

Inclusion Policy



Learning together in a changing world, creating success for all.



Trinity Fields School and Resource Centre

Policy for Inclusion

Trinity Fields is a Rights Respecting School, a Healthy School and an Inclusive School.

This policy should be read in conjunction with our pupil friendly and adult version of our **“Shared Values and Aims”**.

Trinity Fields is a Rights Respecting School

Trinity Fields is a Rights Respecting School and we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work.

Trinity Fields is a school where pupils are at the heart of everything we do. As part of our aim to promote a happy and successful school we have successfully been awarded UNICEF’s **“Rights Respecting School Award”** (January 2017).

The ‘Rights Respecting School’ Award (RRSA) helps our pupils become more confident, caring and as independent as possible both in school and within the wider community. By learning about their rights our pupils, your children, also learn about the importance of respecting the rights of others, that is, their responsibilities.

Our pupils are encouraged wherever possible to reflect on how their behaviour and actions affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school site.

Refer to pupil friendly **“Pupil Participation”** policy and our whole school **“Pupil Participation”** policy for further details.

Trinity Fields is a Healthy School

We are also a Healthy School and we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives and enabling both pupils and staff to take control over aspects of the school environment which influence their health.

Refer to **“Health and Well-being for Pupils”** policy and our whole school **“Health and Well-being”** policy for further details.

Trinity Fields is an Inclusive School (IQM Flagship School status)

We have demonstrated through national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and publish classroom-based research.

Refer to “**Inclusion**” policy and to **IQM assessment reports** for further details.

Education in Wales: Our National Mission

Our work with pupils and their families will be developed building upon Wales’ National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales’ transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in “**Education in Wales: Our national mission (2017)**”. These are:

- **Developing a high-quality education profession.**
- **Inspirational leaders working collaboratively to raise standards.**
- **Strong and inclusive schools committed to excellent, equity and well-being.**
- **Robust assessment, evaluation and accountability arrangements supporting a self-improving system.**

The core purposes and values that are associated with these prestigious national awards are encapsulated in our vision and aims:

“We believe that everyone at Trinity Fields is entitled to have access to the very best learning opportunities. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.

Rationale

This policy is based upon our core principle and our commitment to the United Nations Convention on the Rights of the Child (UNCRC) and as a Rights Respecting School we aim to ensure that: **pupils are central to all that we do.**

All staff will work collaboratively in order to develop and enhance effective partnership working with parents/carers, the local authority, and with statutory and non-statutory groups in order that all pupils, irrespective of their abilities and needs achieve their potential.

Staff will provide differentiated and engaging learning opportunities for all pupils, providing them with access to relevant high quality and where needed, specialist resources that are appropriate to their ages, interests and abilities. This will ensure that all pupils have full access to all aspects of the school curriculum, including the literacy and numeracy framework and the digital competence framework.

As a whole school guiding principle we will continue to focus on individual progress and achievement as the main indicator of success.

Aims

The aims of this policy and the inclusive practice at Trinity Fields are to:

- ✓ provide full access to our curriculum for all pupils;
- ✓ secure high levels of achievement for all;
- ✓ ensure all pupils achieve their personal goals and targets;
- ✓ meet individual needs through a wide range of specialist provision;
- ✓ carefully map provision for all pupils to ensure that staffing and resources promotes good outcomes;
- ✓ ensure our staff expertise meets pupils' needs by providing staff with well targeted continuing professional development;
- ✓ work collaboratively and productively with the local authority and other agencies to ensure there is a multi-professional approach to meeting pupils' diverse and changing needs;
- ✓ promote pupils' self-esteem and emotional well-being and help them form and maintain worthwhile relationships based upon respect for themselves and for others.

What is inclusion?

Inclusion is about making the relevant provision to meet the needs of all pupils within the school community and taking the appropriate action to remove any barriers to participation and learning. Inclusion also involves eliminating all forms of discrimination and promoting equality for all.

It is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision and the achievement of different groups of pupils within a school.

Trinity Fields as an inclusive school

We are committed to being an inclusive school and are very proud to be re-accredited with the Inclusion Quality Mark and as a Centre of Excellence. Some comments from our latest IQM report are:

“This inspiring school fully deserves to be an IQM Centre of Excellence. Trinity Fields is very well supported by its Local Authority, not only is Caerphilly a particularly supportive Local Authority, it also recognises the talents and expertise of the senior leadership and staff at Trinity Fields, and is investing in the school's capacity to reach greater numbers of vulnerable and hard-to-place pupils”. (April 2016)

As an inclusive school, we will continue to ensure that the learning, teaching, achievements, progress, attitudes and well-being of **EVERY** pupil matters.

We fully recognise that in order to be a highly effective school we need to be inclusive. This shows, not only in our pupil performance and progress, but also in our ethos and willingness to offer new and exciting opportunities to pupils who may have experienced previous difficulties. This does not mean treating all pupils in the same way but rather it involves taking account of pupils' varied life experiences and needs and providing the very best teaching, learning opportunities and resources to meet their diverse and often challenging needs.

Within the context of Trinity Fields inclusion very much begins within our school by ensuring all pupils have access to the very best learning, teaching and resources to meet their individual needs.

