



Inclusion Policy

This policy specifically focuses on the concept of educational inclusion rather than inclusion in relation to other equality issues. It sets out the principles the school believes are important and considers the two main areas of our inclusion work, inclusion in the school and inclusion of our young people into mainstream settings.

Inclusion for Beacon Hill focuses on the work we do to ensure that all young people have the opportunity to learn in the most stimulating setting which involves as many opportunities as possible to learn with and from people of their own age without their difficulties.

Inclusion helps us meet the aims of Beacon Hill in the following ways:

Aims

That actively develops parental partnerships for the benefit of the pupils:-

Inclusion is a very important issue for most parents. Their views are vital and should always be considered and responded to where possible.

To has high expectations for continuous improvement in order to raise standards for pupils:-

It is important that Inclusion standards are continually monitored and raised and that the value of mainstream experience in raising pupils' achievements and the staff expertise is recognised

To establish an atmosphere of security, trust and respect for all:-

The ability to interact in a larger mainstream environment will stimulate a pupil socially and enable them to achieve a happy quality of life. Safety must always be a consideration in any Inclusion placement or inclusion into Beacon Hill or another setting.

That gives the pupils the skills and opportunities to make informed choices:-

The ability to work in a mainstream establishment can enhance a pupil's ability to make choices and their self esteem considerably and this has been especially noticeable in the pupils now based at Tynemet College. Their ability to develop self advocacy skills is also helped when they have the increased opportunity for this available in mainstream.

To positively promote and encourage independence, confidence and self advocacy:-

Social inclusion is very valuable to all pupils and needs to be developed in a structured way. The ability to work in a mainstream setting

increases pupil's confidence in a range of other new and challenging situations.

That celebrates achievement for all

Pupils achievements in mainstream settings are often celebrated through their school merits and reward systems but can also be celebrated as part of a pupils' record of achievement and in collective worship.

To acknowledge and develop everyone's ability to communicate effectively

In order to make an inclusion placement work staff from both schools have to develop effective communication systems. The pupils' ability to communicate can also benefit from more able models.

Aims of Inclusion

- To develop pupils social skills.
- To develop peer interactions.
- To enhance pupils self esteem
- To develop pupils learning across the curriculum through effective differentiation.
- To enhance the professional skills of staff in a range of classes and schools.
- To develop pupils independence skills in particular their ability to work without adults.
- To enable pupils to learn from appropriate peer role models.
- To enable pupils to develop their communication skills.
- To enable pupils especially those with ASD to develop flexibility of thought.
- To enable pupils in mainstream settings to develop their awareness of the skills, needs and learning of people with disabilities.

1. Inclusion within Beacon Hill

Whilst young people within the specialist ASD provision at Beacon Hill need the structure that this setting provides many of them also benefit from structured opportunities to be included. This may be

- within groups in their own class.
- Within their classroom with visiting students.
- Within the department for sessions such as collective worship and PE.
- Weekly sessions in other classes
- Inclusion into mainstream schools.
- Inclusion into the local community.

Guidelines

1. Opportunities for young people with ASD to work outside their specific setting will be developed on a flexible personalised basis.
2. All inclusion will be carefully planned.
3. Pupils will need preparation for their placement maybe through the use of timetables and social stories.

4. Transition to placement will be carefully planned in relation to individual needs with for example pupils spending 2 minutes in collective worship to begin with but gradually increasing their time.
5. Pupils will have access to the full range of rewards for inclusion activities.
6. The views of the young people about inclusion will be taken into account but it must be borne in mind that they will find this change hard at first.
7. The set up of the receiving classroom will be considered in relation to inclusion.
8. There will be the opportunity for the young people to return to their base if they become distressed.
9. Staff in the receiving class will be given information about the pupils to join then including their IEP and Behaviour plan where necessary.
10. Pupils will be included for a range of reasons for example curriculum opportunity, to increase the pupil's flexibility of thought etc.
11. Parents will always be aware of the inclusion their child is having and the reasons for this.

2. Inclusion into mainstream schools

Pupils are placed at Beacon Hill because they need the specialist skills and resources available there. However all of the children would benefit from the opportunity to work with mainstream young people of their own age and to learn in new and challenging situations. Of particular relevance to this part of our work is the joint Governance Federation set up with Burnside College to facilitate joint working and the inclusion of pupils. Currently young people from Beacon Hill work in mainstream in the following ways. (NB these ways are current as at 11.11 but our practice in this area is constantly developing)

- Young children attend the mainstream school near their home for fixed lessons during the week. This is supported by staff from Beacon Hill.
- Pupils have the opportunity to go to St Bernadette's School for lunchtimes and pupils from St Bernadette's join us at Beacon Hill for lunchtime.
- Individual pupils attend St Bernadette's School for specific subjects on the curriculum geared to their learning needs. These are usually creative or physical subjects but are also able to be flexible.
- Students at KS3 and 4 attended Burnside College for a day a week. In the college they have their own lessons in the Beacon Hill base but mainly work in mainstream classes for curriculum subjects. The young people mix socially at break and lunchtime.
- Young people take part in special joint activities usually in PE with mainstream pupils for example the Keilder Challenge.
- Business and enterprise status gives students the opportunity to work together with Burnside pupils on identified courses such as Hospitality and Catering and Textiles. This could be either in mainstream school or sharing our new facilities at Beacon Hill.
- Students at 6th Form are based full time in an FE college which allows them extended opportunities to mix with young people their own age in social settings.

Guidelines

1. Opportunities for young people to work in a mainstream setting will be developed on a flexible personalised basis.
2. All inclusion will be carefully planned.
3. Pupils will need preparation for their placement maybe through the use of timetables and social stories.
4. Transition to placement will be carefully planned in relation to individual needs.
5. Every effort will b made to make sure our young people have the same experience and work to the same rules a mainstream pupils in mainstream settings. This can refer to the completion of homework, wearing of PE kit and obeying school rules but also to the transport arriving on time so pupils are not late for mainstream lessons.
6. Pupils will have access to the full range of rewards for inclusion activities.
7. The views of the young people about inclusion will be taken into account but it must be borne in mind that they will find this change hard at first.
8. The set up of the receiving school/ classroom will be considered in relation to inclusion.
9. There will be the opportunity for the young people to return to Beacon Hill if they become distressed.
10. Staff in the receiving school will be given information about the pupils to join then including their IEP and Behaviour plan where necessary.
11. Parents will always be aware of the inclusion their child is having and the reasons for this.
12. All staff will have the opportunity to support pupils in mainstream settings.
13. Staff will receive coaching in this part of their role where necessary.
14. Pupils work in mainstream schools will form part of the assessment and recording systems.

3. Inclusion into the local community

Pupils at Beacon Hill need the chance to develop their learning in the local community and to take their full part in that community. Currently we do this in a variety of ways. (NB This list is not complete and is current as at 11.11 but our practice in this area is constantly developing)

- Pupils learn in local shops.
- Pupils use local sports facilities.
- Pupils learn in local cafes.
- Pupils visit places of interest
- Pupils take part in range of inclusive oppoortunit8es such as the joint Wallsend Schools Council Meeting.
- Students attend local community arts events.
- Students undertake work experience.
- Students have links with local businesses and enterprises...
- Pupils take part in joint Sports events.
- 6th form students participate in PE classes with Tynemet students