



# Inclusion Policy

## Hylands School

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## Principles

Hylands School was built to serve the community in which it is placed. Accordingly, we are a comprehensive, community school with a clearly defined catchment area and cater for pupils of all abilities.

Hylands School believes that every member of the school community has a right to an education free from intimidation and fear. Failure to act gives a silent but powerful message that bullying is appropriate and acceptable.

## Aims

Hylands School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximise their potential regardless of gender, age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At Hylands School we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

*We aim to:*

- provide a secure environment in which all our students can flourish and achieve all five outcomes: be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being
- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging
- prepare students for life in a diverse society in which children are able to see their place in the local, regional, national and international community
- include and value the contribution of all families to our understanding of equality and diversity
- provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age
- plan systematically to improve our understanding and promotion of diversity; actively challenge discrimination and disadvantage
- make inclusion a thread which runs through all our activities



## 1. Introduction and Legislative Compliance

- 1.1. "Inclusion is a journey with a clear direction and purpose: equality of opportunity for all children and young people." (Council for Disabled Children, 2008)
- 1.2. 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 participation 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.
- 1.3. The inclusion focus for Hylands School is concerned particularly with those groups of learners who may have been marginalised historically or who have underachieved or who are currently underachieving when compared to their peers.
- 1.4. Inclusion does not mean that all learners 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.
- 1.5. Educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.
- 1.6. All children, including those identified as having special educational needs and / or disabilities have the same common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and enables them to be fully included in all aspects of school life.
- 1.7. Hylands School will take into consideration, the following:
  - The Children and Families Act 2014
  - The Special Educational Needs and Disability regulations 2014
  - The Special Educational Needs (Personal Budgets) regulations 2014
  - The Equality Act 2010
  - The SEND Code of Practice 2015
  - The Education Act 1996
- 1.8. Under the Equality Act (2010) all schools have duties towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services required by disabled children and young people to prevent them being put at a substantial disadvantage.
- 1.9. The Teachers' Standards (2012) makes clear the expectation for all *teachers* to "adapt teaching to respond to the strengths and needs of all pupils". Teachers must "have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them." (Standard 5)



## 2. Equality and Inclusion

- 2.1. All learners should be equally valued in school. The Equality and Human Rights Commission (EHRC) states that “avoiding discrimination and promoting equality supports the agenda of improving attainment and progression for all pupils. Good education and skills are crucial for opening up opportunities and increasing the chance of a successful life”.
- 2.2. In addition, in England, equality and diversity are specified factors that must be considered during school inspections, such as those led by Ofsted.
- 2.3. Schools also have wider duties to prevent discrimination, to promote equality and to foster good relations for “an equal society protects and promotes equal, real freedom and substantive opportunity to live in the ways people value and would choose, so that everyone can flourish. An equal society recognises people’s different needs, situations and goals and removes the barriers that limit what people can do and can be.” (EHRC, 2014)

## 3. Vision

- 3.1. The Hylands vision of ‘Inspire, Challenge, Achieve’, reflects the belief that an exceptional education for all is rich and empowering beyond the narrow confines of formal examination success.

## 4. Learners with SEND

Hylands School is committed to the provision for learners with SEND in order for them to participate in all aspects of school life including academic, social and extra-curricular. It is recognised that it may be necessary to personalise a curriculum offer, which is different from and/or additional to that already offered in order for this to be achieved in the best interests of the learner.

At Hylands School we aim to make all areas of the site accessible where possible, so that all students, staff, parents and visitors to the school have an equality of opportunity to access the school.

Hylands School takes reasonable steps to avoid disadvantaging any student in terms of accessibility. It manages and improves the physical environment of the school buildings and grounds to meet the needs of a range of disabled students currently on roll, as well as prospective students. However, as per the Equalities Act (2010) the school is not obliged to anticipate and make adjustments for every imaginable disability and need only consider general reasonable adjustments.



## 5. Disadvantaged Learners in Receipt of the Pupil Premium

For those learners who have been in receipt of free school meals (FSM) at any point in the last six years, are children of Service personnel who have served at any point in the last six years, or are learners who have been looked after for 1 day or more, adopted from care, or who have left care under a special guardianship order, a residence order, or a child arrangements order, the Pupil Premium is additional funding provided to schools in order to raise the attainment of disadvantaged pupils of all abilities to reach their potential and support children and young people with parents in the regular armed forces.

Hylands School acknowledges The Sutton Trust report (2018) which recommends that the use of PP funding for disadvantaged pupils should enable them to have access to activities and programmes which allow them to reach their potential.

Where disadvantaged pupils are also more able, funding can be used in obtaining extra tutoring, booster sessions and access to a 'More Able' programme which allow pupils to achieve 'greater depth' in education and/or Level 9 grades at GCSE and A\* at A Level.

## 6. More Able Learners

A learner is considered to be 'more-able' if they perform at a level that exceeds that which is expected for their age group; this may be in one or more areas of learning.

The National Association for Able Children in Education (NACE) believes:

- Defining ability is complex and evolving
- High ability includes all domains of human achievement
- Many children are capable of high achievement given the right opportunities
- There should be no ceiling on how many children in a school are defined as highly able
- Every school can and should provide opportunities for their highly able to flourish and achieve

NACE also states that learners of high ability may demonstrate all or some of the following characteristics:

- Able to master the rules of a domain easily and transfer their insights to new problems
- Make connections between past and present learning
- Work at a level beyond that expected for their age group
- Produce original and creative responses to common problems
- Shows curiosity, asks questions and enjoys engaging in debate or discussion



At Hylands School we believe in the appropriate and early recognition of learners who are more able and a commitment to providing them with a range of opportunities and experiences, which reflects their personal gifts, potential and distinctiveness; particularly when considering their learning progression and future career paths.

## 7. Learners with English as an Additional Language (EAL) and Learners from Minority Ethnic Groups (MEG)

To ensure equity of learning for our EAL and MEG learners, it is important that recognition and respect is given to the value and significance of the first language and the associated cultural expectations and norms. EAL learners, their families / carers and communities are not homogenous groups; it is important to know and understand who they are, in order to effectively support their needs.

It is important to note that significant differences of culture, outlook, narrative and experience should be recognised and respected. It is important that all pupils should feel that they belong – to the school, the neighbourhood and locality, and to Britain more generally. Belonging involves shared stories and symbols; a shared sense of having a stake in the well-being and future development of the wider community; a sense that they are accepted and welcomed, and that they are able and encouraged to participate and contribute.

English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated or personalised work and individual learning opportunities will be provided for children who are learning English as an Additional Language as part of the school's provision for vulnerable learners; this may be underpinned by the approaches highlighted for the disadvantaged and more able, where appropriate.

The National Association for Language Development in the Curriculum (NALDIC) have identified five principles of good practice in EAL teaching and learning (1999):

- Providing a rich context
- Encouraging learners to communicate in speech and writing
- Pointing out key features of English explicitly
- Developing learners' independence.
- Activating prior knowledge in the learner



## 8. Expectations

At the heart of educational inclusion is provision which meets the needs of all learners. Hylands School is committed to providing:

- Quality First Teaching (QFT) which meets the needs of all learners and which is appropriately differentiated
- Effective systems for tracking and monitoring progress, so that early intervention can address gaps in learning; this includes, but is not exclusive to, monitoring and evaluation through learning walks and work scrutiny across all pupil groups
- Opportunities to extend and challenge all learners, so that they can achieve their potential
- Effective lines of communication between home and school, so that through collaboration, a shared understanding of 'what success looks like' is achieved for each learner and their family