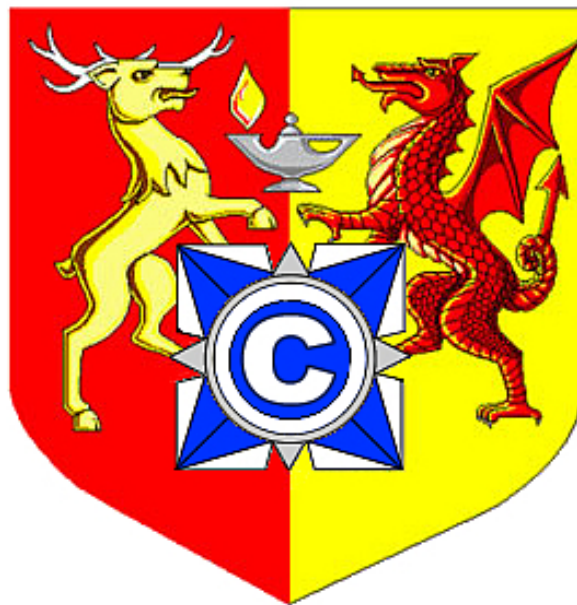


Cantonian High School

Ysgol Uwchradd

Cantonian



Inclusion Policy

This policy was adopted by Governors on November 2009

Introduction

Cantonian High School is a medium size 11 – 18 mainstream secondary school in Cardiff. It admits students from across the city and pupils from 3 main feeder primary schools. The admission policy conforms to DFES and LEA guidelines.

Defining Inclusion

Cantonian High School subscribes to the ethos of 'The Learning Country' and 'The Learning Country: Vision into Action' as these documents promote inclusive education and set out an agenda that enshrines the following principles:

- There must be high standards and expectations, together with progressive improvements in outcomes for all learners
- The interests of learners override all other considerations
- Barriers to learning must be recognized and steadily overcome
- Academic, technical and vocational learning pathways must have parity of esteem
- Inequalities in achievement between advantaged and disadvantaged areas, groups and individuals must be narrowed in the interests of all.

The Welsh Assembly Government define inclusive education as an ongoing process concerned with ensuring equality of educational opportunity by accounting for and addressing the diversity present in schools. It requires the commitment of schools and LEAs to develop policies and practices that ensure equality of educational opportunity and access; safeguard vulnerable pupils; and focus on raising the achievement of all learners and increasing their participation in their schools and local communities.

Educational Inclusion is more than a concern about any one group of students. It is an all encompassing process and its scope has to be broad and be threaded through all aspects of school life. It is about ensuring equal opportunities for all students, whatever their age, gender, ethnicity, attainment, sexual orientation, disability and background. However, it does pay particular attention to the provision made for and the achievement of different groups of students within a school e.g. those with Additional Learning Needs (ALN).

ALN groups consist of:

- children of families in difficult circumstances
- pupils with special educational needs
- pupils with a disability
- certain minority ethnic pupils including those learning English as an additional language (EAL)
- asylum seeking refugee children
- Gypsies and Travellers
- children of migrant workers
- more able and talented pupils
- those who are looked-after by the local authority
- pupils with medical needs
- young parents and pregnant young women
- young offenders
- young carers
- lesbian, gay, bisexual and transgender pupils
- school refusers and school phobics
- pupils who perform or who have employment

At Cantonian High School we do not take inclusion for granted. We constantly monitor and evaluate our systems and the progress that each student makes. We identify any students who may be underachieving, difficult to engage or feeling in some way separated from what the school seeks to provide. We take practical steps in and out of the classroom to meet the student's needs effectively and promote tolerance and understanding in an increasingly diverse society.

It is the aim of Cantonian High School to secure the inclusion of all students in its care and educate, nurture and empower in line with the school central philosophy.

Principles of Inclusion at Cantonian High School

- To seek to meet the needs of all students including those who may have barriers to learning or feeling in some way disengaged from what the school provides.
- By using early intervention and a proactive approach to meet the needs of all the students.
- By promoting teaching and learning of the highest possible standard in order to enhance the educational inclusion of every student.
- By ensuring that educational inclusion is the responsibility of every member of staff, both teaching and associate.
- By ensuring that students and their parents receive their entitlement to be treated fairly in all important educational decisions which affect their lives, especially concerning admission, attendance, exclusion and assessment of any particular needs. (Procedures will be applied in accordance with DFES and LEA guidelines)

Strategies

The school will employ a variety of strategies for promoting an inclusive environment, including the use of outside agencies/provision and will work in partnership with parents/carers.

The school will constantly review its procedures, including use of the following:

- SEN support including Teaching Assistants (TAs)
- Voluntary Reading Support
- Specialist Teacher SpLD
- Specialist Teacher BESD
- Specialist Teacher SLCD
- Specialist Teacher EMAS
- Counselling
- Student involvement in Peer Mentoring
- Buddy Club
- Inclusion Room
- Learning House
- Assertive Mentors
- MATs initiatives
- Nurturing sessions
- INSET training for staff
- Learning Coaches
- Alternative Opportunities
- Links with YOT/YOS
- EWO and attendance monitoring and support
- Health services, CAMHS.

Links to other policies

Other related policies include the Equalities Policy, Anti-Bullying Policy, and Child Protection Policy.

References

Inclusion and Pupil Support Guidance

Monitoring & Review

The Governing Body will review the policy every two years.

Signed: _____ Date: _____
Chair of the Governing Body