



# Thirsk School

& Sixth Form College

## Inclusion Policy

### visions

TOLERANT

HAPPY

INSPIRATIONAL

RESILIENT

SUCCESSFUL

KNOWLEDGEABLE



---

**Thirsk School & Sixth Form College**

**Inclusion Policy**

<b>Document Status</b>			
<b>Date of Next Review</b>	October 2023	<b>Implemented by</b>	Governing Board
<b>Origin of Policy</b>	Adapted		
<b>Date of Policy Adoption by Governing Board:</b>  6 <sup>th</sup> October 2020		<b>Signed</b>    <b>Emma Lambden</b> <b>Headteacher</b>    <b>Gill Thornton</b> <b>Chair of Governors</b>	

# “Every Child Matters”

**“Education Inclusion provides equal opportunities for all students, whatever their age, gender, ethnicity, attainment or background. It pays particular attention to provision made for, and achievements of, different groups of students within a school” (Ofsted)**

# CONTENTS

1. Introduction
2. Vulnerable Children Definitions
  - a) Children and young people with Special Educational Needs
  - b) Disabled children and young people
    - Normal day-to-day activity
    - Long term and substantial
    - Disfigurements
    - Progressive conditions
    - Diagnosis
    - Learning difficulties and/or disabilities (LDD)
  - c) Children and young people at risk of exclusion or permanent exclusion
  - d) Young adults accessing services
  - e) Children and young people from families under stress
  - f) Children and young people from families who are socially and economically disadvantaged
  - g) Looked after children and young people
  - h) Children and young people in conflict with the law
  - i) Children and young people in need of protection
  - j) Children and young people with behaviour, emotional and social difficulties
  - k) Young carers
  - l) Traveller children and young people
  - m) Gifted and talented children and young people
  - n) Children and young people missing from school
  - o) Minority ethnic children and young people
  - p) Homeless children and young people
3. Roles and responsibilities:-
  - a) Governing Board responsibilities
  - b) Headteacher and Leadership Team responsibilities
  - c) Specific responsibilities - responsibilities of all staff
  - d) SENCO responsibilities
4. A welcoming school
5. Access to Thirsk School and Sixth Form College
6. Resource management
7. Active participation
  - a. learners
  - b. parents
  - c. staff
  - d. Governors
8. Personal and professional development
9. Partnership with the community
10. Partnership and collaboration
11. Behaviour
12. Anti-bullying
13. Induction and transitions
14. Attendance

15. Monitoring achievement – learners
16. Monitoring achievement – students
17. Admissions
18. Teaching and learning
19. Homework
20. Out of class activities/extended day
21. Monitoring, evaluation and review of the Inclusion Policy

To be read in conjunction with the:-  
Single Equality Scheme  
Behaviour Policy  
SEND Policy  
Anti-bullying Policy

## 1. Introduction

Inclusion is concerned with the identification and removal of barriers to the presence, participation and achievement of young people. Whilst inclusion refers to all young people, there are some groups of children who are more vulnerable because of their physical, mental, social, emotional or cultural circumstances. These children find it harder to be fully included at school and in the community. Thirsk School and Sixth Form College aims to go the extra mile for these children in order to ensure they feel fully part of our school community

Of equal importance to raising academic achievement are the strategies in place in order to build a supportive, caring, inclusive school reflecting the diversity of all members of the school community

## 2. Vulnerable Children Definitions

### a. Children and Young People with Special Educational Needs and Disabilities

In this policy a student is considered to have SEND if he/she has difficulty accessing the curriculum and requires special provision that is additional to or different from the educational provision made generally for children of their age. A student may have difficulty accessing the curriculum if he/she:-

- Has significant difficulties in learning, compared with the majority of children of the same age
- Has a disability that prevents or hinders him/her from using the educational facilities generally provided for children of the same age

### b. Disabled children and young people

The Disability Discrimination Act 1995 (DDA) defines a disabled person as someone who has:-

- 'a physical or mental impairment, which has substantial and long-term effect on his or her ability to carry out normal day-to-day activities'
- Physical impairment includes sensory impairment
- Mental impairment includes learning difficulties and an impairment resulting from or consisting of a mental illness
- The definition can include a wide range of impairments, including impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD)

