



Inclusion Policy

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Review date: June 2022

Signed: _____ Chairperson schools governing body, on behalf of the governing body

Date: _____

Signed: _____ Headteacher

Distribution: Staff, governors, pupils, parents and carers

Ysgol Ty Coch Inclusion Policy

Ysgol Ty Coch Special School is a Rights Respecting School. As a Rights Respecting School, we aim to embed children's human rights in our ethos and school culture. We base our practice on the principles of equality, dignity, respect, non-discrimination and participation. Working within these principles not only empowers our children and young people, but also leads to enhanced learning, improved standards and better relationships.

The United Nations Convention on the Rights of the Child (UNCRC) is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history. This policy relates to Article 28 and 29 of the UNCRC.

Article 28: Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 29: Children should develop each child's personality and talents to the full. It should encourage children to respect their parents and their own and other cultures.

Introduction

The Ysgol Ty Coch Inclusion Project has been established to address the need for some pupils to access mainstream school settings. Most 'Inclusion' programmes refer to meeting all needs under one mainstream roof, Ysgol Ty Coch Special School is by definition an 'Exclusive' setting in as much as all pupils admitted are in receipt of a Statement of Educational Needs. The Inclusion Project has been established to provide the opportunity for some pupils to access a measure of mainstream provision.

Aims

The YTC Inclusion Project seeks to:

- Provide the opportunity for some of our more able pupils to access some lessons in mainstream provision
- Provide the opportunity to socialise with mainstream peer groups
- Provide the opportunity to become part of another educational community
- Provide the opportunity to access subject specific equipment and learning environments
- Provide the opportunity to develop Personal, Social and Emotional education
- Provide the opportunity to experience being part of a bigger class
- Provide the opportunity to become an 'Ambassador of the School'

Benefits to Pupils, YTC and Partner mainstream schools

Offering opportunities for Inclusion in mainstream school settings has many benefits for both pupils at YTC and our mainstream partner schools.

- Development of relationships with mainstream peer group
- Development of mutual understanding, respect and tolerance
- Development of new friendships
- Development of self-confidence and self-esteem
- Development of PSE curriculum
- Development of Social Emotional Aspects Learning (SEAL) values
- Opportunity to spend time in mainstream school
- Opportunity for mainstream schools to visit YTC
- CPD opportunities for mainstream and special school staff

Selection Process

Pupils are carefully assessed before being invited to participate in the Inclusion Project. Suitable candidates will serve as 'Ambassadors of the School' as they are representing YTC and special education in the wider educational community.

Parents are invited into school to view a presentation about the project to enable an informed decision before deciding if their child will participate.

Pupils involved are reviewed annually to ensure as many as possible are afforded the opportunity to participate and to accommodate any relevant change in circumstances.

Partner schools

Pupils from YTC have opportunities to visit mainstream settings for social inclusion opportunities with their peer groups at Nursery, Foundation Phase, KS2 and in KS4 for Science. Opportunities for pupils at KS3 to become involved in social inclusion are planned for the future. Six schools have expressed interest in participating in the project however we currently have capacity to work with three.

Schools currently involved are:

- Ffynnon Taf Primary
- Llanilltud Faerdref Primary
- Bryncelynog Comprehensive School

Sixth form also have a room in Nantgarw college which they access three days a week and integrate with college students in the refectory at lunchtimes and break times.

Health and Safety (H&S) - Summary of Guidelines

Risk Assessments must always be completed for every visit. Parental permission must be obtained before a pupil may commence involvement with the Inclusion Project. Permission must also be sought with regard to travelling in staff cars to and from the schools involved and also with regard to the taking of photographs by YTC and mainstream partner schools and whether those photographs can be posted on school internet sites by YTC and partner mainstream schools. Pupils requiring medication during visits must have their medication securely with a member of staff and this must be written on the risk assessment.

Staff participating should also be mindful that the policies of schools being visited also need to be adhered to.

Monitoring

Targets are set and evaluated annually by the Inclusion coordinator. Partner schools are invited to participate in the evaluation process and this data is analysed along with that of the coordinator. Data is reported back to the SMT.

Equal Opportunities

The school operates a policy of equality for all pupils regardless of gender, ethnicity, religious beliefs or culture.

Pupils identified as Children Looked After (CLA), More Able and Talented (MAT) and those on the child protection register are supported in line with their particular needs to afford them equal access to the curriculum.

Safeguarding

Safeguarding of pupils is of paramount importance. The school understands its duty to keep learners safe and adheres to the PREVENT agenda and broader safeguarding guidelines. Regular and well planned lessons are taught in e-safety and Sex and Relationship education to ensure our pupils are given the very best advice on how to keep themselves safe.

Staff Development

Staff will have access to in-service training as and when appropriate. This is in accordance with the school's policy for staff development. Any new developments in

the requirements relating to the foundation phase policy will be disseminated to all staff by the Senior Leadership Team.

Role of Head teacher

- To keep abreast of the legislation/directions from the Welsh Government and the Local Authority relating to the curriculum and inclusion
- To ensure that all appropriate information relating to the inclusion is disseminated to school staff.
- To ensure budget provision for staff training in inclusion
- To ensure budget provision for resources for the inclusion

Links to other relevant policies

- Safeguarding
- Teaching and Learning
- Curriculum
- Assessment for Learning
- Educational Visits
- Intimate Care
- Healthcare Needs
- Positive Behaviour Management