



LUNAR RACING
EDUCATION THROUGH MOTORSPORT

LUNAR

Inclusion Policy

Definition

Inclusion is the process of removing barriers to participation and learning, so that everyone benefits fully from educational opportunities.

Inclusion:

- Is a process not a state
- Is characterised by a culture that not only respects but also welcomes diversity
- Involves active partnership between parents/carers, schools, educational providers and specialist county staff.

The overall aim of inclusion at Lunar is to provide effective education and a framework for supporting all the needs of the students. Many learners are excluded, or feel excluded, from educational opportunities, Lunar aims to restore the inclusion of these learners.

Philosophy

Everyone has a right to participate in society and should therefore have the opportunity to learn to participate in their community; this is something that Lunar feels very strongly about. Learning should be a liberating experience that improves quality of life. Lunar recognises that there are several purposes to education, all of which are important and have positive value to individuals and the community, these include:

- Personal growth and development, becoming more confident and responsible.
- Academic achievements, gaining qualifications.
- Economic prosperity, becoming fit for employment.
- Transmission of knowledge, passing on information and knowledge to the next generation.
- Social cohesion, learning to live and work with other people.

Lunar feels that effective inclusive practice is based on two core values:

- **Equality** – all students should be equally valued regardless of their abilities, circumstances or behaviour. Education enables people to develop respect and responsibility for themselves and others.
- **Entitlement** – all are entitled to a broad, relevant and balanced education.

Real inclusive learning education occurs when individuals feel welcomed as part of the learning community. Different people learn in different ways. Personalised learning is therefore very important to us at Lunar and starts with the Learning Styles Questionnaire that the students complete during their Induction Programme with us.

Principles

- Education providers have a responsibility to ensure that all students can participate fully in any learning opportunity. Lunar will promote this process by developing ethos, resources, partnership, staff training and ways of learning and teaching, so that individual needs can be met.
- Although effective inclusive education is a desirable aim, there should be a continuum of need. Students who attend Lunar and their parents/carers should be able to express preference, and where possible make choices, about how individual needs are met.
- All students should receive a high quality of education, Lunar aims to meet needs by being a varied and flexible provision. We are a learning 'community', striving for excellence based on what works best for the students.

Practice

Lunar acknowledges that regular attendance is pre-requisite to educational success, ensuring a high level of attendance is therefore a major inclusion issue for us. We recognise the reality of contemporary pressure on staff working in educational settings, e.g. targets, paperwork, continuous curriculum development, recruitment and retention difficulties, and budget pressures. Despite these pressures, Lunar is determined to progress effective inclusive education by working in unison with schools and educational providers, to offer a complete package to students which best supports their learning requirements. Our learning programme of half theory and half practical work ensures that all students learning requirements are catered for. Race Weekends aim to teach effective management of behaviour and to teach personal, social and emotional skills in order to reduce exclusion.

Students with challenging behaviour

There is a need to find out more about how to understand and support students whose behaviour is challenging. It is well recognised that positive relationships are an essential feature of the processes involved in effective behaviour management. This is why at Lunar we keep the student to staff ratios low in order to maximise the potential of positive relationships. At Lunar we believe that positive behaviour can be learnt and this is reinforced on our Educational Race Weekends, where students learn to take on responsibility; are part of a team; have to rely on each other; learn to communicate effectively and are surrounded by positive role models. As a result of this the students develop into confident, mature, competent and responsible young adults.

For students who present with challenging behaviour Lunar ensures that:

- staff are well trained
- staff ratios enable flexible grouping arrangements
- an appropriate curriculum is delivered
- 'therapeutic'/pastoral services are accessible
- there are effective partnerships to ensure support, e.g. links with parents and carers.

The development of the CAMHS (Child and Adolescent Mental Health Services) is seen as a major development in planning for students and young adults with emotional difficulties.

Initiatives such as the Framework for Enhanced Individual Pastoral Support on the British Psychological Society website are very useful.