

## **ST MARY MAGDALENE ACADEMY'S POLICY ON INCLUSION**

St Mary Magdalene Academy is a Christian community of learning. We aim to nurture young people to become high achievers and to discover their vocation in the global society.

“Show by a good life that your works are done by gentleness born of wisdom”  
James 3.13

St Mary Magdalene Academy aims to include all of its community in all aspects of Academy life. It seeks to meet the needs of all its students, including those who may be difficult to engage. Inclusion is an ongoing process that celebrates diversity and involves the identification and minimizing of barriers to learning that may be experienced by any student irrespective of age, ability, ethnicity, gender, language and social background.

**The Academy believes that inclusion is best promoted when teaching and learning within the Academy is of the highest possible standard in order to enhance the educational experience of every student. Ensuring inclusion is the responsibility of every member of staff, teaching and non-teaching.**

Students and their parents/carers are entitled to be treated fairly and with regard to important educational decisions which affect their lives.

## **Admissions**

The Academy operates its admission procedures in accordance with the policy laid down by the Governors/LA. This policy will not discriminate on grounds of race, religion or ethnic origin. The Academy will not automatically refuse entry to students on the grounds that they have special, social, educational or behavioural needs or because they have a history of disruption. The Academy is willing to consider offering new opportunities to students who may have experienced difficulties previously where it is reasonable to do so. Parents/carers and students may be asked to make agreements as to future conduct and assistance but such an agreement will not be used as a condition of entry.

## **Attendance**

Students are expected to attend the Academy full-time, on time unless the reason for their absence is unavoidable. Parents/carers are expected to work closely with Academy staff in resolving any difficulties at an early stage. The Academy will operate in accordance with the prescribed regulations covering the marking of registers. The pursuance of full attendance at the Academy is a priority and the Academy will seek creative solutions to attendance problems wherever possible, recognising any particular needs of individuals or groups. This includes the use of curricular flexibility (and educational alternatives at Key Stage 4) as appropriate.

## **Behaviour**

The Academy sets high standards of behaviour for its students and is working towards being a community which values and respects each individual, both staff and pupils. Racism, sexism and other forms of discrimination are not acceptable. The Academy aims to prepare students for living in a diverse and increasingly inter-dependent society. Where students infringe these standards, the Academy will seek to respond in a way which sees the behaviour as unacceptable but which still recognises the needs of the individual who carries it out. Students who have difficulty with their behaviour will be offered individual support, for example through a revised timetable, a Pastoral Support Programme, or where appropriate an individual Education Plan designed to meet their needs. Sanctions will be applied fairly in accordance with DCSF guidance and exclusion used only as a last resort when no other alternatives are available.

## **Strategies**

The Academy is seeking to promote inclusion in specific ways.

### Strategies to Support Access to Learning

There is a developing programme to support an accessible curriculum at whole Academy and department level which includes:

- Differentiation.
- Developing multi-media approaches.
- Reduced timetables.
- BTEC Vocational Courses.
- College link-courses.
- Off-site placements.
- Planned long-term work experience placements.

The Academy is constantly monitoring the achievement of specific groups, in order to develop strategies to promote their inclusion. (See Curriculum Policy, Teaching and Learning Policy and Race Equality Policy).

### Strategies to Support Pupils with Learning Difficulties.

The Learning Support Department has procedures for the identification, support and monitoring of students with a wide range of special educational needs. (See SEN Policy).

### Strategies to Support Pupils with Behavioural Difficulties.

The Academy has a range of procedures and programmes to support students whose behaviour is causing concern. These include:

- Pastoral support via Form Tutors and Heads of Year.
  - A Mentoring programme.
  - Behaviour groups.
  - Individual work with Behavioural Support Teacher.
  - Placement in the Learning Support Unit.
- (See Behaviour Policy).

### Strategies to Support Attendance

In order to promote good attendance for all students the Academy has:

- An electronic registration system.
- A first day of absence contact procedure.
- A dedicated attendance admin worker.

- Additional ESW time, above the care allocation.  
(See Attendance Policy).

### Strategies to Support Pupils with English as an Additional Language

Students who have English as an additional language and are at National Curriculum level 2 or below as a result, have an individualized programme drawn up which includes individual language support and in-class support.

### Strategies to Support Underachieving Ethnic Minority Pupils

The EMA Co-ordinator in place procedures to identify and support students from ethnic backgrounds who are underachieving. These include:

- Students are identified by the analysis of KS2, KS3 and KS4 data.
- Student progress is tracked and monitored through classroom support.
- The Academy offers peer and mentor support to identified students.
- Regular feedback is given by mentors and EMA Teaching Assistants via a proforma report to EMA Co-ordinator
- Individual student targets are identified on this proforma and reviewed throughout the year.
- Parental support and inclusion is sought and review/feedback is given on a half-termly basis via a letter home.

### Strategies to Support Students with Medical Conditions

The Academy has procedures for allowing students to take prescribed medication on the premises and there are Care Plans, where appropriate, for students with medical conditions which affect their education. The SENCO makes appropriate referrals to outside agencies and liaises with them where necessary. (See SEN Policy and Supporting Pupils with Medical and Administering Medicines Policy).

### Strategies to Support Vulnerable Pupils

The Academy's INCO liaises with specific outside agencies and attends meetings in order to support looked after student for whom there are child protection concerns, students for whom there are drugs related issues, pregnant schoolgirls and any other vulnerable group. (See Child Protection Policy and Drugs Policy).

### Monitoring the Policy.

There are various mechanisms within the LA and the Academy itself which can be used as indicators for the effectiveness of the policy. At LA level there is the independent appeals procedure for overseeing admissions and the LA also sets

targets for attendance and permanent exclusion. Subject departments monitor exam results with regard to gender, and ethnicity. All the above are presented to the Governors. The Learning Support Department monitors the movement of students on the SEN register and the LSU monitors long-term placements with regard to ethnicity and gender. Internal Exclusions are monitored with regard to ethnicity and gender and the number of exclusions each pupil receives.

### Complaints

Any parent/carer who is unhappy with the implementation of this policy may seek redress through the complaints policy.

### Visibility Access

This is the subject of a separate policy.

## Change History

Date	What Changed	Committee Date Approved
Derivation		
Revision Policy		