

Mountjoy School

Inclusion Policy

March 2021

In accordance with Article 23 and 24 of the Convention of the Rights of the Child.



Reviewed by SLT

Date: March 2021

Date of next review: March 2022

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Inclusion Policy

1. Introduction

Mountjoy is a rights respecting school, meaning that together our pupils and staff learn about children's rights, putting them into practice every day. We believe that every pupil has an entitlement to develop their full potential. The educational experiences we provide help develop pupils' achievements and recognise their individuality. At Mountjoy School we value diversity as a rich resource which supports the learning of all.

We recognise a pupil's right to a broad, balanced, relevant and challenging curriculum which is appropriate to individual abilities, talents and personal qualities.

Mountjoy is an inclusive school and the provision made for our pupils reflects individual needs.

2. Definition of Inclusion

At Mountjoy School we believe inclusion is an on-going process that celebrates diversity and involves the identification and reduction of barriers to learning and participation. Barriers may be experienced by any pupils, irrespective of age, gender, ability, ethnicity or nationality, religion or beliefs, sexual orientation and social background. Inclusion involves the careful allocation of resources to reduce these barriers.

To enable high quality inclusion, we must therefore recognise that pupils of all abilities should have a full and equal access to participating in meaningful activities with their peers.

3. Teaching and Learning

Mountjoy School is committed to providing an environment, within its resources, that allows all our pupils full access to all areas of learning. Our curriculum effectively promotes pupils' holistic development, enhances their self-esteem, and enables them to celebrate and feel pride in themselves, each other and the progress they make.

To ensure that we meet the needs and full potential of all of students the Mountjoy School Curriculum is comprised of a range of different curriculums:

- an ‘informal curriculum’ – the Multi-Sensory Curriculum for pupils in the early stages of learning
- a ‘semi-formal curriculum’ – the Equals SLD Curriculum
- a ‘formal curriculum’ – differentiated National Curriculum

These are taught alongside the Early Years Foundation Stage and ASDAN Key Stage 4/5 Curriculums and functional skills.

All students access the appropriate curriculum for their level of need and skill development. The curriculum that they are using may be different for different areas of learning. To ensure all students have a curriculum that is tailored to their unique requirements some students may be learning from 1, 2 or 3 curriculums. They also work on personalized targets from their Education, Health and Care Plans (My Aspirational Progress or MAPs).

4. Inclusive Provision

Mountjoy School is committed to the promotion of effective inclusion as described in this policy. We recognise that pupils with special educational needs or a disability have the right to be educated in mainstream environment alongside other young people from their community.

With this in mind, the school has agreed four key inclusion statements:

- All children need an education that will help them develop relationships, feel valued and be prepared for their next stage.
- In order for inclusion to succeed, we will open our doors and provide increased opportunities for mainstream and special school pupils and staff to share skills, ideas and experiences.
- All pupils who attend Mountjoy School have a right to relevant, ongoing inclusive experiences, which foster mutual respect and understanding.
- We believe that inclusion has its foundation in meeting all the needs of individuals, in order for them to reach their full potential.

5. Mountjoy’s School Inclusion Programme

At Mountjoy School we operate bespoke models of inclusion and these are as follows:

Model 1 Full inclusion of Mountjoy School’s pupils within Mountjoy School.

Model 2 Individual pupils from Mountjoy School accessing local schools, colleges or workplaces for a mainstream curriculum, specialist curriculum or work experience inclusion placement.

Model 3 Individual pupils from local schools or colleges accessing Mountjoy School for a specialist curriculum inclusion placement.

Model 4 Dual Placements for individual pupils.

Model 5 Group of pupils from Mountjoy School accessing local schools, colleges or workplaces for a mainstream curriculum, specialist curriculum or work experience inclusion placement.

Model 6 Community Inclusion Projects.

6. Evidencing Progress

Successful inclusion placements or dual placements require regular communication and sharing of information between the staff of the different schools or colleges that a pupil attends.

Each placement pupil's teacher will act as liaison between the mainstream class teacher, ensuring accurate data and information is passed between the two schools. This information may include curriculum plans, MAPs, medical plans, behaviour plans.

7. Monitoring and Review

In conjunction with the Head Teacher, the Deputy Head Teacher and class teacher, monitor the effectiveness of inclusive practice for individuals. The Head Teacher alongside the Governing Body, establish how far the aims and objectives of this policy have been met and how effective the inclusive provision has been in relation to the resources allocated.