Inclusion Information Report

Introduction

This report outlines the school's approach to inclusion and details the provision available to support pupils with Social, Emotional and Mental Health (SEMH) needs. The school is committed to ensuring that all pupils have equitable access to education, opportunities for personal development, and support to achieve positive outcomes.

School Ethos and Vision for Inclusion

The school promotes a culture of acceptance, respect, and belonging. We recognise that pupils with SEMH needs may face barriers to learning and participation and are committed to removing these barriers through personalised support, therapeutic approaches, and positive relationships.

Our inclusive practice is underpinned by:

- High expectations for all pupils.
- Trauma-informed and attachment-aware approaches.
- Respect for diversity and individual differences.
- Collaborative working with families and external professionals.
- Promotion of pupil voice and participation.

Identification of Need

Pupils' needs are identified through:

- Education, Health and Care Plans (EHCPs).
- Previous school records and transition information.
- Assessments completed on admission.
- Ongoing observation and monitoring.
- Multi-agency reports and recommendations.
- Discussions with parents, carers, and pupils.

The school regularly reviews pupil progress and wellbeing to ensure appropriate support is in place.

Curriculum Access and Adaptation

The curriculum is adapted to meet individual needs through:

- Differentiated teaching and learning strategies.
- Flexible timetables where appropriate.
- Small class sizes and high staff-to-pupil ratios.
- Personalised learning pathways.
- Alternative accreditation routes.
- Therapeutic interventions integrated into the school day.

Staff use a range of approaches to support engagement, including visual supports, structured routines, and opportunities for practical and experiential learning.

Social, Emotional and Mental Health Support

The school provides:

- Individual mentoring and key worker support.
- Therapeutic interventions.
- Emotional literacy programmes.
- Behaviour support plans tailored to individual needs.
- Restorative approaches to conflict resolution.
- Safe spaces for emotional regulation.
- Support for anxiety, self-esteem, and emotional wellbeing.

Pupils are encouraged to develop resilience, self-awareness, and positive coping strategies.

Behaviour and Positive Relationships

The school adopts a positive behaviour approach that focuses on:

- Understanding the reasons behind behaviour.
- Building trusting relationships.
- Teaching emotional regulation skills.
- Celebrating achievement and progress.
- Using restorative conversations to repair relationships.

Behaviour policies are designed to support learning while maintaining dignity and respect for all pupils.

Additional Support and External Agencies

The school works closely with:

- Educational Psychologists.
- Child and Adolescent Mental Health Services (CAMHS).
- Speech and Language Therapists.
- Occupational Therapists.
- Social Care Services.
- Early Help and Family Support Services.

- Alternative Provision and Post-16 Providers where appropriate.

Multi-agency collaboration ensures that pupils receive coordinated support.

Staff Training and Development

Staff receive ongoing professional development in:

- SEMH needs and mental health awareness.
- Trauma-informed practice.
- Safeguarding and child protection.
- Positive behaviour support.
- De-escalation techniques.
- Equality, diversity, and inclusion.

Training is reviewed regularly to ensure staff are equipped to meet pupils' needs effectively.

Pupil Voice

The school values pupil voice and provides opportunities for pupils to:

- Contribute to individual support plans.
- Participate in school council activities.
- Share feedback about their education and wellbeing.
- Influence decisions that affect their school experience.

Working with Parents and Carers

Partnership with parents and carers is central to successful outcomes. The school:

- Maintains regular communication.
- Holds review meetings and annual reviews.
- Provides guidance and support where appropriate.
- Encourages active involvement in educational planning.

Equality and Accessibility

The school complies with the Equality Act 2010 and is committed to:

- Eliminating discrimination.
- Promoting equality of opportunity.
- Fostering good relations between different groups.
- Making reasonable adjustments to meet individual needs.

Accessibility arrangements are reviewed regularly to ensure all pupils can participate fully in school life.

Monitoring and Evaluation

The effectiveness of inclusion is monitored through:

- Academic progress data.
- Attendance and engagement measures.
- Behaviour and wellbeing indicators.
- Pupil and parent feedback.
- Quality assurance activities.
- Reviews of interventions and support plans.

Conclusion

The school is committed to providing a safe, supportive, and inclusive environment in which every pupil can thrive academically, socially, and emotionally. Through personalised support, strong relationships, and collaborative working, the school seeks to ensure that all pupils achieve their full potential.

Updated annually.

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