



## Inclusion Policy

**POLICY TITLE:** Inclusion Policy

**STATUS** Statutory

**REVIEWED BY:** Governing Body

**DATE of REVIEW:** July 2025

**DATE of NEXT REVIEW:** July 2028

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### Rationale

At Queen Elizabeth's Girls' School we are dedicated to meeting the individual needs of all young people. We respect diversity and aim to provide an educational environment in which all young people can thrive. We promote inclusion so that all students can realise their potential in terms of academic and personal achievement through access to the curriculum and extracurricular activities and by providing support which is tailored to individual needs.

### Purpose

- to ensure that all stakeholders have a common understanding of inclusion
- to ensure all education settings and activities whether formal or informal are fully accessible to all young people
- to ensure early identification, assessment, support and review of the needs of all young people
- to promote partnership with parents, carers and other stakeholders
- to ensure the effective use of resources towards prevention and early intervention
- to promote collaboration with special schools and other education providers to enable the sharing of expertise and flexible responses to meet the needs of all young people
- to monitor appropriate indicators to measure the success of the inclusion policy
- to review the effectiveness and development of the inclusion policy.

## **Definition of Inclusion**

Inclusion is concerned with the learning, participation and equal opportunities of all young people, all of whom have a right to access the curriculum. It applies to all of the following:

- girls who are exploring/unsure of their gender identity
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- students who need support to learn English as an additional language (EAL)
- students with special educational needs including those considered to have emotional, behavioural or social difficulties
- students with physical disabilities
- students who may be gifted and talented
- students in need including those in public care
- students whose families may be seriously disadvantaged by poverty and/or rural isolation
- children who are at risk of disaffection and exclusion from school
- other students, such as sick children; young carers; children from families under stress; pregnant school girls and teenage mothers.

## **Implementing the Policy for Inclusion**

The following information should be read alongside all related policies where there is more detail on implementation.

### **Common understanding of Inclusion**

- all policies and practices are underpinned by a commitment to inclusion
- staff training provides opportunities to explore issues and strategies that staff can use to promote inclusion
- inclusion is promoted amongst students through the PSHE programme, assemblies and day to day interactions with staff
- positive language and images are used when referring to all students, particularly to those who are disaffected, disabled or have learning difficulties; students and staff are encouraged to report use of discriminatory language and all allegations are taken seriously.

### **Fully accessible educational settings and activities**

- All teaching staff adapt learning resources so that all individual students may access them; the SEND team advise staff on making resources accessible to all students
- students for whom English is an additional language and whose lack of English prevents them from accessing the curriculum are referred to the Inclusion dept; EAL students are monitored and supported by the SEND team as needed, including English language programmes, native tongue dictionaries for use in exams and mentoring by staff within the school, or other adults who speak their language:
- at Key Stages 3 and 4 all students have entitlement to the full curriculum; a small minority of students will follow a reduced curriculum tailored to their needs through, intervention programmes and disapplication; at Key Stage 4, there is a

range of accreditations and students are carefully matched to the pathway which will enable them to realise their full potential; there is a range of accreditations available to students in the sixth form – criteria for studying each subject are clearly stated in the sixth form prospectus and no student is prevented from studying that subject if they meet the stated requirements. If a student has an EHC Plan, we must complete the statutory consultation process prior to an offer being made.

- all teachers plan a wide range of teaching and learning activities which take account of different learning styles, cultures, interests and experiences; tasks are differentiated so that all students are provided with appropriate pace and challenge; staff are given training and work closely with the SEND team to help students overcome barriers to learning; special arrangements are made in practical subjects so that all students can access all activities with due regard for Health and Safety; teachers use materials which reflect social and cultural diversity, challenge stereotypical views and provide positive images
- all students receive regular feedback on their work which acknowledges progress (WWW) and gives clear guidelines on how to improve (EBI and Targets) and time to make improvements (Fix-it time); teachers tailor their feedback to individual students and involve additional adults in this process so that it is accessible
- where students are in sets, this is organised using their targets; students who make more progress than expected may be moved into higher sets; setting is closely monitored by Subject Leaders to ensure that all students are in sets that enable them to meet their targets; students are also often grouped within lessons to aid differentiation and effective deployment of additional adults
- students who qualify for the pupil premium are entitled to additional resources to support them in their learning and preparation for exams and to intervention programmes to enhance their progress in English and Maths
- students who miss education for more than a few days, due to long term illness, supported by medical evidence, are able to access learning on relevant google classrooms – this is overseen by Heads of Year and teachers are expected to give feedback; where a student is unable to attend school, alternative provision is investigated.
- all students are entitled to attend all extra-curricular activities except where this is not possible for Health and Safety reasons; tutors, Heads of Year and the SEND team encourage students to take part in a wide range of activities and particular attention is paid to those who are vulnerable, disaffected or have special needs;
- students are admitted to the school by strict adherence to the entrance criteria laid out in the admissions policy; the school works closely with Barnet LA to allocate places for students who meet fair access criteria.

