams, SC4, DESC ELO when needed;
- A bespoke timetable reflecting a modified curriculum where appropriate.

10. English as an Additional Language

Particular care will be needed with pupils whose first language is not English. The Learning Support Team will closely follow EAL pupil's progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from Special Educational Needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

11. Record Keeping

The Learning Support Team will maintain SEND, LAC and EAL records and ensure appropriate access to them. In addition to the usual School records, students with SEN status of ADS, ADSP and HLN all have a pupil profile which include:

- Student's own perceptions of their learning strengths and difficulties;
- Recommended strategies for classroom teachers to adopt.

Other universal records pertaining to

- Parental communications;
- Progress and behaviour;
- Information from health/social services;
- Information from other agencies.

Would be attached to each student's individual SIMS record with appropriate data protection safeguards in place.

12. Inclusive Monitoring

Groups including the following are specifically monitored with reference to how much the School 'includes' them and provides for their learning needs:

- Boys and girls;
- Pupils who have English as an Additional Language (EAL);
- Pupils who have Special Educational Needs and/ or a Disability (SEND);
- Pupils who are the Most Able;
- Pupils who are subject to Child Protection (CP) or Child With Complex Needs (CWCN) plans;
- Pupils who are at risk of exclusion;
- Pupils who are Young Carers;
- Pupils with social, emotional and/ or behavioural (SEBD) difficulties;
- Children who are Looked After (LAC);
- Pupils who are entitled to Free School Meals (FSM).

13. Whole School Effectiveness of Inclusion

The Headteacher, SENCo, Curriculum Lead and Governors are responsible for reviewing the overall provision for children with SEND, EAL and those children who are the LAC. For other inclusion groups such as the EMA and Most Able, provision review comes from promoted post holders assigned to each year group; the respective Heads of Year and their associated LT member. To support this, pupil's progress is tracked at a number of levels:

- (SEND) the class teacher formatively assesses children's progress and targets;
- Lesson observations include appropriate comments on provision and progress of pupils with different or additional needs;
- Interventions are implemented and closely monitored;
- Overall effectiveness of interventions is reviewed on a regular basis.

Whole school effectiveness is measured by monitoring children in the inclusion categories. We will seek to identify students who are:

- Narrowing the gap between themselves and their age appropriate targets;
- Achieving or exceeding their targets;
- Improving their attitude to learning and behaviour;

- Increasing independence;
- Ready for a reduction in the quantity of support they require;
- Accessing more mainstream lessons;
- Improving confidence and emotional health.

Some suggested inclusion strategies used at CRHS:

Students with Special Educational Needs and Disability (SEND):

- differentiated learning objectives and/or success criteria;
- breaking down learning tasks into manageable 'chunks'
- adapted and differentiated printed text to improve access and understanding;
- graphic organisers and writing frames;
- hands on equipment;
- multi-sensory learning opportunities;
- extra adult support;
- additional visual cues;
- learning opportunities which reflect Pupil Profile & targets;
- mixed ability and homogeneous groupings;
- specialised targets for the most complex needs which are reflected in planning;
- differentiated homework.

Students with medical needs:

- consult with parents/carers to understand the child's situation and needs
- ensure that the necessary staff are aware of the issue and the likely impacts on education in terms of attendance and access to the curriculum

Students who are More Able:

- tasks which demand higher-order thinking skills;
- access to advanced resources and materials which support the level of challenge;
- extension – not 'more of the same' but more challenging work;
- stimulating lessons that have pace so that pupils are motivated by challenge;
- creative learning tasks which have a degree of open-endedness and uncertainty to permit pupils to impose meaning, make reasoned judgements or produce multiple solutions;
- the opportunity to take risks in an organised way and sometimes to fail and to work collaboratively;
- learning which involves authentic tasks and opportunity for choice and personalisation;
- differentiated homework.

EAL

- EAL learners, their families/carers and communities are not homogenous groups; it is important for their teachers to know and understand who they are, in order to effectively support their needs;
- access to dual language texts;
- use of suitable IT translation solutions;
- access to word banks;
- opportunity for visual literacy techniques such as reading pictures;

- provide opportunity for higher order thinking;
- opportunity for discussion and cooperative learning;
- explore opportunities to communicate in their first/home language (would need DESC support);
- encourage children to write their own dual texts, when appropriate;
- differentiated homework.

Reflect social and cultural diversity and protected characteristics

- significant differences of culture, outlook, narrative and experience should be recognised and respected;
- participate in appropriate events and initiatives such as - Black History Month and Refugee Week;
- plan learning opportunities in lessons which reflect diverse backgrounds/cultures;

Attendance difficulties

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Young Carers;

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Looked After Children (LAC)

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Students in receipt of free school meals (FSM)

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Students who bully or are victims of bullying;

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Students who are bereaved

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