An impairment **does not** of itself mean that a student is disabled. It is the effect on the:-

- **Normal day-to-day activity**

The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following: mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of risk or physical danger

- **Long term and substantial**

The expressions 'long-term' and substantial are somewhat misleading in that they are neither long-term or very substantial

Long-term is defined in the DDA as having lasted or being likely to last 12 months or more

Substantial means 'more than minor or trivial' but it may helpfully be thought of as meaning 'having some substance' the combined effect of these two terms is to lower the threshold of what may count as disability, thus including more students in the definition

- **Disfigurements**

Students with severe disfigurements are covered by the DDA and do not need to prove that the impairment has a substantial adverse effect on their ability to carry out normal day-to-day activities

- **Progressive conditions**

Progressive conditions are conditions that are likely to change and develop over time. Students who have progressive conditions are covered by the definition as soon as there is some effect on their ability to carry out normal day-to-day activities, and before there is a substantial effect. The DDA definition includes students who have cancer, multiple sclerosis and HIV infection as soon as they have the condition and before there is necessarily any effect on their ability to carry out normal day-to-day activities

- **Diagnosis**

The existence of an impairment or condition should not be confused with whether the child has been given an official diagnosis. A particular condition exists, whether or not it has been officially diagnosed

- **Learning Difficulties and/or Disabilities (LDD)**

The term Learning Difficulties and/or Disabilities (LDD) is used to refer to individuals or groups of learners who have either a learning difficulty in relation to acquiring new skills or who learn at different rates to their peers. The term is used to cross professional boundaries between education, health and social care and to incorporate a common language from 0-19 or 0-25 for those with an Education Health Care Plan

**c. Children and young people at risk of exclusion or permanent exclusion**

- Children and young people who are experiencing significant difficulties with accessing education, including those who experience more than one fixed-term exclusion or who are permanently excluded

**d. Young adults accessing services**

- Young people between the ages of 16-19 who are experiencing difficulty accessing services which are essential for their well-being, including young people who are vulnerable and need services to successfully move into adult life, due for example, to inadequate support networks or young people with learning difficulties

**e. Children and young people from families under stress**

- Children and young people whose parental or family circumstances compromise their needs. These may include:
  - parents with specific difficulties that compromise their ability to care, for example: enduring mental illness, alcohol or drug dependency problems, learning difficulties, offending behaviour
  - those whose emotional well-being are directly affected by parental circumstances, for example: loss by death or divorce of a parent, children affected by domestic violence, children whose parents display 'low warmth, high criticism', parents subject to parenting orders

**f. Children and young people from families who are socially and economically disadvantaged**

- These are children and young people who are living in households measured by the national indices of multiple deprivation as economically and socially disadvantaged. Indicators include: employment, household income, sickness and disability, lone parent, car ownership and educational attainment

**g. Looked after children and young people**

- Children and young people who are abandoned or who have no person willing or able to provide suitable care for them including unaccompanied asylum seekers
- Children and young people who are being looked after by the Local Authority or who need plans to prevent them from being looked after
- Children and young people (including young adults up to the age of 24) who were previously looked after by the Local Authority
- Children and young people who are privately fostered
- Children and young people, up to and including the age of 18, placed in residential provision by Children and Young People's Service

**h. Children and young people in conflict with the law**

- Children and young people who offend against the law
- Children and young people who are the subject of a legal order due to criminal activity
- Children and young people in, or likely to go into, custody or secure accommodation, or released on license
- Children and young people whose sexually inappropriate behaviour brings them into conflict with the law

**i. Children and young people in need of protection**

- Children and young people in need of protection from abuse, ill treatment or neglect, including any child or young person where there is reason to believe they are suffering or likely to suffer significant harm

**j. Children and young people with behaviour, emotional and social difficulties**

- Children and young people with significant emotional and behavioural difficulties, including those where they display severe, complex or enduring difficulties, behaviour likely to be a danger to themselves or others, or sexual behaviour placing them or others at risk of harm, for example child prostitution
- Children and young people with significant involvement in alcohol and substance abuse

