



# Lode Heath School

<b>Name of Policy</b>	<b>Inclusion Policy</b>
<b>Lead</b>	<b>Ms Laura Suddon</b>
<b>Governor Committee</b>	<b>BSII Committee</b>
<b>Date Last Reviewed</b>	<b>Summer 2024</b>
<b>Review Frequency</b>	<b>Annual</b>
<b>Annual Review Date</b>	<b>Summer 2025</b>

Lode Heath aspires to be an inclusive school. It values all its members equally and by a process of continuous evaluation and review, seeks improvement by the identification and removal of barriers to learning and achievement. This involves all members of our community and is part of our distinctive ethos.

To help inform the continuous development of our policy and practice, the following principles have been established.

- The role of the School within the wider framework of the social inclusion agenda is to provide and protect opportunities for the learning and personal development of all students.
- In creating educational provision, regard must be given to individual entitlement related to needs and abilities.
- The rights and responsibilities of all must be balanced against the exceptional needs of the few.
- At all times the need to safeguard the health and wellbeing of all and maintain the good order of the school is paramount.
- The curriculum will, in accordance with legislation, seek to be broad, balanced and sufficiently flexible to cater for the needs of a wide range of students as possible.
- For those identified as at risk of disaffection the school recognises the value of alternative educational provision and within the constraints of the budget seek to secure this to maximise their learning and development.

The School recognises the valuable contribution that outside agencies are able to make towards helping students make the most of their educational opportunities and will seek to maximise their input.

Whilst seeking to further develop our inclusive culture over the last few years the role of students continues to evolve. The school has a number of opportunities which increasingly gives students a voice allowing them to engage in active citizenship. These include: numerous opportunities for Student Voice feedback (formally and informally); a senior student system (applications are required and interviews are also held for senior student roles); a mentor system in which Year 11 and Year 10 students mentor and troubleshoot for younger students; peer mediators; Year 9 students are trained as Listening Mentors to support year 7 with transition, organisation, homework, friendship etc; Year 10 students are trained as Diana Award mentors; students are encouraged to gain Sports Leader Awards for their coaching of younger students including local primary children.

Students whose attitude, behaviour or emotional state provide cause for concern, sometimes prior to their admission to Lode Heath, have their needs and barriers identified utilising a wide range of methods including input from parents/ carers and other professionals.

Strategies & reasonable adjustments are implemented as appropriate and the impact of this is reviewed and further amended as necessary. In the event of specialist help beyond that which the school can provide, considerable use is made of outside agencies, including alternative provisions, in addressing student need as is reasonable and within the confines of our available resources. For example, students are referred and will participate in intervention programmes in school, delivered by in-school staff and sometimes by external agencies.

Furthermore, students who are experiencing difficulties due to illness, injury or emotional or social difficulties may work in the Inclusion area for a short period of time as part of a reintegration programme or pending further assessments. Whilst in the Inclusion area, a member of staff will be there to support the students in their academic work.

Students whose behavioural choices impact on the learning or welfare of others may spend time studying in the Refocus area as an alternative to mainstream lessons.

As a community, we work together to ensure shared understanding of the high expectations for their attitudes and behaviour to learning (Learning PRIDE). Expectations are continually reinforced to support and encourage students to make the best choices for themselves and their community and to be the best they can be. Students can achieve credits and debits and, whilst these are shared with parents' carers live, via Synergy, they are also shared via a formal, written report three times each year.

In conclusion, while Lode Heath recognises its responsibilities to build and maintain an inclusive culture, it does so on the basis that the culture upholds the rights of all to learn and to achieve to their fullest potential without detriment or disturbance.