

# ABERDARE COMMUNITY SCHOOL



## Inclusion Policy

Drafted  
**June 2014**

Revised on

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**Mrs. S.Davies**  
(Headteacher)

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**Mr. A. Maddox**  
(Chair of Interim Governing Body)

# ABERDARE COMMUNITY SCHOOL

## INCLUSION POLICY

**This document includes the following:**

- **Statement on Inclusion**
- **Disability Equality Scheme**
- **Accessibilty Plan**
- **Social Inclusion Policy**

CONFIDENTIAL

## **Aberdare Community School**

### **Social Inclusion Policy**

#### **Aberdare Community School – Statement on Inclusion**

At Aberdare Community School we aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that students of all ability levels are well equipped to meet the challenges of education, work and life.

This is achieved by:

- ❖ Designing a curriculum to promote a full range of learning, thinking and life skills
- ❖ Providing a broad, balanced and relevant curriculum
- ❖ Using flexible and responsive teaching and learning styles
- ❖ Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society
- ❖ Developing a close partnership with the whole community, particularly parents.

We aim to be an inclusive school and offer equality of opportunity to all groups of students within the school. These groups include students:

- ❖ from minority faiths, ethnicities, travellers, asylum seekers, refugees
- ❖ who have English as an additional language
- ❖ who have Special Educational Needs
- ❖ who are More Able and Talented
- ❖ who are Looked After Children
- ❖ who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress
- ❖ with disabilities including those with physical, sensory or mental impairment, and learning difficulties (such as dyslexia) or a diagnosed condition that may relate to behavioural issues such as ADHD or ASD.

We aim to provide a differentiated curriculum that meets the needs of all students, individuals and groups by:

- ❖ Setting suitable learning challenges
- ❖ Responding to students' diverse learning needs
- ❖ Overcoming potential barriers to learning and assessment

We aim to provide a happy, healthy and safe school by:

- ❖ Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our students
- ❖ Providing high quality pastoral care, support and guidance
- ❖ Safeguarding the health, safety and welfare of students
- ❖ Listening and responding to the concerns of children and parents
- ❖ Taking care to balance the needs of all members of the school community

We secure inclusive education for our students by reviewing and evaluating what is done:

- ❖ Does each student achieve as much as they can?
- ❖ Are there differences in the achievements of different groups of students?
- ❖ What is in place for students who are not achieving their potential?
- ❖ Are our actions effective?
- ❖ Are all our students happy to be in school?

All members of our school community are valued and are offered wide ranging opportunities to enable high standards of achievement.

All policies within the school support inclusion and are reflected in school development planning.

The practice within school reflects our inclusive ethos from individual lesson planning responding to student diversity, to material resources being used to support learning and participation for all.

This policy should be read alongside:

- *DfES Circular 10/99 Social Inclusion: Pupil Support and the SEN and Disability Act 2001*
- *WaG Circular 47/2006: Inclusion and Pupil Support*
- School policies on Equal Opportunities, Admissions, Behaviour, Child Protection, Racial Equality, Special Educational Needs, anti-bullying and attendance.

This inclusion policy has been approved by the staff, pupils and governors of Aberdare Community School. This School believes that every pupil has an entitlement to strive for excellence. Educational experiences are provided which develop pupils' achievement and recognise their individuality. Diversity in our community is valued as a rich resource which supports the learning of all. In this school, inclusion recognises a pupil's right to a broad, balanced and relevant curriculum which is appropriate to her individual abilities, talents and personal qualities.

**The School is committed to the following principles:**

1. No pupil, or group of pupils will be discriminated against on the basis of their gender, sexual orientation, colour, race, religion, nationality, ethnic, national origins or disability. Any form of abuse or harassment which prejudices this principle must be reported to the Head of School, who will investigate the matter, and if necessary take the relevant action.
2. The School will seek to meet the needs of all its pupils, including those who may be missing out, are difficult to engage or are feeling in some way disengaged from school.
3. The School will carry out its duty towards all pupils by ensuring that they are all treated fairly. Staff planning school trips will check accessibility before making arrangements, with due regard for disabled pupils. Specific examination arrangements to assist disabled pupils will be put in place. An Access Plan is in place to audit and schedule the improvement of facilities.
4. Early intervention, especially the identification of pupils at risk of disaffection and proactive planning to meet their needs is essential.
5. Social inclusion is best promoted when the teaching and learning within the School is of the highest possible standard in order to enhance the educational experience of every pupil. The School has high academic and behavioural expectations of all pupils in all subjects. Ensuring social inclusion is the responsibility of every member of staff, teaching and support.
6. With respect to important educational decisions which affect their lives, both pupils and their parents are entitled to be treated fairly