**k. Young carers**

- Young carers are a person under the age of 18 who have caring responsibilities for another family member who is either unwell (from either mental or physical) illness or disabled

**l. Traveller children and young people**

- A number of different groups are covered by the generic term Traveller: English and Welsh Gypsies, Irish and Scottish Travellers, Showmen (Fairground People), Circus People, Bargees (occupational boat dwellers) and New Travellers
- Beyond this definition some have their ethnicity recognised in British law: Gypsies and Irish Travellers. Travellers can therefore be defined by ethnicity (regardless of being nomadic, semi-nomadic or housed) or lifestyle (such as Fair and Circus People, New Travellers)

**m. Gifted and talented children and young people**

- Gifted and talented students are those students who achieve, or have the ability to achieve, at a level significantly in advance of their year group
- Gifted students are those who exhibit high ability across one or more academic subject area
- Talented students are those who excel in a specific area, such as sport, performing arts, design and technology – or an area such as leadership

**n. Children and young people missing from school**

- Situations where access to education or regular attendance is hampered by unresolved disagreements, for example between the parents and a school or between the LA and a school

**o. Minority ethnic children and young people**

- North Yorkshire has a small but significant minority ethnic population. Every category of the census is represented
- Some minority ethnic students live in sizeable communities which support their sense of identity. Others may live in isolated circumstances with little access to places of worship, advocacy forums and role models. The needs of all these students must be met through consultation and an on-going dialogue with parents and community leaders

- Some children arrive from a different country speaking little or no English (EAL)
- p. **Homeless children and young people**
- Children and young people in families who are homeless, imminently homeless, or in temporary accommodation. This includes those ages 16-18 who are homeless or imminently homeless
- q. **New Starters: Children who join the school mid-year**
- **Service Children.** Children who have one or both of their parents in one of the Armed Forces
  - **Children with Serious Medical Conditions.** Children who have a medical condition that may affect their education or wellbeing

### 3. Roles and Responsibilities

#### a) **Governing Board responsibilities:**

- To ensure that the school complies with Race Relations and Disability and SEND related legislation, including the general and specific duties
- To ensure that students with additional needs are identified as early as possible, comprehensively assessed and appropriate provision is made for them and reviewed on a regular basis, to ensure successful outcomes are maintained
- To ensure that Thirsk School & Sixth Form College takes a proactive approach to cooperating with and supporting the Local Authority in discharging their statutory duty to promote the educational achievement of looked after children including those placed out of their Local Authority
- To report to parents/carers on the implementation of the policy (particularly with regard to SEND, as a statutory requirement)
- To ensure that all students are fully included in all activities as far as is practicable and compatible with the learning opportunities for all
- To ensure that funding is used appropriately and creatively, to meet statutory obligations and maximise the efficient use of staffing and resources
- To ensure that the inclusion issues remain an integral part of the School Improvement Plan

- To ensure that admissions processes are fully inclusive, and that appropriate provision is available on entry to the school
- To ensure that students with Education Health Care Plans are admitted into school and fully integrated unless it would be incompatible with the efficient education of other children and there are no reasonable steps which can be taken to prevent the incompatibility
- To ensure that all students with Education Health Care Plans have their explicit entitlement met within the central and school-based SEND resources allocated
- To ensure that there are detailed inclusion statements for all areas of school activity, e.g. in all curriculum policies; admissions policies; assessment policies; self-evaluation processes

**b) Headteacher and Leadership Team responsibilities:**

- To ensure that the policy and its related procedures and strategies are implemented
- To ensure that all staff are aware of their responsibilities and given appropriate training and support to fulfil their responsibilities
- To ensure that staff are fully aware of students who are identified in the vulnerable groups
- To ensure that disciplinary action is taken against staff or students who discriminate or contravene the policy
- To ensure that all incidents of racism or inequality are recorded and dealt with appropriately
- To ensure that the curriculum develops appropriately to address issues of inclusion for all
- To ensure issues of equality, inclusion and diversity are addressed within the PSHCE and Citizenship curriculum
- To ensure that identified funding is used appropriately and creatively to meet statutory obligations and maximise learning opportunities for identified students
- To ensure that other policies (e.g. Behaviour and Discipline) are regularly reviewed in light of changing inclusion needs – to ensure consistency of high expectations yet flexibility to acknowledge individual circumstances and needs

