



## WESTBOURNE PRIMARY SCHOOL INCLUSION POLICY

At Westbourne Primary School we value the individuality of all the children in our care and aim to provide equal opportunities for all groups of children, including those with diverse and significant needs. Our main objective is to ensure all children reach their full potential by offering a broad and balanced curriculum and by having high expectations of them. We take into account the varied life experiences and needs of our children and ensure that their achievements, attitudes and well being are at the centre of all that we do. This policy helps to ensure that the school promotes the individuality of all our children, respecting their background, ethnicity, attainment, age, disability, sexual orientation or gender.

### Aims

Our school aims to be an inclusive school. We actively seek to remove barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality by paying attention to the different groups of children represented in our school:

- girls and boys
- minority ethnic or faith groups
- children who are New to English
- children with SEN, disability or long term medical needs
- sick children, young carers and those from families under stress
- looked after children
- able, gifted and talented children, including advanced bilingual learners
- children who are at risk of disaffection or exclusion
- Travellers
- asylum seekers

### Responsibilities

- At Westbourne Primary School all staff members have a responsibility to promote inclusion. In practice this means that:
- children are treated fairly, that they achieve their full potential and have an opportunity to learn effectively without disruption or interference
- all children have a right to individual help and respect from all staff members in their school
- all children should have access to the curriculum at their level

- the well being of all children is fostered and children are given additional help when they are experiencing difficulties

The National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of children. Teaching styles, use of adult support in the classroom, differentiation and enhanced use of resources ensures all children access learning at their own level. (See Teaching and Learning Policy)

Some children in school have more significant learning or physical needs. They are supported through the use of Individual Education Plans (IEPs), additional adult support, enhanced resources and access to outside agency support. Our school has wheelchair access and disabled toilets. (See SEN Policy)

The diversity of our school community and wider society is addressed and celebrated through schemes of work which reflect National Curriculum programmes of study. Teachers are flexible in their planning and present challenge to all pupils in their lessons regardless of ethnic or social background. All racist incidents are recorded, reported to the LA, and parents informed.

(See Anti-bullying Policy, Behaviour Policy, Community Cohesion and Race Relations Policy)

The school actively monitors the progress of all pupils but additional tracking and monitoring of pupils who are within the different groups as outlined in the aims takes place termly.

## **Disability Equality Scheme**

The definition of disability is:

**“A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.”**

Physical impairment can include sensory impairments such as those affecting sight and hearing and learning difficulties. The definition also covers some medical conditions when they have a long term and substantial effect on a pupil's life.

The Disability Discrimination Act of 1995 was extended by the SEN and Disability Act 2001 to cover education. Since 2002 the school and its' Governing Body have had key duties towards disabled pupils:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils so that they are not at substantial disadvantage
- to plan to increase access to education for disabled pupils

This plan proposes to increase access to education for disabled pupils as set out in the three key areas above by:

- increasing the extent to which disabled pupils can participate in the school curriculum
- making improvements to the school to increase the extent to which disabled pupils can access and enjoy all aspects of education and associated experiences
- improving the delivery to disabled pupils of information and learning which is provided in writing for other children

### **Priorities**

- Having high expectations of all people involved in the school community.
- Using funding to ensure all pupils access the full curriculum including sport, music and drama.
- Planning extra -curricular activities and school visits so that pupils with disabilities can participate.
- Ensuring the admission policy does not discriminate against or treat unfairly disabled pupils.
- Ensuring teaching styles and strategies remove barriers to learning and participation in all subject areas and learning environments for disabled pupils.
- Planning the physical environment in school to meet the needs of all people within the school community.
- Raising awareness of disability amongst school staff through training and CPD.
- Providing written information for all involved in the school community in a user-friendly form.
- Eliminating harassment related to disability for all involved in the school community.

### **General Duty**

- The need to eliminate discrimination which is unlawful under the DDA 1995.
- The need to eliminate harassment related to a person's disabilities.
- The need to promote equal opportunities between disabled persons and others.
- The need to take account of a disabled persons' needs even though this means treating them more favourably than other people.
- The need to promote positive attitudes towards disabled persons.
- The need to promote and encourage participation by disabled persons in public life.

### **How we will meet the general duty:**

- by appointing an Inclusion Manager who will take responsibility for overseeing and monitoring provision for disabled pupils and its impact on their progress through school
- by undertaking a disability audit by using the medical list, SEN List and information provided by parents and carers
- by making the policy known to all teaching and non-teaching staff, pupils, supply teachers, parents and carers
- by incorporating the Disability Equality Scheme into the SIP and all other policies
- by the monitoring and evaluating of the success of the Disability Equality Scheme by SLT using questionnaires with all involved persons as appropriate

### **Developing a voice for disabled persons**

Disabled persons will be involved in the Disability Equality Scheme where appropriate. Those pupils with HI, VI, Dyslexia, Physical Disabilities and medical needs will be consulted as appropriate. The School Council will be involved in developing opportunities for all pupils to express their opinions including those with disabilities. Opportunities will be provided for all disabled persons within the school community ie. staff, parents, carers, visitors to share their opinions.

The Anti Bullying Policy is a key part of Behaviour Management in school and incidents of bullying are investigated, recorded and parents are informed.

### **Performance**

The Inclusion Manager tracks the performance of all pupils with SEN, including those with disabilities, who are identified on the SEN/ Medical List as defined above through half-termly monitoring. Pupil achievement is also monitored by the Assessment Co-ordinator through the school assessment system and through Pupil Progress Meetings. This information is communicated to Governors as part of the SEN report.

### **Learning Opportunities**

Our school has well established links with a large number of outside agencies who actively support pupils in school. Their advice is acted upon positively to ensure the best outcomes for pupils. The school provides a variety of enrichment activities to support learning in a variety of contexts and will continue to develop this in the future.

### **Social Relationships**

Relationships are promoted through SEALs, PSHCE, Circle Time and clubs. We also have a Nurture Room where identified pupils are supported in their needs to develop and manage their emotions.

### **Disabled Staff**

See the Equal Opportunities Policy. The school is fully committed to recruiting the best people to work in our school, regardless of disability and provides appropriate support for all staff.

### **Impact Assessment**

The impact of the DEP will be assessed by the school, disabled pupils, parents and carers and the whole school community. The Head Teacher will monitor impact and report to the Governing Body annually.

## **Reviewing**

The School Improvement sub committee of the Governing Body will be appointed to evaluate the success of the Disability Equality Scheme annually with a full review of the scheme every three years.

### **Related policies:**

Admissions

Child Protection/Safeguarding

SEN Policy

Nurture Group Policy

Teaching and Learning Policy

Behaviour

Community Cohesion

Race Relations

Equal Opportunities

Ratified on behalf of the Governing Body: 26.1.11

Date for review: Autumn 2014