



Stockport School

Inclusion Policy

Rationale

Stockport School is committed to providing wide ranging opportunities for all students within the school framework. Students with learning, emotional or behavioural difficulties will need additional support at certain times in their schooling and the school aims to monitor these students' progress as effectively as possible in order to ensure that any necessary intervention is swift, and consequently addresses specific needs.

Stockport School's ethos is to:-

Provide effective learning opportunities for all children by:-

- setting suitable **learning challenges**
- responding to **diverse learning needs**

Stockport School's interpretation of Inclusion is –

Trying to keep to a minimum the need for aspects of the National Curriculum to be disapplied.

The Three Main Principles are:-

1. Setting suitable learning challenges – developing:-

- flexible approach to learning



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- skills, knowledge, understanding
- for lower ability and for more able
- clear understanding of how individuals best access the curriculum

2. Responding to diverse needs

- high expectations boys/girls, social/cultural
- equal opportunity
- good environment for learning
- motivate
- appreciate assessment
- target set
- using mind friendly and Accelerated Learning approaches in the classroom and beyond

3. Overcoming potential barriers to learning – SEN, Numeracy, Literacy, Pupil Premium

- support individuals or groups
- enable them to participate
- end of Key Stage tests – support

SEN

- curriculum planning (greater differentiation)
- specialist approaches
- intervention – school



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- statement – agencies

Multi Agency Approach

Stockport School uses many varied forms of support as can be seen by the mapping below. Our aim is to help students in all of their emotional and psychological needs.



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How the School will care for its students

A. The School will ensure the health safety care and protection of all its students.

The quality of care may be evidenced by:-

- Building personal relationships between students and staff
- Supporting emotionally vulnerable students
- Providing Mode counselling
- Endorsing LA policy on child protection
- Promoting good attendance
- Promoting good behaviour
- Identifying and meeting individual needs involving SEN
- Promoting healthy and safe living

B. There are effective measures to promote good attendance and behaviour

- Attendance Manager
- Weekly attendance checks and monitoring



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- Attendance policy in place
- Reward and Sanctions systems
- Good liaison with Welfare service
- Lates strategy

C. Bullying and Racism will be eliminated

- Anti bullying policy in place. No blame approach adopted.
- Incident book
- Equal opportunities policy into practice

D. There are effective arrangements for assessing performance and progress.

These include:

- KS2, FFT proof of progress tests used to base line and model
- Use of target setting at KS3 and KS4
- Examination analysis
- SEN analysis
- Monitoring of Pupil Premium, ethnic, SEN, Young Carers and Looked After students
- Attendance monitoring
- Accessible format of live data provided
- Attitude to Learning system in place



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E. The School will provide effective support and advice for all its students, informed by monitoring their academic progress, personal behaviour and attendance.

There will exist (amongst others):

- A comprehensive inclusion structure
- A staffed Pathways 1
- Supported groups of literacy, numeracy, more able, looked after children, behaviour linked through learning
- Integration and Review procedure
- Communication and liaison between all parties
- Intex
- Pathways 2/3
- An effective pastoral system
- An integrated approach

Review date: December 2020



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Sample Provision Map

The following link gives an outline of some of the provision made for students at Stockport School

...Provision map