- To ensure that multi-agency work within the school is coordinated, effective and meets the needs of every child
- To oversee the Behaviour Policy, Pastoral systems, anti-bullying system, Attendance Policy

**c) Specific responsibilities:**

**Responsibilities of all staff**

- To ensure that all incidents of discrimination, bias and stereotyping are dealt with appropriately, recorded and those with responsibilities informed
- To set suitable learning challenges
- To respond to student's diverse learning needs
- To overcome potential barriers to learning and assessment for individuals and groups of students. Young people learn in different ways, at different paces and have widely varying interests and aptitudes. Teachers are required to set suitable learning challenges for all students, tailor the curriculum to provide all students with relevant and appropriately challenging work and to overcome potential barriers to learning, including those arising from SEND and disability in order to close any gaps in progress
- To cater effectively for, different learning styles, abilities and preferences
- To safeguard and promote the welfare of all children in need.' (Children Act 2004)
- To ensure that gifted and talented students have opportunities for enrichment, extension and acceleration
- To ensure that everyone is dealt with fairly and without negative bias on grounds of race, disability or equality issues
- To ensure that they are aware of changes in legislation and guidance
- To ensure they pursue their own professional development to maximise learning and teaching opportunities for all
- To promote race equality, disability equality and appreciation of diversity through teaching and relations with students, staff, parents/carers and the wider community

**d) SENCO responsibilities**

- To oversee the day-to-day provision and operation of the SEND policy

- To coordinate provision for children with SEND
- To ensure there is liaison with parents and other professionals in respect of children with SEND
- To manage learning support assistants and the SEND team of teachers
- To advise and supporting other practitioners in the school
- To contribute to the CPD of the staff
- To ensure that appropriate targets are in place, that relevant background information about children with SEND is collected, recorded and updated
- To liaise with agencies external to the school

#### **4. A Welcoming School**

- Thirsk School & Sixth Form College aims to ensure that all people entering the school feel welcome, whether this is a visitor to the school, learner, parents, carers or members of the local community
- The school seeks to be responsive to both potential and existing learners treating them and their parents/carers with respect
- Information about the school will be made accessible to all irrespective of language or disability
- Documentation, resources, displays and the environment will reflect a diverse society showing positive images of people of different ethnicity, age, disability, sexual orientation, gender, religion and economic backgrounds
- School assemblies will also address the diverse nature of our society

#### **5. Access to Thirsk School & Sixth Form College**

- Thirsk School & Sixth Form College is committed to the admission of all learners including the vulnerable and disaffected learners
- The school is committed to consulting vulnerable learners and their parents/carers about accessibility of site, of school and curriculum
- Access is open to disabled staff, governors, parents, carers and other members of the community. [Please see the Single Equality Scheme and Accessibility Plan]

## 6. Resource Management

- Thirsk School & Sixth Form College aims to ensure an open and equitable distribution of resources in the school, providing a clear and transparent breakdown of resources assigned to support learners for Governors and staff
- Senior staff, SENCO and SEND governor meet regularly in order to plan and cost provision and evaluate the success of provision. Evaluations will be fed back regularly to the whole Governing Board
- An open transparent formula is applied to all departmental capitation bids in order to ensure equitable distribution of resources. Resources are also directed at encouraging independent learning appropriate to learners' needs, including a whole school Homework Club, SEND Homework Club, revision booklets, revision sessions and targeted provision.

