



## Inclusion Policy



# Inclusion Policy

<b>Status:</b>	<b>Non-statutory</b>
<b>Policy reviewed by:</b>	<b>M Hendry</b>
<b>Policy ratified by:</b>	<b>Headteacher</b>
<b>Date of policy:</b>	<b>May 2021</b>
<b>Date of next review:</b>	<b>May 2023</b>
<b>Links to other policies:</b>	
<b>Signed:</b>	



**Inclusion Policy**

Red Gates is very proud of its inclusive practices. Inclusion is a process that maximizes the entitlement of all pupils to a broad, relevant and stimulating curriculum, which is delivered in an environment that will have the greatest impact on their learning. All schools, whether special or mainstream, should reflect a culture in which the provision adapts to meet the needs of its pupils and is provided with the resources to enable this to happen. Hence pupils at Red Gates benefit from special school facilities and curriculum and links with the co-located Gilbert Scott Primary School and local primary schools.

Red Gates and Gilbert Scott schools physically join at the dining hall, so staff and pupils see each other daily, giving natural opportunities for developing an awareness and understanding about Red Gates pupils.

**Aims**

Inclusion practice is based around shared aims:

- All children to develop communication skills
- All children to develop citizenship, personal and social skills
- Mainstream children to develop a basic understanding about Red Gates children
- To increase levels of interactions between Red Gates and mainstream children

We will provide a positive, inclusive learning and working environment based on respect for people's differences. We are committed to challenging and preventing racism and discrimination.

**The Process**

In order to achieve the aims previously stated there has to be a common basis of commitment and interest and a willingness to share expertise. The following guidelines are necessary when planning links:

- Groups of pupils from Gilbert Scott and other SEP schools and Red Gates need to be of a similar age
- Children should work in small groups or partnered one to one
- Children need the opportunity to talk to each other and to staff
- Careful joint planning and review is vital through regular communication of Red Gates and Gilbert Scott and other SEP schools staff

**Inclusion Protocol**

Activity:	Timescale:	Agenda:	Notes/Actions:
Initial meeting with link	Beginning of Autumn term.	<ul style="list-style-type: none"> <li>▪ Discuss needs of children in both classes.</li> <li>▪ Discuss joint visions for</li> </ul>	

<p>teacher as required.</p>	<p>Date of meeting:</p>	<p>inclusion sessions.</p> <ul style="list-style-type: none"> <li>▪ Agree on appropriate activities to support children's learning.</li> <li>▪ Arrange dates and times for weekly sessions throughout the term.</li> <li>▪ Book a date for the end of term to meet and review practice. Share achievements and work through any issues/concerns.</li> <li>▪ Agree on how classes will be informed if inclusion has to be cancelled.</li> </ul>	
<p>Red Gates Teacher to visit link class as required. Link school teacher invited to visit Red Gates class</p>	<p>Beginning of Autumn term before sessions start.  Date of visit:</p>	<ul style="list-style-type: none"> <li>▪ Arrange a visit to link class.</li> <li>▪ Introduce yourself to the children. Discuss your children and what you will all be doing in inclusion sessions.</li> <li>▪ Request photos of the children that will be joining your class to use as a communication aid with your class.</li> </ul>	
<p>Review via meeting, email or phone call</p>	<p>End of each term.  Date, Autumn Term:  Date, Spring Term:  Date, Summer Term:</p>	<ul style="list-style-type: none"> <li>▪ Discuss your inclusion sessions and what has gone well.</li> <li>▪ Share achievements.</li> <li>▪ Talk through any concerns/issues that may have arisen and agree a way forward.</li> <li>▪ Decide on dates and times for the next half term.</li> <li>▪ Book a meeting for the end of the next term.</li> </ul>	

**Planning and Organisation**

Red Gates class links with Gilbert Scott and other SEP school classes are established and where possible children from Gilbert Scott or SEP school join their link class each week. If a Red Gates pupil has well developed social and



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communication skills, an additional individual weekly link may be organised, supported by a Teaching Assistant (TA) from Red Gates.

The focus and activities for the sessions will be planned jointly by staff from both schools. If all professionals are involved at this stage then they will feel a responsibility to monitor and develop the link

Inclusion sessions will be incorporated into weekly plans. Targets on a child's Personalised Plan may incorporate strategies/activities that take place during inclusion sessions.

Pupils across school are given regular opportunities to work and play alongside pupils from different classes, age phases and pathways. This may include playtimes, assemblies, cultural celebrations, lunchtime clubs and Golden time sessions.

### **Monitoring, Evaluation and Review**

Evaluations of weekly sessions and Personalised Plan targets where appropriate will be recorded by Red Gates staff class teams on SOLAR. Evaluations of experiences and achievements will be reported on in the annual school report.

Time will also need to be spent on talking and listening to the pupils from both schools again enabling them to ask questions, express feelings and share in each other's experiences.

Photographs are invaluable for recording sessions, to be shared by pupils, parents and staff, identifying pupil achievement. Red Gates staff will liaise with Gilbert Scott staff and other SEP schools before sessions begin to ensure all pupils can be photographed.

Regular meetings of staff from both schools are essential to evaluate the sessions, enthuse about successful aspects and to discuss aspects for development and any anxieties. It is important staff feel able to be honest and say if a session is not working so that changes can be made and the problems rectified.

### **Partnerships within the local school community**

The shared vision of the Selsdon Education Partnership is to increase the capacity and capability of each school and to enhance pupils learning. This is being achieved by the SEP schools working together to identify training requirements and to support the professional development of all staff, through opportunities for shared training at twilights, teacher meetings, training days and visits to each others schools. Schools within the Selsdon Education Partnership regularly organise interschool events where children come together for special activities.



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Red Gates is also providing outreach support for other Croydon primary and special school colleagues. See Outreach Policy.

### Conclusion

It is important when reviewing inclusion practice, to continue to develop positive attitudes towards disability as this in turn will have an influence on the personal and social development of the pupils and their attitudes.

Overall our intention is to create an inclusive culture within the community and produce inclusive policies to evolve inclusive workable practices. Inclusion in education is one aspect of inclusion in society.

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