

# Sheringham Woodfields School



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Registered Charity: Friends of Sheringham Woodfields School - 1127142

## INCLUSION POLICY

Approved by SMT: 25<sup>th</sup> September 2023

Approved by Staff: 2<sup>nd</sup> October 2023

Approved by Governors: 12<sup>th</sup> October 2023

Next Review date: Autumn 2026

Person(s) responsible for review: Head Teacher, Inclusion Lead

### Overview:

At Sheringham Woodfields School we believe in putting the learner at the heart of everything we do; this means that we are creating a secure, accepting, collaborative and stimulating community in which everyone is valued equally. This is our foundation for expecting the highest achievements of students and staff. Part of these high expectations include creating a curriculum for each of our learners. Our definition of curriculum is:

***Areas of learning which are taught in a course of study to provide an effective vehicle for learning which meets the needs of all pupils.*** (SWS Curriculum Policy 2023)

For some of our learners, their curriculum includes accessing inclusion at one of the other schools on our campus (Sheringham Community Primary School and Nursery or Sheringham High School).

### We aim:

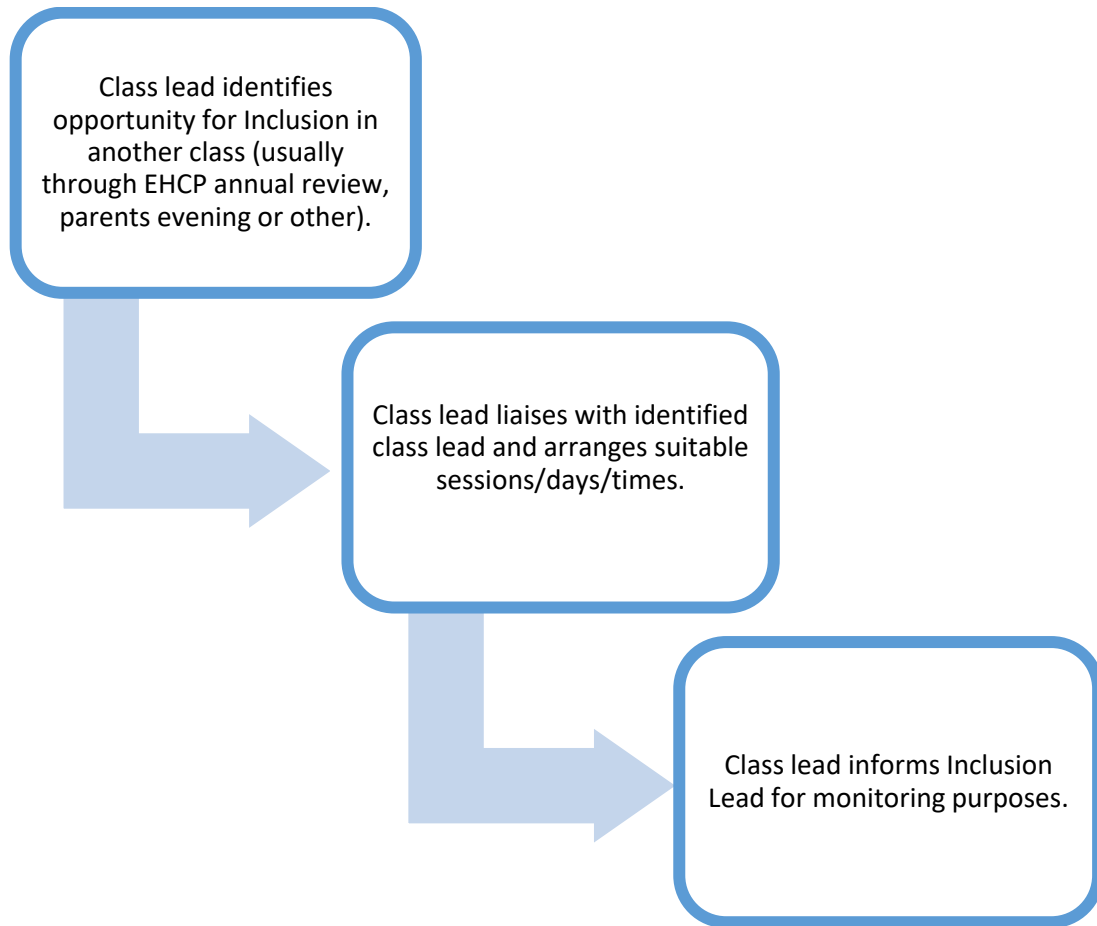
- ✓ To respect and value everyone for the contribution that they make.
- ✓ To set the highest goals for all, which are achievable through the smallest steps.
- ✓ To strengthen our own community through working with other organisations.
- ✓ To provide positive learning experiences and challenges which will encourage our students to be curious, confident and as independent as possible.
- ✓ To eliminate discriminatory practices.