## 7. Active Participation

- Thirsk School & Sixth Form College aims to provide opportunities for learners, carers, parents, staff and governors to contribute to the planning of the school experience both individually and collectively

### a) Learners

- The views of all learners are sought about all aspects of school life and how the school can be improved through the following processes:-
  - Student Council
  - Growing Up in North Yorkshire Surveys (GUINY)
  - Student interviews by SENCO
  - Questionnaires
  - Profile Targets
  - Annual Reviews
  - Assessment for Learning
  - Tutor time sessions
  - Y10 and Y11 interviews with Senior Leadership Team
- Learners are encouraged to care for the physical environment of the school in the following ways:-

- Assemblies
  - School Council
  - Greenhouse activities
  - Tutor Time
  - PSCHE
  - Enterprise activities
- Learners are encouraged to treat each other with respect irrespective of status, ethnicity, gender, learning difficulty or disability
  - Learners are encouraged to seek support if they have a problem. Support available includes the Sixth form mentors, form tutor, Head of Year, Inclusion team, Healthy Child drop-in clinic, Inclusion Unit mentors

#### **b) Parents**

- Thirsk School & Sixth Form College is committed to ensuring that good communication occurs between parents/carers and school staff
- Our Friends of Thirsk School & Sixth Form College and Parent Forums will be frequently consulted about school policies and practices
- School policies are available to all parents on the website
- A regular communication between home and school occurs via the student planner, Parents' Evenings, interim profiles, whole school profiles, Parent Tutor Evenings, MYCAS, transitional induction evenings at every transitional point
- Heads of Year, SENCO and Heads of School are available after school and can be contacted via reception or by e-mail
- Where parents are nervous of entering school, senior staff, SENCO and pastoral staff are willing to visit the home or arrange separate parent evening appointments with staff when other parents are not present
- Parents are informed about how they can actively support their child's learning at open evenings, Parents' Evenings, study support briefing evenings, annual reviews and profiles
- Parents are encouraged to become involved in the life of the school in a variety of ways including work experience, enterprise activities, interviews, drama and music events, sporting events

### c) Staff

- All staff - teaching and non-teaching - will treat each other with respect regardless of role, gender, ethnicity or background
- Our structured meetings pattern and communication systems ensure that all staff feel that they are able to contribute to the efficient, happy running of the school including setting their own targets and agreed school targets through performance management, curriculum planning and review, school development plan, and staff development priorities

### d) Governors

- Clear guidance is available to all governors concerning the organisational structure of the school and the roles and responsibilities of the staff. Similarly, staff at Thirsk School & Sixth Form College understand the roles and responsibilities of Governors

## 8. Personal and professional development

- All staff appointments will be made with due regard to both our Safe Recruitment and Equalities Policy ensuring that barriers to any appointment are removed wherever possible
- Performance management for all staff, teaching and non-teaching, ensures consistency of aims as well as encouraging professional development
- Induction for Newly Qualified Teachers and all new staff will always occur so that staff quickly understand the systems and processes that occur in the school as well as the inclusive supportive nature of the school
- Of equal importance is the experience and knowledge that new staff bring to Thirsk School & Sixth Form College and a member of Senior Leadership Team will discuss these issues during the first term of all appointments. An ongoing dialogue will follow
- Clear, basic information is always provided for new staff including two days with us in July for Newly Qualified Teachers and new staff
- Thirsk School & Sixth Form College aims to ensure that professional development supports inclusion by enabling staff to respond to the diverse needs of all learners
- Thirsk School & Sixth Form College believes that personal and professional development is a vital element of valuing staff and will be open to all staff in an open, transparent manner

## 9. Partnership with the community

- The school will actively engage with the local community responding to diversity
- The school is involved in the local community in a variety of ways including links with Sports Clubs, Parish Council, Thirsk Clock, Youth Service, Work Experience and Enterprise, Safer Communities Partnership, Youth Offending Team, Community Cinema, Rotary Club, Rural Arts, Thirsk Police

## 10. Partnership and Collaboration

- Thirsk School & Sixth Form College works in partnership with statutory, voluntary and other groups to promote achievement for learners
- Thirsk School & Sixth Form College believes that the partnership with external agencies is of the utmost priority in order to ensure inclusion
- SENCO and members of the Senior Leadership Team and pastoral staff are fully committed to regular, systematic meetings with external agencies
- SENCO attends all Year 6 Annual Reviews
- External agencies are consulted every term concerning the planning of teaching and learning in order to reduce barriers to presence, participation and achievement
- Before Year 7 induction takes place, detailed information is gathered and shared with staff after full discussion with all agencies involved with every child
- Similarly, data information concerning vulnerable groups are shared at external agencies so that decisions can be made concerning appropriate interventions both within and beyond the school
- Close partnership with Thirsk Contributory Primary Schools ensures smooth induction processes
- Teaching Assistants from primary schools share expertise with TAs at secondary school, when appropriate
- Collaboration with Primary Schools will be of a high priority, including:
  - Curriculum progression
  - Attainment
  - Pastoral issues

