

Inclusion statement for Beech Hill Primary School

Introduction

At Beech Hill Primary School we support the Calderdale policy on Inclusion and take account of the Disability Discrimination act 1995 which requires school:

- Not to treat disabled pupils' less favourably
- To make reasonable adjustments to ensure that disabled pupils are not substantially disadvantaged
- To draw up plans to show how, over time, they will increase access to education for the disabled pupil. (See Access Plan and School Development Plan)

We accept the following definitions included in Calderdale's strategic plan for inclusion, that:

The socially inclusive community is one in which **no** child, young person, family or group experience barriers that prevent their full participation in the social, economic, political and cultural life of the community.

The educationally inclusive community is one that increases the participation of all children, young people and adults in the process of learning. We are concerned with identifying barriers to learning and making the necessary adjustment to enable all access to learning. We are concerned with increasing effective participation, raising achievement and reducing marginalisation and exclusion.

The physically inclusive community is one in which no child, young person, family or group experience barriers that prevent their full participation in the social, economic, political and cultural life of the community.

Aims

- We aim to be a fully inclusive school community and to involve all members of the community in decision making and policy development.
- We aim to create an inclusive school culture which promotes a secure, accepting, collaborating and stimulating environment where all are valued.
- We do not discriminate in any way against any pupil seeking admission or employment.
- We aim to collaborate with pupils, parents and other with expertise, in understanding living with impairment in order to direct reasonable adjustments which might be required.

- We aim to provide the best possible learning experiences for all, this includes meeting individual needs and making any required reasonable adjustments.
- We aim to ensure that **all** pupils have full access to both taught curriculum and to the out of school enrichment activities.
- We are committed to offering an inclusive curriculum to ensure the best possible progress for **all** our pupils whatever their needs or abilities.

Principles for Pupils

Children first: our prime objective is to help and support **all** children at Beech Hill Primary School to overcome barriers to learning and to learn to accept and value the individual members of the school and the wider community who provide diversity and richness to their lives. We will meet their needs in a manner which provides high quality moral, social and academic education.

Resources: We have staff at Beech Hill primary with considerable skill and expertise. We aim to utilise our resources and continue to build our capacity as an inclusive school as identified in the school Development Plan (Guest speakers/Charities/Organisations).

Partnership: If we are to maximise our resources and make the most difference we must work together and collaborate with parents/carers, staff, children, governors and outside agencies supporting the school.

Participation: Children and their families have the right to participate in the identification of any difficulties they might experience and in the decision making about how these barriers might be removed. They have the right to express views about their particular circumstances and to expect that what they say will be listened to and respected. (Disability Discrimination Act 1995)

Flexibility: Children have individual needs and these demand flexibility of provision. We will monitor our performance to develop responses and adjustments to individual children's needs.

Equality: We recognise the issues in promoting equality of opportunity for all and the eradication of discrimination. At Beech Hill Primary School we will work to combat inequality and discrimination in areas of culture, race, religion and disability.

Excellence: We will work to ensure that we offer the highest quality of learning and teaching for all and that all our staff have the appropriate training, advice and support.

Our inclusion statement impacts on all the policies listed below:

Educational Visits and Trips

- Investigating accessible venues.
- Assessing risk.
- Making Reasonable adjustments.
- Providing alternative activities for disabled pupils and their peers when an activity is inaccessible

Homework

- Ensuring accessibility and differentiation to meet all learning needs.
- Peer and collaborative learning where appropriate.
- Achievement rather than attainment prioritised.
- Reasonable adjustments made to permit accessibility.

Behaviour

- Training and use of peer mentors.
- External support accessed as appropriate.
- Differentiated behaviour policy with reasonable adjustments
- All adults informed of procedures re: behaviour.
- Counselling available with nominated staff member.
- Circle of friends available for vulnerable pupils.
- Anger management strategies used by staff.

Health and Safety

- Health and safety inspections carried out.
- Risk assessments completed.
- Arranged training for the administration of medicines and training in lifting and handling where appropriate.
- School accident reporting system in place.

Staff recruitment and Retention

- School operates a positive discrimination policy.
- School provides reasonable adjustments for disabled staff.
- School makes reasonable adjustments to support staff who develop impairments during the course of their employment.

Anti-bullying

- Name-calling, unwanted comment and physical and psychological bullying are not tolerated whether directed at the disabled or able children or adults.

- Incidences recorded according to policy.
- All children and adults are encouraged to report incidents of bullying.
- Befrienders are trained to support peers.
- All staff are aware of anti-bullying policy.

School Activity Clubs and Out of School Club

- Access available to all pupils.
- Peer support and collaboration encouraged.
- Achievement is placed above attainment in all activities.

Sex Education

- Policy takes account of all pupils disabled and able.
- All pupils encouraged to respect differences and other identity.
- Materials used presented in differentiated format to permit accessibility.
- All parents are encouraged to permit their children access to sex education in Year 6.

Premises and Lettings

- Parking area identified to permit access to the disabled.
- Access Plan in place.
- School's point of contact is fully accessible

Curriculum

- PSHE and citizenship regularly cover areas of discrimination and the negative attitudes and stereotypes that can occur.
- Disabled adults and local disability organisations encouraged to meet and address pupils.
- Children encouraged to value all members of the community and develop positive attitudes to all in society.
- Achievement of the disabled viewed and discussed.

Monitoring and assessment

- All vulnerable pupils are identified on database
- All pupils progress and attainment is monitored
- Adjustments made where appropriate in the form of additional time, an amanuensis, reader etc.
- Achievements of all pupils are noted.
- Access for disabled parents identified in initial interview.