### Procedures:

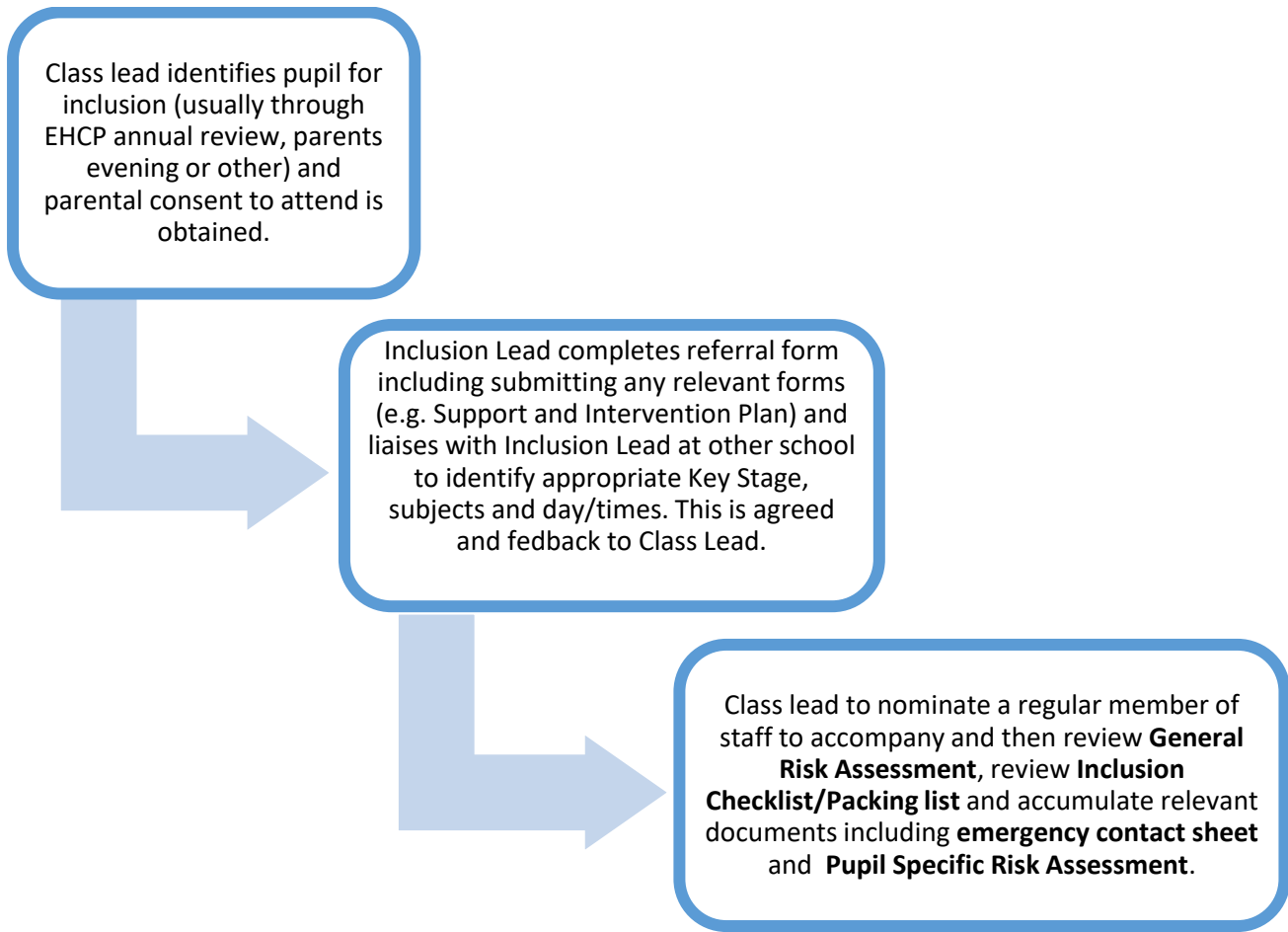
All our staff actively work towards promoting learning, being aware of and reducing barriers to participation and progress. All students have access to a broad, enriching and relevant curriculum at Sheringham Woodfields and for some, their learning is extended and enriched by inclusion within another class or at one of the other schools on our inclusive campus. We also encourage and welcome students from other schools for part of their week if they would benefit from the pace, content and structure of lessons. All placements on the campus or from outside are carefully considered, planned and supported. The following flow charts depict the process for identifying and setting up inclusion sessions.