- Special Educational Needs
- Attendance
- Students in Years 10 and 11, where it is felt necessary, are supported to participate in a personalised learning pathway with local employers on work experience. In this way, Thirsk School and Sixth Form College provides an inclusive Key Stage Four experience for all students including those on the fringes of criminality, substance mis-use and at risk of permanent exclusion

## 11. Behaviour

- Behaviour and attendance are a whole school responsibility
- Thirsk School & Sixth Form College believes in a positive approach to discipline which has three key ingredients:-
  - clear, consistent rules agreed by all
  - clear, consistent rewards and
  - clear, hierarchical consequences
- These consequences are based on consistency, fairness and forgiveness
- Thirsk School & Sixth Form College aims to quickly rehabilitate young people and find an opportunity to “catch them doing things right”
- All staff will be trained in the pivotal behaviour system
- At all times staff should be supporting students with restorative practice methods
- Expectations regarding behaviour and attendance are set out clearly in the school prospectus, student planner, home school agreement and school policies as well as in assemblies
- The tutorial programme will enable students to reflect on ways of improving behaviour
- Individual counselling is also available, for example, anger management, bereavements counselling, self-harm, anxiety based school refusing, amongst other issues.
- Through the systematic monitoring of behaviour points on BROMCOM, school detention, removal from lesson, isolation room, use of The Inclusion Unit, staff and students can be supported when further difficulties occur, and parents involved quickly to support their child

- Exclusion is a last resort. It is the final regrettable consequence in our hierarchy. However, when exclusion occurs, a planned meeting will take place quickly in order to plan for positive reintegration

## 12. Anti-bullying

- Thirsk School & Sixth Form College prides itself on its whole school work concerning anti-bullying including racist and cyber-bullying. Please see Anti-Bullying Policy and Equalities Policy
- Thirsk School & Sixth Form College aims to provide a safe, happy environment in which to work and learn
- The school plans to actively combat issues such as bullying and racism
- Students are encouraged to talk to the listeners, their form tutor and pastoral staff if they are being bullied
- A range of interventions are offered in order to support those involved in bullying including mentoring, circle of friends, mediation
- All staff have been trained in logging all serious incidents of bullying as well as racist and homophobic bullying including the centrally placed Equalities log held in the Headteacher's PA's office

## 13. Induction and transitions

- Thirsk School & Sixth Form College acknowledges that transitions can be difficult, threatening times
- Induction programmes occur at the beginning of every key stage
- Particular care will be given to the induction of vulnerable groups
- In Year 6, some students with Special Educational Needs, will undertake extra induction days supported by appropriate staff and resources
- Annual reviews and transitional reviews will ensure that progression at 16+ is planned early and appropriate resources put in place
- Progression at Key Stage 5 is supported by the Careers Adviser who provide detailed, systematic advice concerning future destinations supported by an excellent careers education guidance programme within Thirsk School & Sixth Form College (Careers Quality Mark achieved)

## 14. Attendance

- Thirsk School & Sixth Form College aims to proactively address all issues relating to attendance
- Thirsk School & Sixth Form College Attendance Policy outline our aims to explore all barriers to attendance treating all learners equitably irrespective of gender or background
- Our support staff and pastoral staff will work tirelessly to encourage all young people to attend school, working in partnership with parents and external agencies
- Clear criteria have been established for authorising holiday leave
- The school aims to support any young person who becomes pregnant, consulting with them and their parents to ensure that education continues appropriate to the learners needs

