



Inclusion Policy

Reviewed – October 2017

This policy specifically focuses on the concept of educational inclusion rather than inclusion in relation to other equality issues.

It sets out the principles the school believes are important and considers the two main areas of our inclusion work, inclusion in the school and inclusion of our young people into mainstream settings.

Inclusion for Woodlawn School focuses on the work we do to ensure that all young people have the opportunity to learn in the most stimulating setting which involves as many opportunities as possible to learn with and from people of their own age without their difficulties.

Inclusion helps us meet the aims of Woodlawn School in the following ways:

- **That actively develops parental partnerships for the benefit of the pupils**
Inclusion is a very important issue for most parents. Their views are vital and should always be considered and responded to where possible.
- **To have high expectations for continuous improvement in order to raise standards for pupils**
It is important that Inclusion standards are continually monitored and raised and that the value of mainstream experience in raising pupils' achievements and the staff expertise is recognised
- **To establish an atmosphere of security, trust and respect for all**
The ability to interact in a larger mainstream environment will stimulate a pupil socially and enable them to achieve a happy quality of life. Safety must always be a consideration in any inclusion placement or inclusion into Woodlawn School or another setting.
- **That gives the pupils the skills and opportunities to make informed choices**
The ability to work in a mainstream establishment can enhance a pupil's ability to make choices and improve their self-esteem.
- **To positively promote and encourage independence, confidence and self-advocacy**
Social inclusion is very valuable to all pupils and needs to be developed in a structured way. The ability to work in a mainstream setting increases pupil's confidence in a range of other new and challenging situations.
- **That celebrates achievement for all Pupils**
Achievements in mainstream settings are often celebrated through their school merits and reward systems but can also be celebrated as part of a pupils' record of achievement and in collective worship.
- **To acknowledge and develop everyone's ability to communicate effectively**
In order to make an inclusion placement work staff from both schools have to develop effective communication systems. The pupils' ability to communicate can also benefit from more able models.

Aims of Inclusion

- To develop pupils social skills.
- To develop peer interactions.
- To enhance pupils self-esteem
- To develop pupils learning across the curriculum through effective differentiation.
- To enhance the professional skills of staff in a range of classes and schools.
- To develop pupils independence skills in particular their ability to work without adults.
- To enable pupils to learn from appropriate peer role models.
- To enable pupils to develop their communication skills.
- To enable pupils especially those with ASD to develop flexibility of thought.

- To enable pupils in mainstream settings to develop their awareness of the skills, needs and learning of people with disabilities.

Inclusion within Woodlawn School

Whilst young people within the school need the structure that this setting provides many of them also benefit from structured opportunities to be included – e.g.

- within groups in their own class.
- Within their classroom with visiting students.
- Within the department for sessions such as collective worship and PE.
- Weekly sessions in other classes
- Inclusion into mainstream schools.
- Inclusion into the local community.

Guidelines

1. Opportunities for young people with SEN to work outside their classroom setting will be developed on a flexible personalised basis.
2. All inclusion will be carefully planned.
3. Pupils will need preparation for their placement e.g. through the use of timetables and social stories.
4. Transition to placement will be carefully planned in relation to individual needs
5. Pupils will have access to the full range of rewards for inclusion activities.
6. The views of the young people about inclusion will be taken into account and it must be borne in mind that they may find this change hard at first.
7. The set-up of the receiving classroom will be considered in relation to inclusion.
8. There will be the opportunity for the young people to return to their class if they become distressed.
9. Staff in the receiving class will be given information about the pupils to join then including their IEP and Behaviour plan where necessary.
10. Pupils will be included for a range of reasons for example curriculum opportunity, to increase the pupil's flexibility of thought etc.
11. Inclusion will be planned in discussion with parents.

Inclusion into mainstream schools

Pupils are placed at Woodlawn because they need the specialist skills and resources available. However some pupils benefit from the opportunity to work with mainstream young people of their own age and to learn in new and challenging situations. Currently young people from Woodlawn School work in mainstream in the following ways.

- Pupils attend the mainstream school near their home for fixed lessons during the week. This is supported by staff from Woodlawn.
- Individual pupils attend Langley First School for specific subjects on the curriculum geared to their learning needs. These are usually creative or physical subjects but are also able to be flexible.
- Students at KS3 and 4 attend Marden High School for specific GCSE classes for curriculum subjects. The pupils mix socially at break.
- Students at Post 16 participate in moving on projects which allows them extended opportunities to mix with young people of their own age in social settings.

Guidelines

1. Opportunities for young people to work in a mainstream setting will be developed on a flexible personalised basis.
2. All inclusion will be carefully planned.
3. Pupils will need preparation for their placement e.g. through the use of timetables and social stories.
4. Transition to placement will be carefully planned in relation to individual needs.
5. Every effort will be made to make sure our young people have the same experience and work to the same rules as mainstream pupils in mainstream settings. This can refer to the completion of homework, wearing of PE kit and obeying school rules but also to the transport arriving on time so pupils are not late for mainstream lessons.
6. Pupils will have access to the full range of rewards for inclusion activities.
7. The views of the young people about inclusion will be taken into account and it must be borne in mind that they will find this change hard at first.
8. The set-up of the receiving school/ classroom will be considered in relation to inclusion.
9. There will be the opportunity for the young people to return to Woodlawn School if they become distressed.
10. Staff in the receiving school will be given information about the pupils to join them including their IEP and Behaviour plan where necessary.
11. Inclusion will be planned in discussion with parents.
12. All staff will have the opportunity to support pupils in mainstream settings.
13. Staff will receive coaching in this part of their role where necessary.
14. Pupils work in mainstream schools will form part of the assessment and recording systems.

Inclusion into the local community

Pupils at Woodlawn School need the chance to develop their learning in the local community and to take their full part in that community.

Currently we do this in a variety of ways -

- Pupils visit local shops and cafes.
- Pupils use local sports facilities.
- Pupils visit places of interest
- Pupils take part in range of inclusive opportunities
- Students attend local community events.
- Students undertake work experience.
- Students have links with local businesses and enterprises.
- Pupils take part in joint Sports events.