

INCLUSION POLICY

Aims and objectives

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils with special educational needs. This means that equality of opportunity must be a reality for our children.

At STC staff and pupils will be constantly involved in the best ways to support all pupils' needs. Within the school, teaching and learning styles and organisation will be flexible to ensure effective learning. Selecting a pupil's class group will be part of this process.

The SEN Code of Practice principles are integral to this inclusion policy:

- promoting high standards of education for children with SEN
- encouraging children with SEN to participate fully in their school and community and to exercise their pupil voice by taking part in decisions about their education
- working with other statutory and voluntary bodies to provide support for children with SEN

We respect and value all pupils equally and we view the diversity of cultures within the centre as a resource.

Pupils as learners

All of our pupils and young people have educational needs arising from an acquired brain injury or high medical needs and many will need to be assessed for an Education, Health and Social Care Plan while they are resident at The Children's Trust. On admission, all pupils have a comprehensive assessment of their needs resulting in a personalised curriculum. We focus on the areas highlighted by the assessment and incorporate specific learning strategies for pupils with an acquired brain injury.

Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.

Within teachers' planning, learning outcomes are always made explicit and activities adapted or planned separately as appropriate. Alternative methods of responding or recording are used in collaboration with TCT.

A range of assessment procedures are used to ensure that all pupils are able to demonstrate their achievements.

Teaching strategies are matched to the individual needs of pupils with advice from in house agencies such as:

- Physiotherapists
- Occupational therapists
- Speech therapists
- Play specialists
- Physical and Sensory Support teachers
- Educational and clinical psychologists
- Medical teams
- Nursing teams
- AAC team

Multi-disciplinary meetings are held monthly and are supported by the school and TCT.

Individual Education Plans detail targets for the pupils which are broken down into small steps. Detailed teaching strategies provide access to the curriculum for all pupils.

Teachers promote inclusion by designing and differentiating their lessons carefully to make sure that any potential barriers to learning are reduced and the effects minimised, e.g. acknowledging different learning styles and the impact of physical and sensory impairments on access to activities.

We aim to actively seek out pupils' views and include pupils in their target setting, providing advocacy for those pupils not yet ready or unable to formulate their views.

Teachers ensure pupils:

- Feel secure and know that their contributions are valued;
- Appreciate and value the differences they see in others;
- Learn to take responsibility for their own actions where appropriate;
- Participate safely, in clothing that is appropriate to their religious beliefs;
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- Have a common curriculum experience that allows for a range of different learning styles;
- Have challenging targets that enable them to succeed;
- Are encouraged to participate fully, regardless of disabilities or medical needs.

Staff as learners

We provide and reinforce the importance of continuing professional development, which fosters best practice for all members of staff. All INSET training is delivered to the whole school staff and will be offered to members of the management committee. All staff maintain their own record of CPD.

- All staff have an induction programme
- All staff are trained in trauma informed practises
- Brain Injury training is a key component of the training programme in collaboration with TCT
- There is ongoing training for staff and teaching assistants
- The skills, knowledge and expertise of individual staff members is valued and used
- The Leadership Team routinely observe lessons and monitor planning across the school to evaluate teaching strategies and the achievements of learners

We endeavour to develop and maintain a supportive, cooperative network for the pupil through a multi-professional approach.

The physical environment

The STC is housed within TCT's building. The centre is accessible to all pupils, staff and visitors:

- disabled toilets for pupils, staff and visitors
- switches and door access is at wheelchair height
- the centre is on one level
- hoists are available in most rooms
- height adjustable tables
- adapted equipment
- Specialist AAC equipment
- Calm, quiet, purpose-built environment

STC at The Children's Trust

STC at The Children's Trust is committed to providing a caring and safe environment for all children. Children deserve a quality of life fostered by an environment which promotes dignity, freedom and active social involvement. Children should be supported to lead a safe, happy and stimulating life and have opportunities to develop and achieve.

At STC, children are seen as individuals with unique qualities, and although those who use the services of the Trust may have profound learning disabilities, complex health needs and / or an acquired brain injury, they will be respected as individuals in their own right by all the staff and volunteers.

This policy should be read in conjunction with the schools updated Accessibility Plan 2023 on the shared drive.