

## **Inclusion/EDIB Policy** 2023-2024

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## Policy Aims and School Vision

### The Inspired Philosophy

As part of the Inspired Group, we are also guided by the philosophy of the Inspired group:

- *A child's education is the single most important consideration for any parent or carer*
- *At Inspired, we believe that it is an individual's total educational experience that instils the knowledge, attitudes, beliefs, and values that they will carry with them for life.*
- *We believe that this set of knowledge, attitudes, beliefs, and values, instilled by education, will form the basis of how we approach the future.*

Inspired schools believe that these are the foundations on which we build and plan our lives. At King's InterHigh and Academy21, we welcome students with varied plans, including attending university, college, obtaining an apprenticeship, or going into the workplace. Being part of Inspired allows us to cater for our rich and varied student community through an inclusive and positive approach that maintains high expectations of all our students with their own aspirations.

### Our vision and aims

Both King's InterHigh and Academy 21 welcome students with a variety of prior education experiences and with varied aims. This is fundamental to what we do - our vision is to be a flexible home for all students and so we seek to offer a curriculum and experience that allows students to pursue learning interests, fits around other priorities and gives them the structure needed to work towards their goals. We seek to create the conditions for this – a purposeful learning environment, the ability to focus and challenge oneself and a sense of safety and value for every child.

We have core aims that underpin this vision. They are to:

1. provide a **high quality, positive and inclusive learning experience and environment** that inspires all students to discover, develop and fulfil their potential and make outstanding progress in their learning whatever their starting point.
2. promote **desirable behaviour and a culture of mutual respect and maximum engagement** in learning through our actions and wider culture.
3. **recognise the successes and development of each student**, be it social, emotional, academic, or otherwise, that develops self-esteem, and respect for self and others.

There are some broader themes to our vision that are worth detailing:

**Participation:** We believe educational success comes from students actively participating in learning through attending live classes or using lessons recordings and resources actively; submitting set work; engaging with their peers or just following feedback to improve. As a school we set conditions for our staff and students to be reflective on their efforts and act with integrity, building a culture of improvement and contribution to community that ultimately makes everyone's impact on the world a positive one.

**Holistic development:** In a rapidly evolving digital world, we take seriously the holistic development of our students and aim to equip students with the tools and attitudes to navigate technology and global relationships positively. We have robust actions in place to keep school free from more negative instances that might occur in other settings such as bullying or disruption.

**Inclusivity and flexibility:** We are inclusive, and we want every child, regardless of additional needs, to be the best version of themselves through the support of our flexible schooling and adaptive teaching.

## Introduction

King's InterHigh/Academy 21 believes that all young people are entitled to an education which is adapted to their individual needs effectively. We believe our young people should be celebrated for their differences and supported with any barriers to their learning. Providing a fully inclusive environment for all young people involves encouraging diversity, removing barriers and accepting individuality.

We are committed to giving each young person at our school every opportunity to achieve the highest of standards, to foster an attitude of caring for learning and enabling the opportunity for every young person to be empowered and inspired for the next stages in their lives. This policy helps to ensure that this happens for all the young people in our school – regardless of disability, age, gender, ethnicity, attainment or background. We are also committed to supporting our whole school community, in protection of the nine protected characteristics outlined in UK law: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

We believe that our school ethos, vision, values and curriculum aim to ensure a future based on intercultural equality, shared values and respect for the worth and human dignity of all people. (Also see the school's 'We Believe' document, which is underpinned by the UN's Convention for the Rights of the Child - UNCRC.)

The whole school community is committed to a collective responsibility for the implementation of the values inherent in this statement. Anytime any non-inclusive practice is noted, it will be raised with the member of staff concerned and appropriate action will be taken.

