



Les Voies

School

Inclusion Policy

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Signed by	

**Links to other policies:
Behaviour and Attitudes Policy,
Child Protection, Safeguarding Policy
and Anti-Bullying Policy**

Why do we have an Inclusion Policy at Les Voies?

At Les Voies school we believe that inclusion helps support and encourage all students to reach their full potential. Inclusion means all students have equal access to and participate meaningfully in all aspects of their education so that they can become successful learners.

Les Voies believes that all students have a right to an education and that it is the school's duty to accept each individual student as well as meet their individual learning needs.

While we are a school for children and young people whose primary area of need is SEMH we recognise that some of our students have a level of need that falls into other categories, which could include;

- Communication and interaction e.g. autistic spectrum disorder, speech and language difficulties
- Cognition and learning e.g. dyslexia, dyspraxia
- Sensory and/or physical needs e.g. visual impairments, hearing impairments, processing difficulties, epilepsy as and when appropriate
- Moderate/severe/profound and multiple learning difficulties

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Class teachers are responsible and accountable for the progress and development of all the pupils in their class.

Les Voies aims to create an environment and curriculum where all students feel valued and listened to and feel able to actively engage with their education.

Our vision at Les Voies is to value the individuality of all students. We are committed to giving all our students every opportunity to achieve the highest of standards.

The aims of the school are to challenge discrimination and celebrate diversity by promoting the individuality of each student. There are effective strategies in place to support attainment, achievement and attendance for all students.

Our aim is to work collaboratively with all parents and carers in order to support and promote opportunities within their child's education.

The aims of this policy are to ensure the four outcomes of the Children and Young People's Plan 2016 is achieved:

- Included and Respected
- Safe and Nurtured
- Achieve individual and economic potential
- Healthy and Active

This policy also aims to support staff in their work promoting students to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

(Guernsey's Big Picture Curriculum)

Aspects of inclusion –

- Student voice
- Parent/carer voice
- Participation
- Respect
- Belonging
- Secure Base
- Celebrating difference
- Challenging discrimination
- Reducing Barriers
- Interventions
- Improving attainment and achievement
- Attendance

When all students are meaningfully included, everyone benefits.

Benefits for students include

- Promotion of their individuality
- High expectations for achievement
- Development of their strengths and talents
- Feeling accepted and respected
- Achieving a sense of belonging
- Learning with and from one another
- More opportunities for socialisation with peers

- Opportunity to learn about and appreciate people who are different
- Preparation for full participation in the community

Benefits for Parents/Carers –

- Feel included in their child's education
- Increased parent participation

Benefits for whole school -

- Diverse population of the school
- Creates a sense of community

This policy should be read in conjunction with the following policies:

- Behaviour and Attitudes policy
- Attendance Policy
- Learning and Teaching Policy
- Behaviour Policy
- Anti-Bullying Policy
- Whole School Curriculum Policy

Inclusive Practice

All staff should be aware of each student's developmental and academic goals and the support needed to achieve them. Each class has a dedicated LSA who stays with them in every lesson.

All students at Les Voies have a learning plan complete with pupil profile which highlights the strengths of each student and how best to support them. Class plans are also used to support the structure of learning and identify routines, relationships and responses that are intrinsic to the success of the group and individuals within it. All staff should be familiar with each student's learning plan and relevant class profile so they know how to best support each student.

Staff work with others from the following agencies/professionals to promote inclusion;

- CAMHS
- School Nurse
- Educational Psychologist
- School's attendance Service
- Committee for Health and Social Services
- Convenor

The staff at Les Voies undergo regular training and maintain continuous professional development to enhance their inclusive practice. Each staff member is offered regular supervision to ensure positive mental health and wellbeing.

As Les Voies is a small school there is opportunity each day for staff members to interact with all students whether in the classroom teaching, covering lunch duties or playing basketball during break times. These times throughout the day provide staff with opportunities to build positive relationships with students. It is believed that the relationships formed will enhance the students' learning experience and future academic outcomes.

