



Halton Education Inclusion Charter

An Inclusive School will:

1. Have an inclusive shared vision for the whole school

2. Have high expectations for all pupils

3. Have a Governing Board that understands and support inclusive practice

4. Values and ensure engagement with parent, carers and families

5. Values and promotes inclusion and diversity

6. Creates a positive, accessible and welcoming environment

Guiding Principles

An Inclusive School will:

1. Have an inclusive shared vision for the whole school	
Key Statement	How Will You Evidence This?
All stakeholders are accountable for Inclusion. Leading by example, the School Senior Management Teams (SMT) are pivotal in creating and implementing a Shared Vision for Inclusion. Responsibility for Inclusion is distributed amongst all stakeholders with support from a named 'Inclusion' Senior Leader and Governor.	• Inclusion golden thread to be highly visible in and around school, within every day practice, systems, procedures, policies outcomes, pupil voice and on school website. Clear understanding by all of what inclusion is and should be. • Policies produced in consultation with all stakeholders that are applied fairly and consistently by all staff e.g. Communication Strategy 'Listening School', Emotional Wellbeing Policy and Behaviour Management Policy - inset time is prioritised to support and train staff. • Clear reporting structures for school staff for roles, responsibility. Success accountability criteria for staff to deliver an inclusive curriculum and improve practice. • Admissions Policy – endorses and promotes a willingness to take all pupils through robust procedures and no encouragement of EHE. • SMT and staff meetings (minutes) SENCO, Governor on SMT – weekly agenda item/inclusion focus around vulnerable pupils and if inclusion in your school is working. • Regular review/scrutiny of termly data profile for SEND, disadvantaged pupils, pupil premium including a list of parents/carers that have approached school and the outcome. • Rigorous monitoring and tracking to ensure impact is measurable and sustainable. • Outside/external advice and sought for triangulation of school processes.

An Inclusive school will:

2. Have high expectations for all pupils

Key Statement	How Will You Evidence This?
An inclusive, broad and balanced curriculum is provided for all pupils which: • Develops/nurtures their self-esteem; • Meets their emotional, academic and social needs; • Encourages them to become successful learners to fulfil their potential; • Helps them to understand about inclusion, diversity and difference within the Halton context; • Enables aspirational targets to be set, which raises their expectations and is appropriately challenging (personalised).	• An open and honest discussion takes place with all parents/carers about each pupils learning profile and the interventions to support their learning progress. • Encourage positive attitude to making mistakes social and emotional curriculum. • Pupil Progress Case Studies to capture their voice including small steps to measure and track their achievement alongside attainment. • The profile of vulnerable groups is raised to improve early identification and implement appropriate intervention of needs. • Intervention Strategy – what does this look like? Early Identification includes the care and guidance of pupils – all families are well known, key workers. • Pupil progress is assessed and measured through various methods e.g. learning/assessment data, intervention tracking, individual targets evidenced via IEP Support Plans, Boxall profile, Individual Pupil Records, Nurture Groups/Programme etc. • Teaching and learning materials reinforce positive role models of SEND and inclusion which improves pupils' understanding of Inclusion.

3. Have a Governing Board that understands and support inclusive practice

Key Statement	How Will You Evidence This?
Designated Inclusion Governor appointed by Governing Board – actively engaged in setting school strategic priorities, vision and ethos for all pupils. All Governors to understand their responsibility for inclusion, impact of decisions made and able to hold staff to account.	• Regular CPD Training and Skills Audit includes: ○ Induction; ○ Role/Responsibilities; ○ Inclusion; ○ SEND; ○ SEMH etc. • Training Record evidences that Governors have accurate and up to date knowledge of the school. • Governor Profile raised within whole school community to ensure welcomed, valued, ability to engage with parents/carers and involved in monitoring performance. • Minutes of Governor Meeting evidences Challenge and Impact of Inclusion Reporting: ○ Governor visits ○ Inclusion Audits-Observations ○ Review of Learning Walks etc.

