



# Fiveways School Inclusion Policy



## Policy Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
3 yearly	September 2024	Swavek Nowakiewicz	September 2027

## Policy Ratification

Role	Name	Signature	Date
Chair of Governors	Malcolm Gulliver		20.09.24
Head Teacher	Swavek Nowakiewicz		20.09.24

## Details of Policy Updates

Date	Details
May 2020	Updated
September 2024	Updated Outreach and holiday activities

## 1. Introduction

At Fiveways School we value diversity as a rich resource which supports the learning of all. The educational experiences we offer help develop pupils' achievements through individual learning pathways.

We celebrate individuality and recognise a pupil's right to a broad, balanced, relevant and challenging curriculum which is appropriate to abilities, talents and personal qualities.

Fiveways is a wholly inclusive school and the provision made for our pupils reflects individual needs.

## 2. School Aims

- To create a happy and secure learning environment rich in stimulation and challenge.
- To ensure all members of the school community can grow in self-esteem and develop to their full potential.
- To provide developmentally related experiences responding to pupils' individual needs.
- To provide pupils with an education appropriate to the world beyond the classroom.
- To develop pupils' communication and interaction skills enabling them to make positive relationships and decisions giving them more control over their lives.

As an inclusive school, we regard equality and diversity as fundamental enablers to our school ethos and aims. We welcome our responsibilities to promote equality of opportunity and outcomes for different groups of young people.

## 3. Mission Statement

***'We believe that all aspects of Fiveways School life should be inclusive, recognising all pupils as individuals with individual needs.'***

***We will provide inclusive experiences that are meaningful to each pupil and recognise varying learning styles and abilities to enable all our pupils to be valued members of the community.'***

*(by the Staff and Governors of Fiveways School)*

## 4. Definition of Inclusion

Although a universal definition of inclusion does not exist, it is important to have some shared understanding of the term within our school. At Fiveways School we believe inclusion is an on-going process that celebrates diversity and involves the identification and minimising of barriers to learning and participation. Barriers may be experienced by any pupils, irrespective of ability, gender, ethnicity, language and social background. Inclusion involves the maximising of resources to reduce these barriers.

To enable high quality inclusion, we must therefore recognise that pupils of all abilities should have a full and equal access to participating in meaningful activities with their peers. Successful inclusion is to do with *how* pupils are educated and not *where* they are educated. Effective inclusion will be different for each pupil, based on individual abilities and needs.

## 5. Teaching and Learning

Fiveways School is committed to providing an environment, within its resources, that allows all our pupils full access to all areas of learning.

Our curriculum uses the national frameworks to ensure that every child has opportunities to develop the key learning steps defined within that documentation, but our curriculum also provides a much more expansive approach to its delivery. This is to ensure pupils receive experiences and opportunities to develop their knowledge, acquire new skills & attributes in ways that will guarantee that learning is relevant to their needs. Our curriculum effectively promotes pupils' holistic development, enhances their self-esteem, and enables them to celebrate and feel pride in the achievement gained from the acquisition of new skills.

## 6. Inclusive Provision

Fiveways School is committed to the promotion of effective inclusion as described in this policy. We recognise that pupils with special educational needs or a disability (SEND) have the right to be educated in mainstream environment alongside other young people from their community.

With this in mind, the school has agreed four key inclusion statements:

- *All children need an education that will help them develop relationships and prepare them for life in their local community.*
- *In order for inclusion to succeed, we will open our doors and provide increased opportunities for mainstream and special school pupils and staff to share skills, ideas and experiences.*
- *All pupils who attend Fiveways have a right to relevant, ongoing inclusive experiences, which foster mutual respect and understanding.*
- *We believe that inclusion has its foundation in meeting the needs of all individuals, in order for them to reach their full potential.*

From these statements originate different areas of work which form the Inclusion Programme at Fiveways School.

## 7. Fiveways' School Inclusion Programme

At Fiveways School we operate five different models of inclusion and these are as follows:

- Model 1** Full inclusion of Fiveways School pupils with PMLD and complex needs within Fiveways School;
- Model 2** Subject to pupil readiness, model 2 may include individual pupils from Fiveways School accessing local schools, colleges or workplaces for a mainstream curriculum, specialist curriculum or work experience inclusion placement;
- Model 3** Individual pupils from local schools or colleges accessing Fiveways School for a specialist curriculum inclusion placement;
- Model 4** Group Activities with pupils from local schools.
- Model 5** Healthy Happy Holiday Project.

**Model 1** Full inclusion of Fiveways School pupils with SPMLD and complex needs within Fiveways School.

Class groupings at Fiveways are mixed ability, fully inclusive and largely based on age. Teachers ensure that through careful planning, the curriculum areas being addressed are relevant and meaningful for each pupil. The physical environment may be altered and additional staffing and resources may also be required to remove barriers to learning.

**Model 2 Individual pupils from Fiveways School accessing local schools, colleges or workplaces for a mainstream curriculum, specialist curriculum or work experience inclusion placement.**

Following recommendations made at a pupil's Annual Review based according to need, an inclusion placement for a Fiveways pupil may be arranged with a local school or college. Arrangements are informally agreed by both schools and placements are usually for a half or one whole day. (They can extend to 2.5 days each week.) The pupil is accompanied by key staff from Fiveways School and information is regularly shared via the pupil's Inclusion File.