## **Identification, Assessment, Support and Review**

- all students are set attainable and challenging targets in order to achieve the highest grades possible; these are based on Key Stage 2 scores or assessment information from primary schools where Key Stage 2 scores are not available; targets are increased if progress is better than expected, but are only decreased in exceptional circumstances, with agreement from the Deputy Headteacher with responsibility for Data
- regular assessments, at least three times a year, are used to build up a picture of progress for all students and groups of students
- subjects use a range of formative and summative assessment methods, allowing all students to demonstrate learning; familiar contexts without cultural bias are used and special arrangements are put in place where needed
- all subject staff have training to ensure a common and fair interpretation of assessment criteria
- Subject, Senior Leaders and Heads of Year and the SENDCO scrutinise assessment information for all students and identified groups, organise intervention where students are not making expected academic or personal development progress and help teachers to adapt learning activities for underperforming identified groups
- form tutors mentor their tutees to identify and help them overcome barriers to learning
- The Pastoral team uses assessment information from 4Matrix, pastoral information from SIMs and information from tutors to identify individual or groups of students who are not making progress, who are at risk of disaffection, vulnerable or displaying negative behaviour; appropriate intervention is put in place in liaison with the SENDCO, subject staff, and Heads of Year, overseen by the Assistant Headteacher for student engagement .The school employs an Educational Welfare officer who works with students at risk of non-attendance and their families
- Heads of Year , the Careers department, the SENDCO and Assistant Head leading either the primary to secondary transfer , KS3 to KS4 and KS4 to KS5 transfer, to work together to ensure smooth transition through each Key Stage and beyond; this includes engaging support from external agencies as appropriate.

## **Partnerships**

- the school keeps parents/carers informed through regular reports, and parents evenings; parents are encouraged to contact the school if they have concerns; parents of students causing concern are kept informed of interventions and progress through letters, phone calls home and meetings
- all phone calls from parents/carers are acknowledged within 24 hours. We aim to fully respond within 48 hours.
- the form tutor is the first point of contact for all parents/carers;
- the DSL oversees all students with Child Protection plans and establishes a close working relationship with parents/carers and social workers. The Deputy Headteacher for Student Engagement oversees all looked after children and establishes a close working relationship with the LA virtual school; the SENDCO regularly keeps parents/carers of SEND students informed of their progress and involves them in setting targets for SSPs and provision maps
- Heads of Year are aware of parents/carers who need information in a modified form and ensure that this is highlighted in SIMS;
- the Deputy Headteacher liaises with the School Medical and Welfare Officer regarding students who have extreme medical needs; medical plans are

highlighted in Sims and training is provided on dealing with issues such as diabetes

- the school liaises with a wide range of external agencies to support the needs of individual and groups of students causing concern; this is overseen by the Deputy Head Pastoral
- there are clear procedures for disagreement resolution through complaints procedures.

### **Effective use of resources**

- deployment of staff and resources is driven by an assessment of need, based on assessment data, information from Sims, work and lesson scrutinies and the day to day work of the SEND and Pastoral Teams
- pupil premium is used to provide additional staffing and resources, targeted at those students who qualify for the funding
- the work of LSAs is carefully planned and focussed on identified needs
- the school is committed to additional in-school provision for vulnerable and SEND students and funds a number of interventions: a Consultant Child and Adolescent Psychologist for additional support from external agencies, based on identified needs, eg. Educational Psychologist, Speech and Language service, Educational Welfare Officer
- thorough monitoring of academic and pastoral outcomes is used to assess the impact of additional staffing and resources; this is reviewed, including an assessment of value for money, on an annual basis.

### **Collaboration**

- the school collaborates with other schools and training providers to train staff, share resources and share good practice eg. SSAT, Institute of Education , Brunel University, Imperial, Advanced Learning Alliance,

### **Monitoring and evaluation**

- the progress of all students and identified groups is monitored termly by nominated members of the Senior Leadership team who liaise with Heads of Departments and Heads of Year and where there are concerns.
- information from SIMs is used to monitor the welfare, behaviour and achievements of all students and identified groups and this is discussed regularly by the senior team and governors.
- The Board of Trustees reviews all processes on an annual basis; where felt necessary the committee may seek the involvement of the Senior Leadership team
- outcomes from monitoring are used to identify development priorities each year and these are embedded in annual action plans.