

Inclusion

Introduction

One of the aims of Frank Wise School is to develop the role of the school as part of the total education provision for all children in Banbury and the surrounding area. Consequently, we are constantly seeking to develop opportunities for our children to work with their peers in other local schools and to enable their peers to work with them at Frank Wise. We believe that all our pupils have an entitlement to regular contact with their mainstream peers in an educational context, whatever the severity and complexity of their needs. We are also committed to regularly reviewing our attitudes and practices in the light of the changing concepts and legislation on inclusion and disability rights.

This policy therefore reflects the fundamental principles of the revised SEND Code of Practice (2015) namely:

- A child with special educational needs should have their needs met
- The SEND of children will normally be met in mainstream schools or early education settings
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child's education.

Children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage, Post-16 and the National Curriculum, and in the three central principles of inclusion outlined in the National Curriculum:

- suitable learning challenges must be set
- pupils' diverse needs must be responded to
- potential barriers to learning and assessment for individuals or groups of individuals should be overcome

School Organisation

Grouping: At Frank Wise School we do not have segregated provision for any category of pupil and do not believe in labelling. We group pupils by age with a consistent team of skilled staff to meet their needs. The consequence is that all pupils are fully included throughout the school (see school policy on Grouping Pupils and Allocating Staff).

Curriculum: We ensure that the curriculum is expertly differentiated so that every pupil's educational needs are fully met. At Frank Wise School we believe it is not the pupils' inability to learn which might create barriers, but our inability to teach them in a way which matches their needs. The challenge is therefore for every teacher to not assume that the pupil is the problem, rather that the curriculum must be adapted to the individual child. We will always capitalise on their strengths and minimise obstacles to learning.

Structures: We aim to ensure that, throughout the whole organisation of the school, all pupils are considered and embraced. For example, all pupils are included in the school's extensive residential trip programme and are encompassed in our resources and staffing policies.

Whole Class Inclusion

Frank Wise School has a policy of maintaining strong links with the local educational community and plays an active role in local network and teacher groups. It is vital that we are integrated into local educational networks and are seen as active participants and not passive recipients. One of the ways

we do this is to ensure that every class is linked to a local mainstream school so that all our pupils are involved in weekly curricular-based inclusion opportunities. In this way mainstream schools and their pupils are encouraged to widen their awareness of pupils with SEND and to welcome them as members of their own community.

We currently link with eight mainstream schools. Key features of our whole-school inclusion programme are:

- All pupils are involved - no child is excluded from this programme
- They have a minimum entitlement of 0.1 of the teaching week
- It is curriculum-focused with an emphasis on accessible subjects

Frank Wise School has a very strong commitment to inclusion. One of the additional benefits of all these arrangements is that Frank Wise Staff are given the opportunity to extend and broaden their teaching skills and experience by working with larger groups of children, in a mainstream setting, on a weekly basis.

What makes our whole school inclusion programme successful is:

- Genuine commitment by all staff involved
- Regular and effective communication between the schools
- Joint planning and delivery of lessons with agreed curriculum focus that fits appropriately into both schools' long term planning
- It is timetabled and viewed as an injection of extra expertise and opportunities to teach curriculum areas in smaller groups
- It happens come what may; it is not a bolt-on activity and is considered important and valued by all partners
- It is celebrated in displays, newsletters to parents etc.
- There is a commitment to constant evaluation and development

Individual Inclusion

Some of our pupils may also have individual inclusion arrangements beyond their whole-class links, spending additional time in mainstream schools for targeted timetabled lessons. Additional time varies from 10% - 20% of the teaching week. These arrangements are entered into only after careful consideration and close consultation with parents, the pupil and the mainstream school involved. They are carefully monitored to ensure that the pupil's learning needs are being fully met and that the statutory curriculum balance is being preserved. Consequently, close and regular liaison between the two schools is essential.

Obviously there are barriers to successful collaborative work between the sectors in terms of the enormous time pressures we all work under; National Curriculum requirements, testing, national data comparisons, physical adaptations, etc. However, these can be overcome, and it is more often our attitudes, values and beliefs about inclusion that can set the real limits on pupils' abilities to fully participate in the life of a school. At Frank Wise School we do not delude ourselves that we have got everything right, but we remain highly motivated by the enormous opportunities that lie ahead.

Reviewed by: Matt McArthur

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Approved by Governors:

Date: May 2025