



Mulberry UTC Inclusion Policy

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1. Introduction

Mulberry UTC is committed to providing a broad and balanced curriculum for all students. All students are entitled to a full, rich educational experience regardless of need. We recognise that the needs of individuals and groups of students are many and varied and can be met through planning to provide opportunities for all students to be challenged and included. For these reasons, we have developed a comprehensive set of systems for early intervention at the first sign that students might be experiencing problems and we ensure that there is ongoing support. First referrals for students that require specific support to ensure that they are fully included may come from subject teachers, form tutors or other non-teaching members of staff. Concerns are usually raised with the appropriate Director of Progress or to the SENDCo so that a needs analysis can be carried out.

Accurate, informed communication is essential and appropriate confidentiality is important. Therefore, the Vice Principal responsible for inclusion and Directors of Progress oversee all referrals for inclusion support other than those whose provision is directly supervised by the SEND team. It is our policy to involve parents and carers in our work with students and to ensure that all parties with responsibility for a pupil's progress are kept updated and informed. The systems for communication and support that sit alongside those of the SEND team are detailed below. For policy relating specifically to students with Special Educational Needs, please refer to the SEN policy.

2. Aim

Mulberry UTC believes that education is a life-chance for our students. All students are entitled to a rich, educational experience in which they are fully included. The UTC makes sure that teachers and support staff are aware of the principles of inclusion. Mulberry UTC expects that staff will modify programmes of study and systems as appropriate to allow each pupil to achieve as high a standard as possible. The UTC aims to ensure that its provision will:

1. Set suitable learning challenges
2. Respond to students' diverse learning needs
3. Overcome potential barriers to learning

2.1. Setting suitable learning challenges

- Knowledge, skills and understanding should be taught in ways that suit students' abilities
- Teachers should be flexible in differentiated lesson planning to accommodate all learning needs
- Students should be given a range of opportunities so that all are able to show what they can achieve

2.2 Responding to students' diverse learning needs

- Teachers should be aware of the learning needs and possible barriers to learning of all their students
- Teachers should also be aware of the diverse experiences, interest and strengths that their students bring to school which will affect their learning

We expect teachers to take account of students' different needs and learning styles by:

- Engaging in short, medium and long-term planning with support staff on a regular basis
- Creating supportive and effective learning environments
- Ensuring students are motivated and attentive
- Using a range of teaching styles to ensure equality of opportunity within differentiated lessons
- Using assessment strategies that promote individual students' progress
- Setting SMART targets for learning

2.3 Overcome potential barriers to learning

Teachers will:

- Have regard for the SEN, EAL and Confidentiality school policies
- Access the SEND team's SEN and EAL information regarding students' needs and any advice on learning styles and classroom management, including IEPs and IBLPs
- Plan differentiated work
- Follow the Behaviour Management Policy to help students manage their behaviour and emotions
- Plan and direct appropriate classroom support with relevant staff
- Make referrals to Directors of Progress, the SLT or SEDNCo as appropriate where they feel concerned that, despite their efforts, a pupil is in danger of not being fully included

3. Monitoring

Heads of Department and Directors of Progress will monitor by:

- Checking termly data
- Conducting lesson observations and Learning Walks according to the SEF cycle
- Profiles, exam results and data analysis

- Department and Year Team meetings including tutor feedback

4. Referrals

Referrals for Inclusion support are made to any of the following as appropriate:

- The Director of Progress
- The Head of the SEND team
- The Vice Principal responsible for inclusion

5. Structures for Supporting Inclusion

The Vice Principal responsible for inclusion oversees all aspects of support for inclusion, including the work of the following groups of people:

- The Directors of Progress
- The Inclusion Panel – a multi-agency group which meets on a regular basis to consider the needs of each pupil who has been highlighted by the Director of Progress as a cause for concern. Such causes of concern may be emotional, behavioural, general welfare and well-being, Child Protection concerns, truancy, attendance or punctuality issues, bullying issues
- The Extended Inclusion Services, which may include:
 - Learning Mentors – who each carry a case load of students whom they work with in a variety of ways
 - School Counsellor
 - School Health Adviser
 - School Police Liaison Officer
 - Attendance and Welfare Advisers
 - School Social Worker

The Vice Principal responsible for inclusion ensures that Inclusion Panel data is updated regularly and contains accurate information about students receiving support for Inclusion. They also ensure that communication systems are effective and that all parties are updated as appropriate in liaison with the Directors of Progress.

The Vice Principal responsible for inclusion is also the Designated Safeguarding Lead and the member of staff with responsibility for the inclusion of 'Looked After Children'.

The Vice Principal responsible for inclusion is actively involved in the process of exclusions and internal exclusions in liaison with the Principal and Directors of Progress as appropriate and ensures that records are kept accurately. They are also responsible for reporting racist incidents to the Local Authority and for keeping these records up to date.