We feel our systems and processes are robust and thorough. Inclusion placements are co-ordinated by a named person within the school. Inclusion is fully endorsed by the leadership team and governing body.

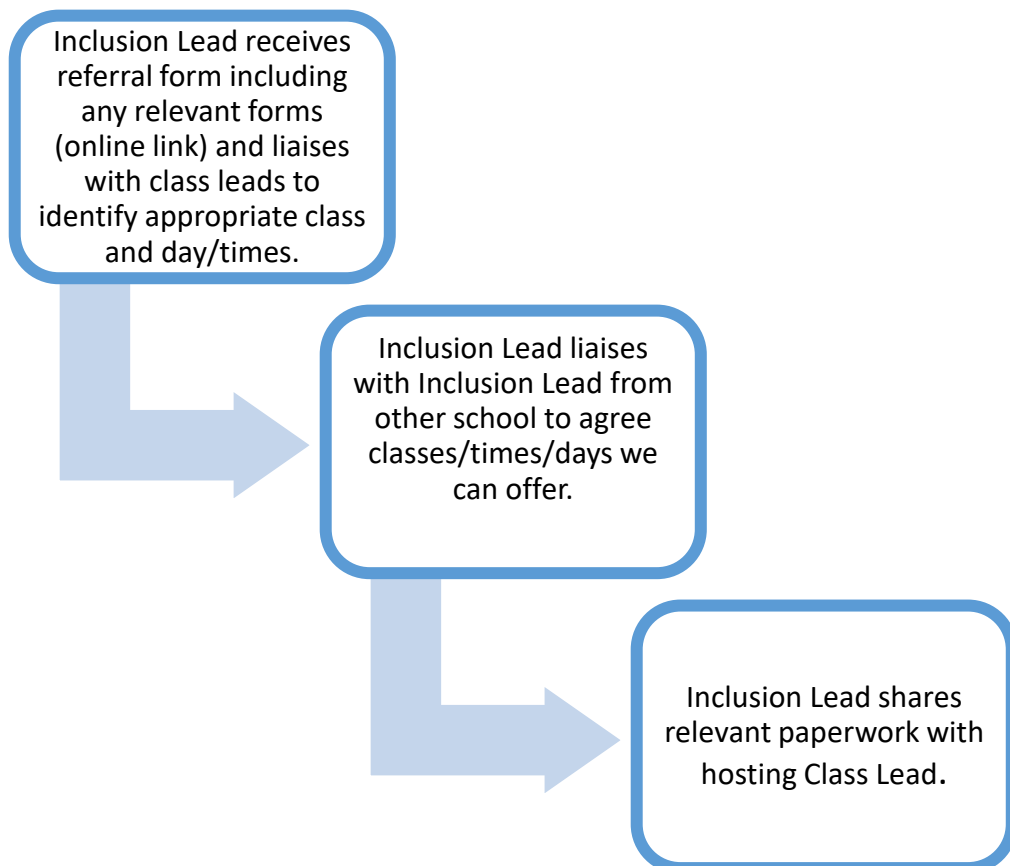
Internal



Sheringham Woodfields School Pupil to local school:



