




Baytree School

Inclusion Policy

Mandatory/Non-Mandatory	Mandatory
Model Policy	-
Annual/Bi-Annual	Annual
Date Ratified by FGB	12 th March 2025
Signed: Rob Collard (Chair of Governing Board)	
Next Review Due	March 2026

What is Inclusion?

Inclusion is 'a process that maximizes the entitlement of all pupils to a broad, relevant and stimulating curriculum, which is delivered in the environment that will have the greatest impact on their learning' NAHT 2005.

Why do we do it?

Inclusion schooling is fundamental to the development of an inclusive society.

Inclusive experiences are effective when pupils are appropriately and fully included in the life of their school community and local communities.

Our view of inclusion is that children are included in the 'common educational enterprise of learning wherever they learn best!' (Warnock 2005).

Needs

- To meet individual needs
- As part of personal and social education
- To meet personal learning outcomes reflective of their EHCP

Rights

- Access to appropriate social activities and/or learning with peers
- To support recognition, dignity and respect within a young person's own community
- Enable young people to be part of the wider society
- Access to learning opportunities

Participation

- With peers and siblings within the schooling system and local community
- Development of friendships and relationships

Opportunities

- To communicate and interact with peers and wider society
- To broaden experiences
- To give access to subject specialist resources and wider community resources

How do we do it?

It is Baytree School's intention that all pupils will have access to inclusive experiences according to individual needs.

The range of inclusive opportunities offered to Baytree School pupils includes:

- Differentiated lessons in mixed ability groups
- Supported and/or unsupported placements in schools in the child's local area where needs are best met
- Group projects where Baytree and mainstream pupils work together
- Wider inclusive links with the community where pupils use the local area to consolidate learning. The school minibuses enhance these opportunities
- At school level, appropriate age group visits from other schools to Baytree and vice versa.
- College link placements for post 16 students
- Local secondary school links working for enterprise or other projects, leisure time
- Residential trips
- Home learning and outreach/intervention sessions for those young people unable to attend school due to health reasons to ensure they are able to access high quality educational provision.

To ensure that inclusion takes place, we work together to provide the most appropriate inclusive experiences for each individual. The starting point of inclusion is within Baytree School, which enables each child's access to a differentiated personalised curriculum and extends to opportunities for education within mainstream school and the wider community.

Baytree and other school staff demonstrate their commitment to inclusion by:

- Joint staff, leadership and team meetings with Herons' Moor School, with whom we have shared a site from September 2004
- Link classes for all EYFS/lower school classes
- Yearly programmes established at beginning of school year that are augmented as other opportunities arise throughout the year
- Continued Professional Development
- Inviting staff on initial teacher training into classrooms to observe their practice

Parents show commitment to inclusion by:

- Supporting their child's inclusion opportunities at review level
- Supporting their child from home into inclusive situations

Children show commitment to inclusion by:

- Enjoying new experiences in education
- Making new friends
- Demonstrating their learning and raised self-esteem

References

i) Literature

- Warnock M 2005 - Special Educational Needs, Philosophy of Education Society of GB
- NAHT 2005 - Special Schools Policy Paper

ii) Legal Framework

- Special Educational Needs and Disability Act 2001
- The DCSF SEN Code of Practice 2001
- DCSF Inclusive Schooling : Children with SEN 2001
- DCSF Revised Code of Practice (Jan 2002)
- UNESCO Salamanca Statement (1994)
- Equality Act (2010)
- Children's and Families Act (2014)

Policy Review

This policy will be reviewed in line with the schedule available from the Clerk to the Governors.

<u>Reviewed by FGB:</u> 27 th January 2021	<u>Reviewed by FGB:</u> 30 th March 2022	<u>Reviewed by FGB:</u> 15 th March 2023	<u>Reviewed by FGB:</u> 13 th March 2024	<u>Reviewed by FGB:</u> 12 th March 2025
<u>Next Review due:</u> January 2022	<u>Next Review due:</u> March 2023	<u>Next Review due:</u> March 2024	<u>Next Review due:</u> March 2025	<u>Next Review due:</u> March 2026

Footnote:

Standards of UN policies such as those embodied in the UN Convention on the rights of the child (1989), the UN standard rules on the Equalisation of Opportunities for Persons with Disabilities (1993) and the 1994 UNESCO Report on the education of children with disabilities (Salamanca Statement) affirm the rights of all children to equal education without discrimination within the mainstream education system.

Although this means different things in different places, there is universality to the underlying human rights philosophy of inclusion.