## Aims and objectives

Our school was founded in the values of inclusion and diversity. This means that equality of opportunity must be a reality for all our young people. We make this a reality through the attention we pay to the different groups of young people within our school:

- Young people of all gender identities
- Minority ethnic and faith groups
- Disadvantaged young people, where notified of previous Pupil Premium
- Young people who need support to learn English as an additional language (EAL)
- Young people with special educational needs and disabilities (SEND)
- Young people with medical needs
- Any young people who are at risk of disaffection or exclusion
- Looked After Children, and young people previously in care
- Travellers, asylum seekers, and refugees
- Young people who have a unique learning style and approach
- Young Carers

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of young people. We do this through:

- Setting suitable learning opportunities and challenges
- Responding to young people's diverse learning needs (Also see SEND policy)
- Overcoming potential barriers to learning and assessment for individuals and groups of young people
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of young people

- A stimulating, enriching and nurturing curriculum designed to meet the needs of individuals and/or groups of young people. This includes classes offered in our Learning Support and Wellbeing classes i.e. social skills and anxiety management sessions

We aim to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our young people
- Nurturing the whole young person where their happiness and best interests are central to all we do
- Providing high quality pastoral care, support and guidance
- Safeguarding the health, safety and welfare of young people
- Listening and responding to the concerns of young people and parents/carers
- Taking care to balance the needs of all members of the school community
- Securing an inclusive education by continually reviewing and evaluating the effectiveness of our provision and achievement of all our young people

In order to achieve educational inclusion by continually reviewing what we do, we ask ourselves these key questions:

- Do all our young people achieve as much as they can?
- Are there differences in the achievement of different groups of young people?
- What are we doing for those young people who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial harmony in preparing young people to live in a diverse society?
- Do we provide opportunities for all of our young people to have a participatory role in every aspect of their school life?

These principles are interlinked and are at the heart of our provision and therefore we will:

- Provide a safe and welcoming environment for all who come to our school
- Ensure all staff are well trained and understand the needs of all young people beyond the classroom
- Provide quality first teaching and personalised learning strategies
- Ensure that young people's support is proactive rather than reactive
- Involve young people and their families in decision-making
- Provide support for young people outside of the school, where possible
- Seek advice and support from a range of outside agencies and make links, where possible
- Ensure that all policies across the school take account of young people in need of additional support
- Review and monitor policies and interventions regularly to ensure they are successful and make changes where needed
- Strive to ensure that all young people are considered as individuals, are given responsibility and respect for themselves and each other and that they all have an equal opportunity to achieve their full potential.
- Our aim is for our young people and our staff to feel valued, respected and empowered in their learning environment. We actively promote creating a secure, accepting and stimulating school environment where everyone has the right to learn and everyone will thrive as part of their online education

King's InterHigh and Academy 21 welcome students who reside in the UK and beyond, irrespective of:

- Age
- Race
- Sex
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage and civil partnership

## Teaching and Learning Style

*See also the school policy on Special Educational Needs and Disabilities (SEND).*

We aim to give all young people at King's InterHigh/Academy 21 the opportunity to succeed and reach the highest level of personal achievement and citizenship. We analyse the attainment of different groups of young people to ensure that all young people are achieving their potential. We maintain an on-going assessment of each young person's progress and teachers use this information when planning their lessons thereby enabling them to take into account the abilities of all their young people.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. Teachers ensure that young people:

- feel secure and know that their contributions are valued
- are involved in the decisions that affect their lives, that these should be taken seriously, and that young people's rights should always be respected, protected and fulfilled by our school
- appreciate and value the differences they see in others
- take responsibility for their own actions
- are taught in groupings that allow them all to experience success
- use materials that reflect a range of social and cultural backgrounds, without stereotyping
- have a common curriculum experience that includes a range of different learning styles
- have challenging targets that enable them to strive and push themselves
- are encouraged to participate fully, regardless of disabilities or medical needs.

## Children with Disabilities

Some young people in our school have disabilities. We are committed to meeting the needs of these young people, as we are to meeting the needs of all groups of young people within our school. The school meets the requirements of the Disability Discrimination Act 2010, Equality Act 2010 and the Special Educational Needs and Disabilities Code of Practice 2014 as updated.

