



Inclusion Policy

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1. Introduction

At HOPECFI SEND Alternative Provision, we are committed to promoting an inclusive environment where all children and staff, regardless of their background, abilities, or differences, feel valued, respected, and supported. This Inclusion Policy outlines our commitment to fostering diversity, promoting equality, and ensuring that every child has equitable access to education and support services.

2. Objectives

Our objectives for inclusion are:

To create a welcoming and supportive environment where diversity is celebrated and respected.
To ensure that all children, including those with special educational needs and disabilities (SEND), have equal access to education, resources, and opportunities.
To promote positive attitudes towards diversity and challenge discrimination, prejudice, and stereotypes.
To provide personalised support and accommodations to meet the individual needs of children, including reasonable adjustments to the curriculum and environment.
To work in partnership with children, parents/carers, staff, and external agencies to support the inclusion and well-being of all children.

3. Principles of Inclusion

Our approach to inclusion is guided by the following principles:

Equality:

Everyone has the right to equal opportunities and treatment, regardless of their background, identity, or abilities. We ensure equitable access to education, resources, and opportunities for all children, irrespective of their abilities, backgrounds, or differences.

Diversity:

We value and celebrate our children's and staff's diversity, including differences in culture, language, ethnicity, religion, gender, sexual orientation, and disability. We promote a culture of respect, kindness, and understanding, and take proactive measures to prevent discrimination, harassment, and bullying, ensuring that all children and staff feel safe and supported.

Accessibility:

We strive to ensure our provision is accessible to all children, including those with physical, sensory, cognitive, or developmental disabilities. This includes providing physical accessibility, communication support, and assistive technology as needed.

We foster a welcoming environment where every student feels valued, respected, and included, promoting a sense of belonging and well-being. We provide physical, sensory, cognitive, and communication accessibility to enable all children to fully participate in educational activities and experiences.

Individualisation:



We recognise that every child is unique and may have different learning styles, abilities, and support needs. We provide personalised support and accommodations to meet the individual needs of each child. We tailor support and accommodations to meet the individual needs and abilities of each child, recognising and valuing their unique strengths and challenges. We empower children to advocate for themselves, participate in decision-making processes, and develop self-awareness, self-confidence, and self-determination skills. We celebrate diversity and embrace the diversity of all children, families, and staff, fostering an inclusive community that values and respects differences in culture, language, ethnicity, religion, gender, and ability.

Involvement:

We actively involve children, parents/carers, and staff in decision-making processes related to inclusion, ensuring that their voices are heard, and their perspectives are valued. We offer specialised support services, interventions, and therapies to address the unique needs of children with disabilities, learning differences, or additional needs, promoting their academic, social, and emotional development. We collaborate with children, parents/carers, staff, and external agencies to develop and implement inclusive practices, policies, and programs that support the success and well-being of all children and staff.

Continuous Improvement:

We are committed to ongoing reflection and improvement of our inclusion practices, seeking feedback from stakeholders, and adapting our approaches as needed to ensure the best possible outcomes for all children.

4. Support

We provide tailored support for children with Special Educational Needs and Disabilities (SEND), including:

Individualised Education Plans (IEPs) or Education, Health, and Care Plans (EHCPs) to outline support strategies and goals.

Access to specialist support staff, such as SENCOs (Special Educational Needs Coordinators) and learning support assistants.

Provision of assistive technology, adaptive equipment, and learning resources to support students with specific needs.

Collaboration with external agencies and professionals to access additional support and expertise as needed.

5. Admission

We aim to ensure that admissions procedures are transparent, fair, and non-discriminatory, promoting equal opportunities for all children. We assess the individual needs of each child and determine appropriate support and accommodations to facilitate their learning and development and work collaboratively with parents/carers, professionals, and external agencies to ensure continuity of support for children with SEND.

Eligibility Criteria:



Children eligible for admission to HOPECFI are those who have Special Educational Needs and Disabilities as defined by the SEND Code of Practice 2015.

Admission decisions will be based on an assessment of the child's needs, taking into consideration their educational, social, emotional, and developmental requirements.

Children are not required to have an Education, Health, and Care Plan (EHCP) to be admitted.

Application Process:

Parents/carers seeking admission for their child to the provision will be required to submit the online application form in person or via their child's school.

The application form will include relevant information about the child's needs, educational history, medical conditions, and any additional support requirements.

Assessment and Review:

Upon receipt of the online application, we will assess the child's needs in consultation with relevant professionals, such as SENCOs (Special Educational Needs Coordinators), educational psychologists, and health professionals. The assessment will inform decisions regarding the child's eligibility for admission and the level of support and accommodations required.

Individual Education Plans (IEPs) or Education, Health, and Care Plans (EHCPs):

Children admitted to the provision will have an Individual Education Plan (IEP) or Education, Health, and Care Plan (EHCP) developed in collaboration with parents/carers, professionals, and external agencies. The IEP or EHCP will outline the child's specific needs, goals, support strategies, and provision of specialised services.

Orientation:

Prior to admission, children and their parents/carers will be offered opportunities to visit the provision, meet staff, and familiarise themselves with the environment.

Plans will be developed to support children, including arrangements for additional support and resources as needed.

Review and Appeals

Parents/carers who are dissatisfied with an admission decision may request a review of the decision through the provision's complaints and appeals procedure.

We will consider all appeals in a fair and transparent manner, with opportunities for parents/carers to present additional information or evidence to support their case.

6. Anti-Discrimination and Bullying

We have zero tolerance for discrimination, harassment, or bullying of any kind. We promote a culture of respect, kindness and understanding, and take proactive measures to prevent and address discriminatory behaviour. Incidents of discrimination or bullying will be investigated promptly, and appropriate actions will be taken.



7. Staff Training and Development

All staff receive training and support to promote inclusive practices and understand the diverse needs of children. Training topics include diversity awareness, cultural competence, understanding SEND, inclusive teaching strategies, and supporting children's social and emotional well-being.

8. Partnership with Parents/Carers and External Agencies

We work collaboratively with parents/carers, involving them in decision-making processes and providing them with information, support, and resources to help meet their child's needs. We also work closely with the local authorities, schools, health services, and community organisations, to access additional support and expertise.

9. Review and Monitoring

We cultivate a culture of continuous improvement as we foster a culture of reflection, learning, and continuous improvement, striving to create an increasingly inclusive and supportive environment for all children, families, and staff.

This Inclusion Policy will be reviewed regularly to ensure its effectiveness and alignment with best practices in inclusive education. Monitoring of inclusion practices and outcomes will be conducted to identify areas for improvement and inform policy revisions.

10. Conclusion

HOPECFI SEND Alternative Provision is committed to promoting inclusion, diversity, and equality in all aspects of our provision. By upholding the principles outlined in this policy and working collaboratively with children, parents/carers, staff, and external partners, we can create an inclusive environment where every child can thrive and succeed.

We welcome applications from all eligible children and strive to make the admissions process as smooth and transparent as possible.