Local school pupil to Sheringham Woodfields School:



### Monitoring

It is the responsibility of the Inclusion Lead to monitor the benefits of inclusion. Evidence of participation whilst attending the Inclusion session is recorded on our online platform - Evidence for Learning (EFL). The Inclusion Lead liaises directly with class leads and the Inclusion Lead at the other school to ensure sessions are running as intended. Pupil voice is obtained in Summer 2 to ensure that inclusion has worked well and to inform planning for the year ahead.



## Sheringham Woodfields School - Inclusion Request Form -

Class: \_\_\_\_\_ Class Lead: \_\_\_\_\_

Date completed: \_\_\_\_\_

Name:	
Age:	
Year Group:	
Preferred day/time:	
Subject(s)/Area of need:	
Preferred SCPSN (Sheringham Community Primary School and Nursery) year group/SWS class to visit	
Brief description of need	
Links to EHCP Outcomes/Curriculum Area	
Desired Outcome(s)	
Support and Intervention Plan?	
Has parental consent been gained?	<input type="checkbox"/> Yes <input type="checkbox"/> No  If parental consent has not been obtained please provide additional information:

Please note, I will try my best in regards to the preferred days/times, but I cannot guarantee them.

Appendix 2: General Inclusion Risk Assessment

Sheringham Woodfield's School Risk Assessment Form: Inclusion General Risk Assessment					
<b>Activity / Visit / Trip:</b>	Inclusion at Sheringham Community Primary School or Sheringham High School (delete as appropriate)		<b>Educational Objectives:</b>	SMSC (Social, Moral, Spiritual and Cultural) PSHE (Personal, Social, Health and Economic Education) Subject Specific in relation to the subject attending inclusion for EHCP Outcomes	
<b>Specific or Regular Visit:</b>	Regular				
<b>Date of Activity / Visit / Trip (if regular, please enter the first date):</b>	TBC				
<b>Hazard(s)</b> List significant hazards that may result in serious harm or affect people in the party	<b>What risk does this hazard present in terms of occurring (L, M, H)</b>	<b>Who might be harmed?</b> List those who are especially at risk from the identified hazard(s)	<b>Existing risk control measures</b> List all controls or where information can be found to support control of the hazard(s)	<b>What further action(s) need to be taken to control the risk?</b> List all additional control measures needed	<b>Who is responsible for ensuring the additional actions are in place before the date of activity/visit/trip?</b>
Trip or fall on uneven or even surfaces	L	Both staff and pupil(s)	Pupil(s) to be supported as deemed necessary on assessment of need at time. Appropriate footwear.	Constant assessment of pupil need and surroundings	Staff member accompanying pupil(s)
Pupils being separated from staff.	L	Pupil(s)	Constant staff supervision. High staff ratio (no more than 3 pupils). Emergency file. Mobile phone available.	All staff at SPS have undertaken the necessary Safeguarding Checks (including Childcare Disqualification, DBS Check and Right to Work in the UK).	Staff member accompanying pupil(s)
Road safety with students having limited awareness of danger on the roads.	M	Pupil(s)	Pupils will be in a ratio of 3 to 1 adult for support at all times and will be given clear	Constant assessment of dangers near road areas to foresee any risks.	Staff member accompanying pupil(s)