The school is committed to providing an environment, within its resources, that allows disabled young people full access to all areas of learning. Teachers modify learning and teaching expectations as appropriate for young people with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning, teachers ensure that they give young people with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for these young people:

- takes account of their pace of learning and the equipment they use
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids

- is adapted or offers alternative activities in those subjects where young people are unable to manipulate tools or equipment, or use certain types of materials
- allows opportunities for them to take part in collaborative opportunities and other activities linked to their studies
- includes approaches, where possible and viable, that allow hearing-impaired young people to learn about sound in science and music, visually-impaired young people to learn about light in science, and to use visual resources and images both in art and design and in design and technology
- uses assessment techniques that reflect their individual needs and abilities

### **Modification of the Curriculum**

The school will, where necessary, modify the National Curriculum and its assessment arrangements, whilst maintaining the integrity of assessments as per JCQ (Joint Council for Qualifications) regulations. The school makes every effort to meet the learning needs of all its young people without recourse to disapplication or modification. We achieve this through greater differentiation of the young person's work, or through the provision of additional learning resources. When necessary, we also support learning through working with appropriate external specialists. In such cases, we work closely with these agencies to support the young person. Our belief is that every teacher should be a Special Educational Needs teacher, with the knowledge and skills required to support young people with learning differences and additional needs. Our school utilises well-documented strategies which supports teachers to implement the correct level of support.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents/carers, and the outside agencies if they were involved. The school's SEND Coordinator with responsibility for SEND would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would follow the guidance highlighted by Sections 91, 92, 92A and 93 of the Education Act 2002. These sections allow for the temporary modification or disapplication of the National Curriculum, or elements of it.

### **Racism and Inclusion**

The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all young people, regardless of ethnic or social background. All racist incidents are recorded and reported to the Head teacher. On the rare occasions of racial incidents, the school contacts parents of those young people involved. (Also see our Safeguarding Policy and our Anti-Bullying Policy.)

### **Support Services and External Agencies**

The school promotes the value of specialist advice and support from a variety of professional and voluntary services. We have links with a range of external agencies from across many local authorities as well as private external specialists.

## **Parent/Carers Involvement**

Positive parental/carer involvement is crucial and central in maximising achievement and development of all our young people but it is particularly important for vulnerable groups. We believe it is essential to involve parents/carers from the earliest initial stages. Parents/carers are given the opportunity to express their views, be active in the decision-making process and actively participate in their young person's education, at parent consultations and induction meetings. Regular liaison through your young person's Canvas Observer account and your Parent Portal account are strongly encouraged. We strongly believe in building upon young people's strengths and celebrating them, yet value the necessity for honest and open relationships with our parents/carers displaying a true and realistic picture of their young person. All parents/carers are actively encouraged to share their concerns no matter how small they may feel they are.

## **Staff Professional Development**

At King's InterHigh/Academy 21, we promote and encourage continued professional development and offer this in a variety of different means to ensure we remain fresh, up to date and forever improving and evolving. The key aim is always enhancing our practice to impact positively on our young people with our passion to ensure we are a fully inclusive school with our young people always at the centre for all we do.

## **Complaints**

If any parent/carer feels that the school is not meeting the needs of their child, they should first contact the class teacher to informally resolve the matter. If the matter is not resolved, then contact should be made to consult the Family Liaison. If the matter is not resolved informally, a complaint can be made by making this known to the Family Liaison. (See our school's Complaints Policy for more information.)

## **Summary**

At King's InterHigh/Academy 21, we value each young person as a unique individual. We will strive to meet the needs of all our young people and seek to ensure that we meet all statutory requirements related to matters of inclusion. As a school we aim to ensure that every young person is respected as an individual, who will be empowered and will thrive, to be prepared for a dynamic 21st Century.