



## C32 INCLUSION

**Last reviewed: June 2005**

**Next Review: Spring 2011**

**Approved by Governors C&P**

**Date: 28/9/05**

### Rationale

Inclusion is an on going process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any pupils, irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

Hemel Hempstead School believes that every pupil has an entitlement to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities and which will develop the full potential of all. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all. The SEN department upholds and fully supports the School Inclusion Policy.

*"...the purpose of education for all children is the same, the goals are the same, but the help that individual children need in progressing may be different". (Warnock Report)*

### Aims

- To foster a climate that supports flexible and creative responses to individuals needs
- To recognise the links between inclusive education and catering for diversity, promoting a whole school ethos that values all children and their families, whatever their individual needs.
- To ensure that the admission of pupils with special educational needs is handled positively and sensitively.
- To ensure that appropriate assessment and support arrangements are in place, both within the school and from external agencies, so that pupils' needs are properly addressed.

### Practice

The responsibility for successful inclusion of all students rests with all staff, governors and parents alike. At its heart lies the provision of a secure environment in which every child can develop, grow, learn and progress.

Assistant Heads, Heads of Year and Form Tutors work alongside the SENCO, EWO, Home Hospital Service, parents, a designated administration assistant and liaises with a member of Leadership Team on a regular basis to support inclusion in the school. Both pastoral and SEN teams work closely together to foster the happiness and academic progress of all students.

The SEN department liaises with primary schools and monitors targeted students' progress throughout their school career. Staff are informed of strategies to support the inclusion of specific students and copies of IEPs where appropriate are given to all teaching staff for the students they teach.

Teaching Assistants, in collaboration with class teachers, help to provide suitably differentiated work for students and encourage student independence, encouraging and enabling pupils to have confidence in their own abilities.



For students with long term absence, reintegration programmes are organised with a view to them attending school on a regular basis. For students at risk of exclusion and those returning to school after a fixed term exclusion, additional support is also provided by the pastoral team, supported by the SEN team and other external agencies as appropriate.

### **Monitoring and Evaluation**

The implementation of the inclusion policy is reviewed annually at the end of the academic year. Evaluation focuses on:

- Establishing how far the aims of the policy have been met within the school.
- How effective the inclusion provision has been in relation to the resources allocated.
- The attainment of pupils in judging “value added” factors.

In the light of the findings, the policy and practice is revised and amended accordingly.