## **Attendance**

It is the responsibility of the parents to ensure that their son/daughter attends the School full-time, and to be on time, unless the reason for their absence is unavoidable. Maximising attendance at the School is a priority. Parents are expected to work closely with school staff in resolving any difficulties at an early stage.

Parents are seen as partners in the educational process and are encouraged to contact the school if they have any concerns about inclusive educational provision. Parents are also encouraged to keep in regular contact with the school regarding their child's progress.

## **Behaviour**

The School sets high standards of behaviour for its pupils and is working towards being a community which values and respects each individual, both staff and pupils. Racism, sexism and other forms of discrimination are not acceptable.

### **Strategies to support pupils with their behaviour**

The School is seeking to promote social inclusion through the National Curriculum by teachers setting suitable learning objectives, responding to pupils' diverse needs and overcoming potential barriers to learning, and through assessment for individuals and groups of pupils.

In addition the following support is available and will be used where appropriate:

- the pastoral system
- Student Assistance Programme
- Restorative Justice interventions
- the Special Needs Department
- use of IEP (Individual education plan) where appropriate
- use of report booklets to monitor pupils' behaviour in individual lessons
- systematic follow-up for lates and non-attendance by the Attendance Officer and Heads of Year
- referral to the Education Welfare Officer (EWO)

- alternative curriculum strategies
- support work, including for those who have English as an additional language (EAL)
- mentoring support
- homework/coursework clubs
- support interventions for Literacy and Numeracy
- working with external support services including those for pupils with behavioural difficulties: the RCT Educational Psychology Service, Behaviour Support, NHS Child & Family service, the school nurse and Children's Services.
- training programmes for staff
- rewarding achievement

A pupil can be referred for support, by any member of staff, directly to the Progress Leader or members of the Leadership Team. Parental concern should be raised through the Progress Leader.

### **Assessment Procedures**

All pupils deserve to have their achievements and progression recognised, and the School's curriculum is designed to meet the needs of individual pupils. All teachers monitor and review pupil progress using the school's assessment procedure, celebrate success and identify underachievement where relevant.

Identifying and targeting under-achieving pupils will be carried out through Leaders of Learning, Progress Leaders and ALNCo. Monitoring and reviewing progress will be based upon pupil assessments and IEPs with appropriate staff. The School's reward system contributes to raising pupil self-esteem and motivation.

### **Evaluation**

The Inclusion Policy will be monitored and reviewed on a regular basis by the Governing Body.

**ABERDARE COMMUNITY SCHOOL**  
**DISABILITY EQUALITY SCHEME**  
**2009**

**Purpose**

The Disability Discrimination Act 2005 (DDA) and the Equality Act 2010 place a legal requirement on all public authorities, including schools, to actively promote disability equality for pupils, employees and service users.

The Disability Equality Duty defines general and specific duties for schools. The general duties require schools to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disability
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities, even when that involves treating disabled persons more favourably than other persons

The specific duty requires schools to produce and publish a Disability Equality Scheme that describes how the general duties will be carried out.

The whole purpose of the Disability Equality Scheme is to improve equality of opportunity for disabled people. Our Disability Equality Scheme demonstrates how we, as a school, will do that.

