

POLICY FOR SOCIAL INCLUSION

Date of last review: April 2010

Introduction

This policy should be read alongside:-

- School Policies on equal opportunities, behaviour and discipline, child protection, anti-bullying and attendance.
- Pastoral Support Centre Policy Document

We seek to be 'educationally inclusive' in relation to the needs of those pupils who may be at risk of social exclusion. Such pupils may show disaffection or fail to participate in the whole school experience. We recognise that this may be apparent in challenging behaviour or poor attendance patterns; however, other pupils may be vulnerable, such as:

- Children in care
- Young carers
- Victims of abuse and/or domestic violence
- Minority ethnic groups
- Travellers
- Children who abuse drugs, alcohol and/or other substances
- Pregnant school girls and teenage mothers
- Children with psychological problems
- Gifted & talented children
- Children with health issues
- Children with Special Needs

Rationale

- To meet the needs of all pupils at all times.
- The Pastoral System and PSC – all proactive in the early identification of and planning for pupils at risk of disaffection.
- Social Inclusion in the responsibility of every member of staff, both teaching and non-teaching.
- The highest possible standards of teaching and learning support Social Inclusion.
- Pupils and their parents/guardians/carers are entitled to be treated fairly, with respect to important educational decisions which affect their lives eg admission, attendance, exclusion and assessment for any special needs. Procedures will be applied in accordance with DCSF, Ofsted and LA guidance.

Procedure

Light Hall aims to promote Social Inclusion in the following ways:-

- Pastoral System
- Pastoral Support Centre (PSC)
- Learning Support Centre (Senco)
- Training programmes for staff and all non-teaching staff
- Appropriate use of Standard Fund Grant
- Educational Welfare Officer and School Nurse
- Working with other agencies eg. SiSS team, X-stream, Solihull Bereavement, Cruise, Snap etc.
- Liaise with Gifted & Talented Lead Teacher
- Student Achievement Manager

Targets

Light Hall has set the following targets for measuring the effectiveness of promoting Social Inclusion:-

- reduced number of exclusions
- to achieve measurable improvement in the academic and behaviour performance of the target pupils
- to reintegrate target pupils into mainstream classes
- to improve teacher ability to manage pupils/classes with EBD pupils
- to reduce the number of pupils on Code of Practice – Stage 3 (Behaviour)
- to establish alternative curricular options at KS4

Review

Annually, by Pastoral Team and SENCO