## 15. Monitoring achievement – Learners

- Thirsk School & Sixth Form College actively monitors and responds to data about the achievement of all learners
- Thirsk School & Sixth Form College aims for every learner to attain the highest personal achievement possible
- An achievement culture is fostered through induction processes, effective communication systems with parents, assessment for learning, use of data, raising attainment groups, mentors, extra-curricular activities, gifted and talented workshops, revision sessions, homework club, assemblies, rewards and merits system, etc
- Performance data is used across the school to monitor the achievements of all students
- Our profile system and target setting ensure that underachievement is quickly identified, and appropriate interventions take place. Please read the Thirsk School & Sixth Form College Assessment Policy
- The school Behaviour Policy is driven by rewards rather than sanctions
- No opportunity will be missed to say, “well done” and to celebrate success. Please read the Thirsk School & Sixth Form College Behaviour Policy

## 16. Monitoring achievement – Students

- Thirsk School & Sixth Form College aims to ensure that all students achieve their potential and that underachievement and barriers to success are addressed quickly so that appropriate intervention and support can occur
- In Year 7, Cognitive Ability Tests are taken by our students and ensures that potential is assessed
- Use of mentors and small group work are also available to support students in order to raise attainment and to help students who have missed learning targets through absence
- Details of all interventions are recorded either on an Individual Education Plan or via internal pastoral meetings
- The Special Needs Register is reviewed on a termly basis
- Students and parents are informed of the stage of the Special Education Needs Register

## 17. Admissions

- Thirsk School & Sixth Form College aims to admit all learners from the locality/school catchment area for whom mainstream education is appropriate
- The school operates its admissions procedure in accordance with policy laid down by Governors and the Local Authority. The policy will not discriminate on grounds of race, gender, disability, religion or ethnic group. The school will not refuse admission to students on the grounds that they have special, social, educational or behavioural needs or a history of disruption

## 18. Teaching and learning

- Please see Teaching and Learning Policy in the Thirsk School & Sixth Form College Staff Handbook
- Thirsk School & Sixth Form College is sensitive to the needs of all learners and recognises different routes to achievement
- The school aims to ensure the curriculum reflects the interests of all students and incorporates curriculum materials which reflect the cultural, gender, faith experiences and interests of all learners
- At the beginning of every year, staff are informed of all potential barriers to learning of vulnerable groups through the whole school SEND meeting and summary Individual Education Plans distributed in September

- Careful thought is given concerning support of students by a very well-trained group of teaching assistants. Please see the SEND Policy
- Thirsk School & Sixth Form College Teaching and Learning Policy and the regular school training on teaching and learning ensures the consistency of good/outstanding lessons which engage, motivate and challenge all learners
- Where students have additional disabilities, which are a barrier to learning, work will be further adapted to ensure full participation. Examples include enlarging text, moving classes to the ground floor, provision of laptop for recording work

## 19. Homework

- Homework is differentiated according to the skills and knowledge of the learners
- Opportunities are available for all students to do homework on school premises at the Homework Club which runs every lunchtime
- In addition, the Special Education Needs Homework Club is available for some students
- Staff are sensitive to the difficulties some learners with poor organisational skills or from chaotic family backgrounds have in completing homework

## 20. Out of class activities/extended day

- Thirsk School & Sixth Form College extra-curricular and trip booklets provides details of all regular clubs/activities which run during or after the school day
- All learners will be able to find an activity which is accessible and appealing. If students would enjoy further activities, there are opportunities via School Council and tutor interviews to put on additional activities during the term. In addition to these regular activities, Lower School and Upper School provide opportunities to become involved in social trips across the year including a residential experience. Such activities are available to all students irrespective of disability, attainment or wealth.
- The school encourages all students to be involved in Sports Day regardless of skill level or disability

## 21. Monitoring, Evaluation and Review of the Inclusion Policy

- The Inclusion Policy will be monitored through:-
  - Monitoring the Equality Plan annually
  - Monitoring the admissions, attendance, sanctions, exclusion, examination results of all students
  - Monitoring the annual School Improvement Plan, if appropriate
  - Monitoring the Equalities log
  - Lesson observations by Senior Leadership Team, Heads of Department
  - Evaluation of student and parental questionnaires
  - Monitoring lesson logs of Teaching Assistants
  - Monitoring provision for children with SEND through the annual reviews and other reviews
  - Monitoring students through internal and external agency meetings
  - Monitoring by Governors