HEADLANDS SCHOOL

SINCE 1965

Social Inclusion Policy

Written by	SENCO
Creation date	Spring 2006
Adopted by Governors	Spring 2011
Reviewed by	Assistant Headteacher – Learning and Progress/SENCO
Last Reviewed date	Autumn 2026
Next Review Date	Autumn 2029

Headlands School

Social Inclusion Policy

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Aims

Headlands School aims to create a happy and caring community, where all students and staff are valued equally, and in accordance with the Public Sector Equality Duty Act.

All students should be given equal opportunity to develop the skills and knowledge needed to realise their full potential and equip them for the future.

Rationale

- to ensure the participation of all students in the process of learning, which leads to achievement
- to provide opportunities for personal development and learning for all students, within their entitlement, and related to their needs and abilities
- to ensure that all students and staff have a sense of equal worth
- to provide equal opportunities to develop skills and knowledge needed to realise full potential, and equip young people for the future
- the policy exists to guide our planning processes (Budget etc.)

Principles

- to provide the best possible education for the individual student
- to provide a curriculum that is tailored to the personal needs of each child
- to liaise closely with feeder primary schools in order to obtain information about a student upon admission
- to maintain and develop close links with parents and carers
- to work closely with other agencies, (multi-agency working), and ensure information is communicated to the school by these outside agencies
- to keep good records. To continue to develop computer database systems which record attainment, attendance, rewards, sanctions and other data as necessary (respecting confidentiality)
- to monitor and evaluate performance over a range of indicators, (attendance, exclusion rates, student achievement, general behaviour)

Structure

At Headlands School we are an inclusive school offering equality of opportunity to **all** groups of students within the school, regardless of their protected characteristics. These groups include:

- boys and girls
- students who have special educational needs and/or disabilities (SEN/D)
- students who are Able, Gifted and Talented
- students who are at risk of disaffection and exclusion
- students who are Children Looked After (CLA)
- children from minority faiths, ethnicities, travellers, asylum seekers, refugees
- students who have English as an additional language

Social Inclusion involves good working relationships within the school, with parents and carers, with outside agencies and with the community.

Identification

- information from the primary schools
- Support for Learning departmental information, (Education, Health and Care Plans, Students identified as K on the register etc.)
- close tracking of behaviour through consultation with teaching staff, tutors, Year Leaders, Pastoral Mangers and Director of Student Support Services
- CLA register

Good Record Keeping

- paper and computer records are maintained
- computer records are kept using SIMS software and CPOMS. Rewards, sanctions and attendance are recorded on this.
- The Data Management team compile these records
- Teaching staff and Year Leaders have access to these records
- only the Headteacher and the DSL and DDSL's Safeguarding co-ordinators have access to confidential CP records

Monitoring Evaluation and Review

Social Inclusion is monitored through:

- statistical evidence
- observations, (in and out of lessons)
- interviews and surveys with staff, students, parents and the community
- Multi-Agency meetings

Social Inclusion Policy

Appendix of Updates following Review

Version 1 – Summer 2012

Page 2 – Aims
Reference to Public Sector Equality Duty Act included
Every Child Matters deleted

Page 3 – Structure
Opening sentence amended to include protected characteristics

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Version 2 - Spring 2014

Page 3 – Structure
Looked After Children now referred to as Children Looked After

Directors of Learning amended to Directors of Pupil Care, Support and Progress

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Version 3-Spring 2017

Page 3 -Structure.
Statements are now Education Health and Care Plans and K has replaced school action and school action plus.

Version 4 – Autumn 2023

Change of Department amended from SEND Department to Support for Learning Department
Change of Job Title amended from Heads of Year to Year Leaders and Pastoral Managers
Page 3 - Good Record Keeping addition of CPOMS and DSL and DDSL