An Inclusive school will:

4. Values and ensure engagement with parent, carers and families	
Key Statement	How Will You Evidence This?
Build strong and positive relationships with parents/carers, built on regular and honest communication including transparent decision making. Appropriate pastoral support provided to families through in-house support or via other partners.	• Develop a range of creative opportunities to engage and work in partnership with parents/carers e.g. family learning (phonics etc), meet and greet, arts-crafts-play, careers meetings, home visits, stay and learn, reading morning. • Use a variety of communication sources using parent-friendly language to engage with parents/carers and do this well in advance of activities e.g. social media, newsletters, WhatsApp/texts etc. • Communication tailored appropriately and include meet and greet to show parents around the school e.g. EAL, SEND, SEMH. • Welcoming school environment and reception area, include parents/carers in meetings-discussions at a venue of their choice. • Include in meetings welcoming environment for the family select appropriate environment for meetings may not be school. • Consider parents/carers with limited ability and personal negative experiences of school.

5. Values and promotes inclusion and diversity	
Key Statement	How Will You Evidence This?
Both the school and those within the local community develop a broader understanding of diversity, inclusion and help to promote British values.	- Stakeholder views are sought and valued with a focus on 'What works well? What have we not considered or are missing?' - Visitor/Comments Book, Parent/Carer and Staff Surveys and School Self-Evaluation used to reflect on policy/practice and address any issues identified. - All pupils have opportunity to engage fully within the school environment, curriculum and academic aspect – aspirations and future plans. - Local role models from diverse backgrounds for an aspirational programme and help to model respect. - School Assembly, Newsletter, website, social media, wall displays, Panto, open days, community use of the school and pupils to experience wider community e.g. visits to/from partners e.g. fire stations. - The cultural, religious and linguistic diversity of the local community population is embraced and reflected by the school, governing body, staff and pupils. - SEND, ethnicity and diversity data collection and analysis is regularly undertaken to review school policies/practices to ensure these address the changing needs of the school community.
Ensure the school is at the heart of the community, accessible to all, culturally inclusive - respects and celebrates differences.	- Invite local groups to school to maximise opportunities for children, young people, parents/carers to access groups - Celebration activities/events of difference and diversity in local context and how all pupils needs are met – records of events retained. - School and school staff develop links local community groups attended by pupils, peer to peer learning encouraged and widen participation opportunities at other groups. - Effective and democratic school council procedures embedded throughout school with pupil representation on the School Board, Governing Body or Youth Parliament to ensure pupil voice plays a role in school decision making.

An Inclusive school will:

6. Creates a positive, accessible and welcoming environment	
Key Statement	How Will You Evidence This?
The school physical, emotional, inside and outside environments are welcoming, inclusive, enable pupils access to learning and provide: • Stimulating visual displays; • A safe space; • Support for developing pupils' self-esteem; • Opportunities for pupils to learn by their mistakes; • Areas for timeout, quiet zone, nurture and multi-sensory.	• Accessibility Plan and Environment checks. • Developing positive approach to learning and engagement to address and remove barriers – nurturing ethos and approach throughout the school. • Use mentoring and buddying – pairing new pupils with existing pupils in the school to support their induction to the environment, language support, familiarisation with the new country and education system etc. • Whole school agreement and consistent approach on classroom environment which should be a friendly space to support transition between classes. • Reasonable adaptations made to meet pupils' needs to access environment and learning. • The learning environment is safe and free from bullying - all bullying incidents are monitored and dealt with efficiently and effectively. Pupils are safe and happy. • Celebrating the achievements/progress of all clubs, not just academic – promoted via Newsletters, Assemblies and Rewards etc. • Setting aspirational outcomes, individual targets and steps to success.
High expectations for all pupils.	• Pupil voice sought and acted upon, Boxall profile, 'soft data', pupil progress meeting records, academic assessments, transition information, records of interventions/support implemented to meet their individual needs, working in partnership with parents/carers, Learning Walks. • Learning is well organised with good planning that is thought out according to specific needs. • Warm, caring and authentic teaching practices develop a strong sense of belonging in pupils and parent/carers.
School SLT commitment to resource CPD training for all school staff and Governing Body to ensure the needs of all pupils can be met.	• Whole school inset time to share good practice/strategies etc. • Rigorous and regular monitoring – which includes on a practical level, watching it in practice to allow and promote improvement and changes e.g. lessons, planning, observations/teaching, learning behaviour styles and Learning Walks. • Training and Teaching of resilience and Brain Development for Growth Mind-set which includes making time for play. • NQT induction, Quality First, Specialist Teaching, Multi-sensory Training, Inclusion Training and effective staff appraisal. • Audit of skills – staff feel confident to ask for support/training.