

ST MARGARET WARD CATHOLIC ACADEMY

**Inclusion Policy
September 2018**



*"Let us remember we are in the presence
of God"*

Policy Adopted	Next Review	Author
September 2018	July 2019	Mrs R Pritchard

The Inclusion Team Policy and Procedure

Vision

Our vision is to encourage pupils to be self-aware, raise their self-esteem and support them in realising their full potential in both their academic ability and social behaviour.

Purpose

The Inclusion Team aims to promote and support the social, emotional, spiritual and academic needs of an increasing number of vulnerable students and their families. The team's focus is on taking a holistic approach to each child, treating them as an individual.

Introduction

The team consists of a range of staff who all have specific roles and responsibilities as outlined in the Staff Handbook 2017. All of the team possess a wide and varied range of qualifications, training and experience in different areas to meet the varied and complex needs of the students in our care. There are members of the Team work with allocated year groups.

The Services which the Inclusion Team provide are:

- Promote the personal and academic development of pupils.
- To assist in gaining access to higher or alternative education
- To support pupils in overcoming barriers to learning.
- To assist in raising achievement (complementing work already done by various agencies including the work of the teachers).
- To provide support through difficulties that may be short term, but potentially damaging to a pupils progress.
- Promoting the Catholic ethos, values and beliefs of the school.
- To link with teaching staff and other staff involved within the school.
- To instigate and to take the lead in carrying out Common Assessment Framework's (CAF's)
- To encourage pupils to aim higher.
- To promote a sense of belonging to the school community.
- To promote a safe haven for students, particularly the more vulnerable of our students.
- Dealing with incidents of bullying and promoting the ethos of an anti-bullying environment.
- Give out the school's Anti-bullying Questionnaire and collating the information
- Training, supporting and advising.
- Manage conflict resolution (Restorative Justice)
- Link between student, family and external agencies.
- Provide multi-agency sessions during lunchtimes for pupils to access.
- To provide a therapeutic environment to encourage and promote a student's social and emotional wellbeing.
- Provision of group work to support anger management issues, academic achievements, self-esteem and social skills
- We provide extra support and a safe haven for the Looked after Children in school, attending meetings, having an input in the students PEP etc.
- This list is not exhaustive of the work that is carried out

To be able to carry out any of the above services, especially issues that are of a delicate, more personal and intrusive nature, requires a relationship between parties to be formed and an element of trust to be built. If this does not occur then the outcomes and impact of the work we complete are not likely to be effective and will be unsuccessful.

It is vital that the team are honest, remain professional at all times, acting as a positive role model and only give advice that we are qualified to do so. If not, the matter needs to be referred to a member of the SLT or the relevant external agency. If this is the case and advice is needed from elsewhere then the student needs to be informed that this information has to be passed on, explaining the reason why.

Depending on the student's needs, this will depend on the length of the process and intensity of the work that has to be carried out.

The Additional Provision Process

A referral can be made by any member of staff within the school who has concerns about a student, a self-referral, parent/guardian or external agency. They will do this by discussing the student within the year staff. The information will then be discussed by the relevant leader or line manager. The student's specific needs will decide what intervention will be made available to them. These areas may include:

- Punctuality/attendance
- Organisation/planning
- Motivation
- Anger Management
- Self esteem
- Mentoring
- Coursework catch up
- Social and Emotional Aspects/skills
- Learning styles
- Revision Techniques
- Stress Management
- Circle Time
- Emotional Literacy
- Sulp

There are occasions when pupils require immediate medical advice re. sensitive issues. The Inclusion Team cannot promise complete confidentiality on any issue and make this clear to the students from the start.

Pupils are told that if they wish to discuss an urgent medical matter they should make an appointment with the school nurse and the Health and Well Being Manager will support this.

If students insist on passing on sensitive information or any other safeguarding or child protection concern this information has to be passed on to Mrs Pritchard as Designated Child Protection Officer or Mrs Holdcroft. This is explained to pupils.

Measuring the Impact of the Inclusion Team

There are many ways in which the impact of the Inclusion Team is measured, to decide whether the service is successful in what it does and what it sets out to achieve. These are as follows:

- In certain sessions the students are asked to complete a questionnaire before and after the sessions have been completed.
- We ask the student to complete an evaluation at the end of the sessions to discuss whether they have been beneficial.

- Look at improvement in behaviour through G4S and carrying out Round Robin's/evaluations with the teaching staff.
- When a student decides that the support we are giving is no longer required.
- Meetings with parents to discuss developments.

Look at Referrals that have been passed to external agencies.