**Disability Equality Statement**

At Aberdare Community School, we are committed to ensuring equality of education and opportunity for all disabled pupils, staff and those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

### **Who should benefit from the School's DES?**

The Disability Discrimination Act 2005 (DDA) and the Equality Act 2010 define a disabled person as someone who has 'a physical or mental impairment which has substantial or long-term adverse effects on his or her ability to carry out day-to-day activities'. The following conditions are regarded as disabilities:

- Mental or physical impairment
- Cancer
- Diabetes
- Epilepsy
- HIV
- Multiple Sclerosis
- Hearing or sight impairments
- Mobility difficulties or physical co-ordination difficulties
- Mental health conditions or learning disabilities

### **Who is responsible for the Disability Equality Scheme?**

The Governing Body of the School is responsible for ensuring that the requirements of the Disability Discrimination Act 2005 and the Equality Act 2010 are met, that the Disability Equality Scheme is published and that the Action Plan is monitored and reviewed.

The School will form a Disability Equality Committee to write, monitor and review the Disability Equality Scheme.

### **Involving Disabled People**

We set out to actively involve from the outset:

- Disabled pupils and young people and their Parents and Carers
- Disabled staff

We will involve disabled pupils and young people by:

- Inviting a disabled pupil to actively participate in the formulation of the Disability Scheme and by seeking their advice on disability issues
- Providing a draft copy to the School Council for consultation before finalising our Scheme

We will involve disabled staff by:

- Inviting a disabled member of staff to actively participate in the formulation of this Disability Scheme and by seeking their advice on disability issues.
- Providing a draft copy to all staff for consultation before finalising our Scheme

We will involve disabled Parents/Carers by:

- Providing a draft copy for consultation before finalising our Scheme

### **Extending our disability awareness**

To extend our awareness and understanding of disabled people and the ways in which we can promote equality of opportunity, we have worked with the School's Disability Equality Committee, comprising:

- **Mr Andrew Owen (Senior Deputy Head teacher)**
- **Miss T Neale (Assistant Head teacher/ALNCo)**
- **Mrs M Pearce (Deputy Head teacher)**
- **tbc(SEN governor)**
- **Mr Trevor Probert ( Premises Manager)**
- **tbc(parent rep)**
- **tbc(pupil rep)**
- **tbc (parent rep)**
- **tbc(pupil rep)**
- **tbc(staff rep)**

This committee will meet regularly to:

- Examine and discuss the requirements of the Disability Equality Duty
- Discuss Staff/Pupil/Parent responses
- Discuss the Disability Equality Statement and Scheme

The committee will meet to:

- Monitor the development of the Disability Equality Scheme and to review the Action Plan on an annual basis

- Perform Impact Assessments on School Policies in order to ensure that they do not inadvertently disadvantage disabled people

We recognise that through the direct involvement of disabled people, we will:

- Secure invaluable advice
- Better understand the barriers they face
- Explore what might be done to overcome them
- Learn how best we might promote disability equality

**Arrangements for gathering information on:**

- Educational opportunities available to and achievements of disabled pupils and students
- The recruitment, development and retention of disabled staff and students

The data currently held by the school on all pupils (including disabled pupils):

- Educational Achievement (Sims)
- Progress and Value Added (FFT)
- Comparative Data (FFT, CATs, Reading ages)
- Attainment (Examinations – Sims)
- Attendance (Sims)
- Participation ( staff records, school trip records, involvement in extracurricular activities, access to work experience placements, take up of Careers Advice)
- Exclusions (LEA returns)

The data that will be held on disabled staff:

- Recruitment e.g. number of applications from disabled people (Staff records/LEA records)
- Training opportunities (CPD records)

- Number of disabled people in promoted posts (staff records)
- Representation of disabled people on school committees (Records of minutes)

### **Arrangements for carrying out Impact Assessments**

As a whole school, and with advice from the Disability Equality Committee members, we will meet regularly during the life span of the Action Plan in order to ensure that school activities do not inadvertently disadvantage disabled pupils, employees, parents and carers and any other disabled person using the School's facilities.

Priority will be given to the following policies and procedures:

- Inclusion Policy
- SEN Policy
- Equal Opportunities Policy
- Race Equality Policy
- Child Protection Procedures
- Behaviour Policy
- Bullying Policy
- Assessment, Recording and Reporting Policy
- Options
- Health & Safety Policy
- Complaints Procedures
- Educational Visits
- Governance
- Staff Recruitment and Retention

### **Processes for Monitoring and Review**

The effectiveness of the Action Plan and the School Access Plan will be reviewed by the Disability Equality Committee on an annual basis and an annual progress report will be submitted to the Governing Body by the SEN link governor in the Spring Term.