School based inclusion

In order to meet the learning, social and emotional needs of all pupils within our school we will ensure that:

- ✓ all schemes of work and thematic plans are appropriate to meet the needs of pupils within all classes;
- ✓ all class and group planning is sufficiently differentiated to meet the needs of pupils;
- ✓ teaching strategies take into account class, group and individual learning styles;
- ✓ specialist support and therapy input is provided where needed;
- ✓ all IEP targets are set within a partnership context, involving the pupil (where appropriate), parents/carers, therapies and other professionals.

Annual reviews and transition planning

As a Rights Respecting School and a school committed to pupil voice we will also ensure that wherever possible pupils are included in their annual reviews and transition planning meetings so that their views can be sought and wherever possible the plans made take account of these needs. All review and planning meetings will follow the key pupil centred planning approach and will use a variety of strategies to best meet the pupil's needs.

Educational visits

Educational visits are a very important part of our engagement with the community and all pupils benefit from regular opportunities to undertake visits to shops, cafes, parks, cinema, library etc. Trips further afield will make use of our school minibuses and people carrier.

As part of the Duke of Edinburgh Award pupils taking this option will take part in a number of practice and assessed expeditions. This option is open to all pupils within the 14-19 learning pathway classes and officers from DofE Wales are available to make all aspects of the award accessible.

Activities with other schools

During the year our pupils take part in a range of activities with other schools. This includes mainstream schools, specialist units in mainstream schools and other special schools.

Activities include: shared music/drama events, concerts, rugby tournaments, dance festivals, swimming galas etc.

School council

We have a very active school council who are involved in all aspects of school life from planning the re-development of specialist school resources, such as the sensory garden, to supporting governors when they interview for new staff.

The school council represents the views of all pupils. They meet regularly and senior pupils will discuss issues and matters arising with our senior leaders.

Topics discussed and decisions taken at school council meetings are included in the headteacher's termly report to governors.

Specialist provision within Trinity Fields

We have recognised that grouping all pupils by age does not always provide them or their peers with the best learning and teaching opportunities. In partnership with parents, carers and the local

authority we have developed specialist classes for pupils with more complex autism along with primary and secondary classes for pupils with complex medical and physical needs.

Grouping pupils more flexibly and taking full account of their learning styles and needs has ensured that all groups of learners achieve and make progress commensurate with their stage of development.

Also in partnership with the local authority we have started to develop more bespoke packages of learning and behaviour support for pupils who may be at risk of permanent exclusion and those who are more difficult to place.

“Reverse” inclusion and access to specialist resources within Trinity Fields

We also support the local authority and other schools by providing "reverse" inclusion whereby pupils who receive the majority of their education in mainstream settings join classes at Trinity Fields to develop their skills in certain key areas and access some of our more specialist resources; for example accessing our catering and hospitality modules provided through Caffi Oren or using our hydrotherapy pool etc.

Our specialist resources such as light and dark rooms, soft play room and our hydrotherapy pool are also used on a weekly basis by pupils accessing the local authority's specialist resource bases. Increasingly as a school we are extending our provision and resources to meet the increasingly complex needs of pupils from across the local authority. This will continue to develop through the hub and spoke model of planning to meet the needs of all pupils with the authority.

Inclusion links with mainstream schools

Some of our pupils may benefit from curricular and social links with mainstream schools. The process to establish and monitor such links will be led by senior leaders at Trinity Fields. To be successful these links need to be appropriate to meet the pupil's needs and carefully planned and monitored.

We have established excellent links with some local primary schools. We now have 2 satellite classes in mainstream schools; a primary class in Cwm lfor Primary School and a secondary class in St. Cenydd School. We will make use of our extended provision at these schools to provide targeted inclusion links for identified pupils.

If a pupil's annual review identifies that an inclusion link might be appropriate then this will be documented as an annual review action. Our assistant headteacher will liaise with staff at our Cwm lfor or St. Cenydd class (dependent upon the pupil's age) to discuss and carefully plan all aspects of the link. As Cwm lfor and St. Cenydd are fully accessible schools there will be no access requirements that will need consideration.

It is envisaged that as our provision at Cwm lfor and St. Cenydd becomes more established then the majority of our inclusion links for pupils will take place within these settings. All inclusion links will be supported by Trinity Fields staff.

Planning

All inclusion links will need to be carefully planned and monitored to ensure pupils achieve success and see the link as a positive experience.

An "Inclusion Plan" will be developed for all links. Senior staff at Trinity Fields will take the lead in developing this in partnership with the pupil's parents/carers, the educational psychologist and other professionals, such as the various therapists etc.

A proforma for the inclusion plan will be found in **Appendix 1** of this policy. The plan will include details of:

- ✓ the pupil's learning, social, emotional, behavioural and medical needs;
- ✓ pupils' emergency contact details;
- ✓ purpose of the inclusion link;
- ✓ the timescales for the link;
- ✓ reporting arrangements.

Responsibilities

The headteacher and the governor with responsibility for SEN/ALN are responsible for monitoring the ongoing effectiveness of this policy. All staff are responsible for the ongoing implementation of this policy.

Monitoring and reviewing

This policy will be reviewed in line with the school's policy review cycle or earlier should the need arise.

Signed:	Headteacher
Signed:	Chair of Governors
Date of Review: Autumn 2019	

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.

Article 12: Every child has the right to be heard.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 42: Every child has the right to know their rights.