Staff at Les Voies communicate regularly with parents and carers to ensure they are included in their child's education. Positive and negative incidents are shared with parents either via phone contact or during face to face meetings. Postcards and letters are sent home regularly informing parents and carers of their child's success and 'Golden tweets' celebrate the achievement of Gold awards for students.

Teaching and Learning

High quality teaching is our first step in responding to pupils who have SEMH/SEND. This is always differentiated for individual pupils. One of the most important principles of inclusive education is that no two learners are alike. Les Voies places great importance on creating opportunities for students to learn and be assessed in a variety of ways. Teachers at Les Voies consider the individual learning needs of each student and take into account their preferred way of learning in order to help them achieve their potential. Les Voies school makes sure that each student is challenged to achieve high standards in ways that fit what they already know, what they can already do, and how they learn best.

All staff create an environment where students can contribute fully and feel valued. Teaching aims to take account of student's cultural backgrounds, disabilities, identity and learning styles. Planning incorporates collaborative learning so that students experience and appreciate the value of working together.

Different cultural traditions and lifestyles are valued and celebrated and made meaningful to students, by making connections with their own lives. Teachers challenge stereotypes and develop student awareness so that they can challenge discrimination. The PSHE curriculum covers issues of equalities, diversity, human rights and inclusion. Les Voies is proud to be a Silver 'right's aware' school, accredited by UNCRC.

Les Voies believes that everyone learns best in an environment that is intentionally supportive and collaborative, where relationships are as important as content. All staff take time to build relationships with students so that they feel safe and secure within school. Students are encouraged and supported in making positive relationships with their teachers as it is believed these relationships form the foundations for learning.

Staff at Les Voies believe in, recognise and value the contributions and talents of every student. All students are entitled to high expectations and a challenging curriculum that leads to the same broad educational outcomes regardless of their protected characteristics

Curriculum - All areas of the curriculum are planned to incorporate the principles of equality and to promote positive attitudes towards diversity and difference. Students have the opportunity to explore concepts relating to identity and equality. Resources and displays portray positive images of different people from all groups and cultures.

There are a number of different interventions for students who require more help and support in their learning. These interventions take place on a one to one basis with a consistent staff member. These interventions are timetabled each week to offer routine and consistency for students and staff alike. The following interventions are currently in place;

- Literacy
- Numeracy
- Reading
- Music
- Health and well-being
- Student Coaching
- Hand Massage

Interventions also take into account behavioural support so that a positive learning environment can be achieved for everyone. Staff work together in a consistent manner ensuring students understand expectations of behaviour. Students are offered learning breaks when needed and are given the opportunity to work in an intervention room away from the class if required. Students may benefit from one to one time with the Inclusion Lead who will support the student in returning to class when ready to re-engage with learning. If it is considered that a student requires further help and assistance, parents and carers may be called to come into the school to offer support. The school values the input of parents and carers and seeks to work in partnership with them.

Inclusive Environment

The physical environment is set up to consider the unique needs of each child. Areas are accessible to all. Materials and equipment are visible and at the correct level so that every child can access items independently. Adaptations are made to equipment and furniture to reduce or remove barriers for students, such as adjusting table heights. Adjustments are made to routines and transitions to make learning experiences positive for all children.

Displays and posters around the school also promote inclusion.

Meaningful Participation

Inclusion encourages the development of real relationships, a sense of belonging for all children and respect for dignity and equality. Les Voies believes all students should have the opportunity to be heard and staff work hard to enable each student to have their say on their education and schooling experience.

Experiences and routines are adapted so all children can participate actively and meaningfully.

Les Voies values the importance of participation and this can be seen in the following ways;

- Return to school meetings with student and Parent or Carer
- JLT
- Peer mentoring programme
- Supporting children's learning – parenting programme
- Article (UNCRC) and word of the week

Les Voies seeks to offer choice to students wherever possible.