

THE RIPLEY ACADEMY

A member of the East Midlands Education Trust



Inclusion Policy

Summer 2019



Achieving Excellence Together

Policy reviewed:	Autumn 2019
Reviewed by:	EMET
Next review due:	Summer 2021

Inclusion Policy

The Ripley Academy will promote **inclusiveness** in all aspects of its work and within the context of an inclusive, cooperative and culturally diverse school community. Inclusion is about removing barriers to participation and learning so that everyone benefits from educational opportunities.

Our Aims

For all our students we aim to:

- Provide a secure environment in which they can achieve their potential
- Foster maximum independence in educational, social and emotional and economic terms and to promote lifelong learning
- Ensure their needs are recognised and addressed through a co-ordinated and cohesive response; and that they, the students, are involved in all stages of this process
- Ensure they have their entitlement of a broad, balanced and relevant education
- Ensure equal opportunities for them to succeed at the highest level possible, by removing barriers to access and participation and working to eliminate variations in outcomes for different groups
- Prepare them to contribute to society by ensuring our students learn to understand others and value diversity, whilst also promoting shared values to develop skills of participation and act as responsible citizens
- Provide reasonable means for them, their friends and families to interact with others from different backgrounds and build positive relationships
- Provide extended services and opportunities for them, their families and the wider community to take part in activities, and receive services, which build positive interaction and achievement for all groups
- Work in partnership with their parents and/ or carers and the students themselves, to ensure effective and efficient use of resources to meet their needs

Our Principles

We believe that:

- Inclusion is a process, and not a state, and so we will continue to improve and review our policy and practice
- Inclusion is characterised by our school culture which respects and welcomes the diversity in our school
- Inclusion is everybody's responsibility – it involves active partnership between parents and carers, school staff, school students and the wider school community of our catchment, as well as outside agencies, professionals, support workers etc
- One size does not fit all - there should be a continuum of provision to meet a continuum of need
- Quality Matters- all children should receive high quality education
- All children should be equally valued regardless of their abilities, circumstances or behaviour
- Everyone is entitled to a broad, balanced and relevant education

Outside Agencies

We work closely with a range of outside agencies and draw on their expertise when we are finding it difficult to resolve inclusive issues. The main agencies include:

- Virtual School team: a service which aims to support students who are in care
- The Educational Psychology Service provide a named Educational Psychologist to work with the academy
- Children's Social Care
- Multi Agency Team (MAT): a consent based service for vulnerable young people aged 8-18 and their families
- Health Services providing a range of support including the Speech and Language Therapy Service, Physiotherapy, Occupational Therapy and Autism Outreach
- Child and Adolescent Mental Health Service (CAMHS) based at Rivermead, Belper, Derbyshire
- Elective Home Education service
- Integrated Pathways Team which provides for students at risk of permanent exclusion and students who have been permanently excluded
- Links with local colleges and employers
- Our family of schools meet regularly to share practice and information
- Local Inclusion Services
- In-school Early Help Team

Our Inclusive practice means:

- A curriculum for all, which is tailored to individual needs and which promotes personalised learning
- Awareness raising through assemblies, Personal, Social, Health Education lessons, visiting speakers, weekly bulletins and tutor time
- Student Voice - where representatives from all year groups help to shape issues in school
- A range of leadership opportunities for students to become Prefects, House Captains, Deputy House Captains and Anti-Bullying Ambassadors where students take on in-school leadership roles
- Equality of access for tests and exams through access arrangements and special consideration where deemed appropriate
- Extra-curricular activities which cover sports, music, Live Action Role Play (LARP), homework club, reading club, art club and more
- A carefully managed Transition Programme from primary to secondary school, from Key Stage 3 to Key Stage 4 courses and to Post 16
- A comprehensive Learning Support Team which offers in-class support, mentoring, setting and reviewing of SEND support plans
- A suite of Learning Support rooms which provide a range of support from one to one to small group interventions (academic and social skills)
- A range of technology and equipment to meet students' needs
- Peer mentors to offer support for other students
- Continuing professional development for all staff
- Regular meetings where inclusion is raised e.g. Heads of Department, Heads of House, Learning Support Department, Tutor Teams, Department meetings, Family meetings
- Support and challenge for Higher Attaining students
- Mentoring for students

- Clear policies on a range of inclusive issues which are reviewed and amended regularly

- Admissions
- Accessibility Plan
- Anti-Bullying
- Attendance (staff and students)
- Behaviour for Learning
- Charging & Remissions
- Child Protection and Safeguarding
- Drugs
- Health & Safety
- Relationship and Sex education
- Single Equality Scheme
- Special Educational Needs and Disabilities (SEND)

Reviewing our Policy and Practice

Inclusion is led and promoted by the Deputy Headteacher.

Date reviewed : Summer 2019
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Next review due : Summer 2021