**Model 3 Individual pupils from local schools or colleges accessing Fiveways School for a specialist curriculum inclusion placement.**

Following recommendations made by their school, an inclusion placement for a local school pupil may be arranged for them within Fiveways School. Arrangements are informally agreed by both schools and placements are usually for a half or one whole day. (They can extend to 2.5 days each week.) The pupil will usually be accompanied by an Inclusion Support Assistant from their own school.

**Model 4 Group Activities with pupils from local schools**

Fiveways School promotes the joint planning and organisation of group activities with local schools and colleges including those within The Yeovil Federation and Yeovil Foundation Learning Partnership. Group activities can either be:

- one off (e.g.: theatre performance or sports event)
- short term (e.g.: a series of 6 craft workshops)
- long term (e.g.: wheelchair dancing, PE, Forest School.)

Sometimes local schools will make use of another school's facilities for the benefit of their own pupils only. This helps foster links with the local community and increases resources available to schools in the area.

**Model 5 Healthy Happy Holiday Project**

Exciting activity clubs for children aged 5 - 16, who are eligible for benefits-related free school meals across Somerset. Run in conjunction with healthy happy holidays somerset, Somerset Activity Sports Partnership, Somerset Council and Department for Education.

**8. Organisation of The Fiveways School Inclusion Programme**

The co-ordination and management of Models 1 to 5 is the responsibility of the Fiveways School SENCo- Kirstie Kerr. Model 6 is co-ordinated and led by the Healthy Happy Holidays team.

**9. Inclusion Files**

Successful inclusion placements or dual placements require regular communication and sharing of information between the staff of the different schools or colleges that a pupil attends.

Each placement pupil has an Inclusion File to support this purpose. The file contains updated, confidential information on the pupil's special educational needs, communication skills and curriculum attainment. Additional information such as parent/carer contact details, consent forms, Individual Education Plans (IEPs), and where applicable, support plans for medication, manual handling and behaviour are also included. In addition to the IEP targets, each pupil is also set two targets specific to their inclusion placement. These are recorded on the Inclusion Placement Target plan and updated when the target is achieved or if it requires modifying. At the back of the file are pupil progress records for weekly comments identifying learning outcomes, progress made towards learning objectives, IEPs, behaviour and social interaction.

## 10. Outreach

Provision is available through Mendip School: <https://www.themendipschool.co.uk/outreach>

### Summary

The fundamental aim of The Mendip School Special Outreach Service is to support the inclusion of mainstream students with special educational needs. Within this there is an emphasis on improving outcomes for these young people within their school setting and beyond and providing staff with the support to be confident in their approach to pupils with additional needs.

### Levels of service

We provide 3 levels of service:

Level 1 – Free baseline service is an observation visit and strategy/solution report with a follow up impact liaison.

Level 2 – Free additional support following baseline and can include a variety of support activities.

Level 3 – Bespoke package from a menu of additional support with associated costs.

Further Level 2 and 3 support packages can be discussed with our Outreach Coordinator, Kate Lee, after referral.

### Referrals

To access the referral form please click on this link, SOS Referral Form, or use the QR code below to open the form.



Please note that the referral form is only for use by your SENDCo / Inclusion Lead / Senior Leadership Team.

The form and further information can also be accessed via the Special Educational Needs Somerset Expertise website here **sen.se outreach**. Sen.se is a collaborative partnership between all of the special schools and specialist provision within Somerset.

Also available to schools in our area

- Thrive Approach package of support for individuals or class groups (for more information contact Outreach@themendipschool.com )

## **11. Safeguarding**

At Fiveways School we are committed to providing an environment that nurtures and transforms the lives of children and young people attending Fiveways and take seriously our responsibilities to safeguard and promote their welfare. In addition, we undertake our responsibilities to work in partnership with agencies as part of the wider multiagency safeguarding system, always and acting in the best interests of the child or young person where concerns are identified. Checks are performed before visits in accordance with the Fiveways safeguarding (child protection) policies and procedures.

Fiveways staff must engage in dual reporting if they have any concerns when working offsite in other schools and settings. This applies to all staff including those staff supporting inclusion and work placements.

## **12. Responsibilities**

- The SENCo, Kirstie Kerr will advise the Headteacher and liaise with colleagues and schools on the planning, supervision and support of pupils and support staff on the Inclusion Programme (Models 1 to 5). The SENCo will monitor the effectiveness of inclusion placements through an annual programme of formal observations and will present regular reports to the Governor Curriculum Committee for placements that are arranged.
- 6<sup>th</sup> Form Lead, Debbie Morgan and Careers Advisor, Emma France (Independent) are responsible for the management and supervision of post 16 college placements and work experience.
- Fiveways class teachers are responsible for informing the SENCO of any changes made to inclusion placements within Models 2 and 3 of the School Inclusion Programme. If class teachers know beforehand that a child in their class will be absent from their placement for any reason then they must ensure that they inform the placement school, parents beforehand. The SENCo will circulate up to date details of placement and contact numbers to support this process. Teachers are also expected to observe pupils at their placement school for a minimum of one visit per year and regularly respond to comments made on pupil progress records.
- All staff share the responsibility for implementing the Fiveways School Inclusion Policy by ensuring a consistent delivery of high quality inclusive experiences.

## **13. Monitoring and Review**

In conjunction with the Headteacher, the SENCo monitors the effectiveness of inclusive practise establishing how far the aims and objectives of this policy have been met and how effective the inclusive provision has been in relation to the resources allocated. In the light of the findings, the policy is revised and amended accordingly. Policy amendment will also reflect any statutory changes. This policy is updated as and when necessary and is reviewed every 3 years as part of the Fiveways School Policies Review Schedule.