

# **DOROTHY GOODMAN SCHOOL**

## **INCLUSION POLICY DOCUMENT**

### **Statement of Principles**

The staff and governors of Dorothy Goodman School believe that all of the pupils here have the right to a high quality education. We have the responsibility to make high quality, balanced provision for all learners to help them achieve their full potential.

We believe that inclusive education is an effective way to combat discriminatory attitudes, to contribute towards the creation of welcoming and inclusive communities, and to provide children and young people with their entitlement.

### **Definition**

Educational inclusion means:

*removing barriers to learning across and beyond the curriculum to increase participation for learners of all ages*

*and is built upon the principles of:*

*inclusion as a continuing process of increasing participation for all learners*

*acceptance and celebration of human diversity*

*the entitlement of all pupils to receive a broad and balanced curriculum; they have a right to achieve success and fulfilment of their potential*

### **Responsibilities**

To develop an inclusion policy in collaboration with learners, staff, governors and parents / carers

To meet the needs of all learners through a broad, balanced and appropriate curriculum

To respond flexibly and creatively in providing for all learners, taking into account knowledge of pupils' backgrounds, beliefs, preferred learning style, and particular aptitudes or interests

To audit educational outcomes for all groups, and to identify and remove barriers to inclusion

To monitor and evaluate the effectiveness of inclusive practice in raising standards and improving educational outcomes

To develop policies and practice that encourage the use of language that is inclusive and non-discriminatory

To base all planning on the principles of inclusion

To ensure that organisational cultures, policies and practices respond to diversity

To work with local communities and break down barriers to inclusion

### **Provision Mapping**

Students are educated within their peer group wherever that is possible. For parts of the day differentiated provision needs to be made, and the school sets out in its provision mapping how that is organised. In broad terms we make the following arrangements:

***Pupils with ASD:*** All pupils require visual systems, access to symbols, keyworkers who have had training in ASD, TEACCH approach

Some pupils require 1-1 work in additional work rooms attached to the classrooms

A few pupils require work in the Unit (Lower School) or in differentiated groups (Upper School)

***Pupils with PMLD:*** All pupils require objects of reference passports, keyworkers, therapy sessions, access to hydrotherapy

Some pupils require body signing, Music Therapy, work with the PMLD specialist LS A (Upper or Lower)

A few pupils require differentiated work in separate groups / work rooms / quiet areas for part of the day, trained 1-1 keyworkers all of the time

***Pupils with Visual Impairment:*** All pupils require

Some pupils require

A few pupils require

***Students 14-19:*** All pupils require

Some pupils require

A few pupils require

### **Practice**

Within the school, for parts of the day, we operate systems of grouping pupils. These vary from the Junior Department to the Seniors, and are designed to ensure that we are able to offer an appropriate curriculum to all of our youngsters, given the diversity of needs, and the growing divergence as students get older.

In order to ensure inclusive practice we are committed to the following:

*Providing each pupil with an appropriate curriculum, and appropriate access to the school's resources*

*Taking into account, as part of our overall provision, a range of appropriate learning styles, specified for individuals in their IEPs*

*Beginning each day as aged-based tutor groups, following IEP programmes of work, in order to ensure that any groupings made from that starting point are to effect more appropriate curricular provision, and not to exclude youngsters from their peer group*

*Monitoring and evaluating our practice to make sure that wherever possible we are extending inclusive opportunities through the curriculum offered*

*Working as two Departments – promoting inclusive activities through the Team Leaders*

### **Inclusion Links**

The school has many inclusion links with local schools. these are mutually beneficial in that they provide our pupils with access to differing curricular and social experiences in mainstream settings, and offer mainstream pupils the chance to learn of the differing needs that are presented by other people within their community. They represent for our pupils an entitlement to inclusion within mainstream education.

Whilst we cannot always guarantee the time that pupils will spend on links (because they are arranged with a variety of different schools, and may vary from year to year), nevertheless we try to ensure that:

- 1) As many pupils as possible have access to one external link during the week (for a minimum session of one lesson)
- 2) Where pupils are seen to be clearly benefiting from inclusion, and where education is not compromised, then the length of the link should be extended if that is possible, to a maximum of 2 days per week within mainstream so that the balance of education remains within Dorothy Goodman
- 3) The focus of the link should be on a curriculum subject relevant to the individual pupil's strengths and interests

Inclusion links should take place provided that:

- a) pupils will benefit from the link both in terms of the curriculum opportunities available and social integration

- b) their participation is compatible with the continuation of effective education for the pupils in mainstream
- c) the link can be staffed appropriately

Inclusion links take place both at mainstream sites and also on our own site here at Dorothy Goodman – both types being equally beneficial.

*Dorothy Goodman School February 2003*

*Revised July 2007*