**\*THIS DISABILITY EQUALITY SCHEME AND ACTION PLAN WORK IN CONJUNCTION WITH OUR SCHOOL ACCESS PLAN**

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### Aberdare Community School Disability Equality Scheme Action Plan 2014-2017

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>	<b>Ongoing Evaluation</b>
School is aware of the access needs of disabled children, staff and parents/carers	Briefing sessions organised for staff and governors Pupils, staff and parents have input into draft action plan consultation	Sept 2014 and ongoing	All members of DES committee	All stakeholders aware and better informed of issues relating to disability & are satisfied with the school's provision for disabled people Inclusive ethos in school	
Provide ramped access to various parts of the school where necessary	Ramps to be provided for access into the buildings and into the canteen areas	Sept 2014 and ongoing	Premises manager	Improved confidence of disabled people in and around the school Access around the school/site easier for all	
Increase confidence of staff in differentiating work for disabled pupils	Leaders of Learning to ensure that all staff in their Departments provide differentiated work for disabled pupils Guidance from ALNCo via IEPs	Sept 2014 and Ongoing	Leaders of Learning and ALNCo	Raised confidence of staff in strategies for differentiation and increased pupil participation	
School visits are accessible to all pupils, regardless of attainment or impairment	Develop guidance for staff on making trips accessible	Sept 2014 and ongoing	Teacher responsible for trips	All children in school able to access all school trips and take part in range of activities	

### Aberdare Community School Disability Equality Scheme Action Plan 2014 – 2017

Targets	Strategies	Timescale	Responsibility	Success Criteria	Ongoing Evaluation
Review PE Curriculum to make PE accessible to all	Gather information on accessible PE Alternative experiences offered to disabled pupils who cannot participate in particular activities	Dec 2014	Head of PE Department	All children able to access PE and disabled children more able to achieve in sports	
Ensure disabled children participate equally in extra-curricular activities	Survey participation in clubs and activities by disabled children Organise additional activities if necessary for excluded pupils	Dec 2014	Pupil re-engagement officer	Disable children confident and able to participate equally in extra-curricular activities	
To promote positive attitudes towards disabled people	To include disability equality as an Assembly theme To invite disabled people in to PSE lessons	Sept 2014 and ongoing	LT/PL PSE coordinator	Increased awareness of the disadvantages experienced by disabled people and the promotion of a more understanding attitude amongst pupils towards the disabled	

### Aberdare Community School Disability Equality Scheme Action Plan 2014 – 2017

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>	<b>Ongoing Evaluation</b>
To assess the impact of policies/procedures and provisions on disabled pupils and staff	The Disability Equality Committee, LT and Governing Body to conduct Impact Assessments on the school policies listed in the DES	Sept 2014 and ongoing	Disability Equality Committee, LT, Governing Body	School activities do not inadvertently disadvantage disabled pupils, employees, parents and carers	
Ensure that the school's recruitment process is accessible and encouraging to disabled people	To ensure that application forms are 'disabled-friendly' To ensure that disabled applicants are not disadvantaged	Sept 2014 and Ongoing	Head Teacher Governing Body HR	Increase in number of disabled applicants and employees Staff satisfaction with the processes used	
Ensure that disabled staff's training needs are met	To ensure that the CPD programme does not discriminate against disabled staff	Sept 2014 and Ongoing	CPD coordinator	Disabled staff experience job satisfaction and access to the relevant training	
To improve communication with disabled students/users	To ensure the school website is clear, simple and easy to use	Ongoing from Sept 2014	Disability Equality Committee	Delivery of information to disabled students/users improved	
To monitor the Action Plan and to report progress to Governors on an annual basis	The Disability Equality Committee to review the Action Plan annually	July 2015 and ongoing	Disability Equality Committee	Action points to be completed in order to ensure that disabled peoples' needs are met	