			instructions appropriate to their level.	Access between SPS and SWS is via dedicated private path	
Knocks to head/accidental falls	M	Both staff and pupil(s)	Follow first aid procedures as would do in school.	Seek first aid on visiting school site.  Ensure accident is logged within both Schools reporting systems.	Staff member accompanying pupil(s)
Pupil becoming upset at not wanting to tolerate some of the experience / wanting to leave early.	M	Pupil(s)	Pupils will be with a familiar member of staff - remind time limit of the visit.	Follow SI plans. Return to school early.  Call SWS SLT for support if required. Call 01263 820520, when the pre-recorded message starts to play dial 555	Staff member accompanying pupil(s)
Uncooperative behaviour/refusal	L	Pupil(s)	Support and Intervention Plans Norfolk Steps trained staff. Students to be prepared before outing with expectations made clear Social story provided before and available during, so students know expectations.	Return to school early.  Ensure SWS Behaviour Form(s) completed to support the Behaviour Team	Staff member accompanying pupil(s)
Sensitivity to loud noises	L	Pupil(s)	Ear defenders. Prewarning/social story	Reassurance. If possible locate a quiet place to go if needed Return to school early.	Staff member accompanying pupil(s)

Risk of choking on food/drink	L	Both staff and pupil(s)	Staff to observe students at all times when eating or drinking. Staff to have read Care plans and be vigilant of individual needs when offering food and drink re. aspiration. 999 if required.	Staff trained in first aid, seek medical help if needed.  Copies of Feeding Plans and Meal Time Mats taken with pupil(s)	Staff member accompanying pupil(s)
Illness	L	Both staff and pupil(s)	Contact details of pupil(s) and staff. Staff carrying mobile phones.	Call 999 in emergency. Notify school and parents or guardians	Staff member accompanying pupil(s)
Additional comments/notes:	<p>School Office to be informed on leaving and arriving back.</p> <p>All staff to be aware of support and intervention plans.</p> <p>Social stories prior to visit.</p> <p>All staff attending the trip will sign this document to say they have read and understood the risk assessment.</p>				
Name of person completing this Risk Assessment Form:	<p>Rebecca Roach</p> <p>Assistant Head Teacher</p> <p>14.08.2023</p>				



Appendix 3: Pupil Specific Risk Assessment Template

Sheringham Woodfield's School Risk Assessment Form: Pupil Specific Risk Assessment					
<b>Activity / Visit / Trip:</b>	Inclusion at Sheringham Community Primary School or Sheringham High School (delete as appropriate)		<b>Educational Objectives:</b>	SMSC PSHE Subject Specific in relation to the subject attending inclusion for EHCP Outcomes	
<b>Specific or Regular Visit:</b>	Regular				
<b>Date of Activity / Visit / Trip (if regular, please enter the first date):</b>	TBC				
<b>Name of Pupil:</b>			<b>DOB:</b>		
<b>Hazard(s)</b> List significant hazards that may result in serious harm or affect people in the party	<b>What risk does this hazard present in terms of occurring (L, M, H)</b>	<b>Who might be harmed?</b> List those who are especially at risk from the identified hazard(s)	<b>Existing risk control measures</b> List all controls or where information can be found to support control of the hazard(s)	<b>What further action(s) need to be taken to control the risk?</b> List all additional control measures needed	<b>Who is responsible for ensuring the additional actions are in place before the date of activity/visit/trip?</b>
Pupil Specific Risks to include: hearing aids, glasses, aspiration, asthma, medical needs, gastronomy tubes, seizures, wheelchair tipping on uneven surfaces, allergies, behavioural triggers etc. Link to any relevant care plans.					Staff member accompanying pupil(s)
<b>Additional comments/notes:</b>	School Office to be informed on leaving and arriving back. All staff to be aware of support and intervention plans. Social stories prior to visit. All staff attending the trip will sign this document to say they have read and understood the risk assessment.				
<b>Name of person completing this Risk Assessment Form:</b>					



# INCLUSION CHECKLIST



<b>Date</b>	
<b>Class(es)</b>	
<b>Visit Leader</b>	
<b>Visit Leader Mobile Number</b>	
<b>Other Staff</b>	
<b>Pupils</b>	
<b><u>Packing List:</u></b>	
General Risk Assessment	<input type="radio"/>
Pupil Specific Risk Assessment(s)	<input type="radio"/>
Emergency Contact Sheet for Staff	<input type="radio"/>
Emergency Contact Sheet(s) for pupil(s)	<input type="radio"/>
Staff member's mobile phone	<input type="radio"/>
iPad/iPod for EFL (in agreement with the visiting teacher and SENCo)	<input type="radio"/>