



HEADLANDS SCHOOL  
SINCE 1965

# Social Inclusion Policy

<b>Written by</b>	SENCO
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<b>Reviewed by</b>	SENCO
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<b>Next Review Date</b>	Spring 2020

# 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
- SEND 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, Heads of Year and Director of Student Support Services
- CLA register

#### Good Record Keeping

- paper and computer records are maintained
- computer records are kept using CMIS software. Rewards, sanctions and attendance are recorded on this.
- The Data Management team compile these records
- Teaching staff and Heads of Year have access to these records
- only the Headteacher and the Child Protection 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.