ABERDARE COMMUNITY SCHOOL  
ACCESSIBILITY PLAN 2014 – 2017

ACCESS TO CURRICULUM

<b>Targets</b>	<b>Strategies &amp; By Whom</b>	<b>Outcome</b>	<b>Time Frame</b>	<b>Success Criteria</b>	<b>Evaluation</b>
Raise awareness of legislation and obligations regarding disabled pupils among staff and governors	Organise briefing sessions for staff and governors by the school ALNCo <b>SD &amp; TN</b>	Staff and governors receive training	Autumn Term 2014	Staff and governors aware and better informed of issues relating to disability. School has an inclusive ethos	
To continue to draw on the expertise of external partners, for example: speech and language therapists, educational psychologists, etc. to improve programmes and to provide training	ALNCo to determine training needs for staff to give disabled students full access to the curriculum. ALNCo to use external professionals to support the work in school. <b>TN</b>	Staff trained in any SEN areas of need. Staff supported in their work by outside professionals	Autumn Term 2014 and ongoing	Students are increasingly able to access the curriculum due to the expertise and training to meet their own individual needs.	
Schemes of work in each department are adequately differentiated to take	LoL to audit their schemes of work within their departments. <b>LOL</b>	Departments will have identified any areas for improvements	Sept 2014	All schemes of work will be differentiated to meet the needs of	

account of the ability and learning styles of all pupils.	Training to be given as necessary for teachers to fully meet the requirements of disabled pupils in use of differentiation in their subject <b>TN</b>	and changes made. Training will have taken place	July 2015	a wide range of abilities and learning styles.	
To plan and implement improvements and adaptations to the curriculum and extra-curricular activities	Ensure current curriculum complies with the DDA. <b>AO</b> To reallocate, where necessary, LSA staff to support students with disabilities <b>TN</b>  To reallocate existing accommodation where necessary to more appropriate use <b>AO</b>	Any necessary changes are implemented in the 11-19 curriculum SEN facilities and access to ICT made available to disabled pupils if necessary. Changes to timetable made if necessary	Sept 2014 and ongoing	More students gain access to the curriculum	
All school trips are planned well in advance to allow for risk assessments and consideration of disabled pupils' needs.	Teacher in charge of trips to brief staff on this to ensure policies fully support the	Policy rewritten if necessary	Sept 2014 onwards	All disabled pupils are fully included in all trips. The ALNCo/Teacher in Charge of school trips have a list of	

	inclusion of pupils with disabilities ??			specialist firms to call on.	
Ensure that the learning needs of disabled pupils are met within the classroom	Evaluate during PM lesson observations <b>Line managers</b> Track pupil progress. <b>SLT &amp; TN</b> Consulting with pupils and parents/carers as and when appropriate <b>TN</b>	Learning needs of pupils are met within the classroom	Ongoing	Equality of opportunity	

## PHYSICAL ACCESS

Targets	Strategies & By Whom	Outcome	Time Frame	Goals Achieved	Evaluation
Continued programme of works to make the building more accessible	To take advice from RCT H&S officer with reference to possible alterations and costings (e.g. ramps, handrails, decoration, door widths, etc) <b>Caretaker</b>	To include any suggestions in Premises & Health & Safety group and to bring before the Governing Body	From Sept 2014 onwards	Greater accessibility and comfort for students with disabilities	
To improve signage to some areas of the school	Ensure all signage is clear and well presented. Pathways of travel around the school site and parking areas are safe, logical and well signed. <b>Caretaker</b>	Signage is clear around the school site and any new or alternate signs are organised and utilised when and where necessary	Sept 2014 and ongoing	Improved access for disabled students	
To ensure that departments consider the equipment needs of disabled pupils	ALNCO to write an advice sheet when necessary <b>TN/ LoL</b> to implement	Departments are using the advice sheet and any specialist equipment is organised	Sept 2014 and ongoing	Pupils are using any relevant and/or specialist equipment in lessons to access curriculum	

<p>To provide a clearly marked designated parking space for visitors with disabilities on all sites</p>	<p>Consult with premises manager and caretaker to organise</p> <p><b>Site Manager</b></p>	<p>Designated parking area provided</p>	<p>Sept 2014</p>	<p>Increased physical access for disabled visitors</p>	
<p>To ascertain the need for reasonable adjustments to be made to access for visits to school by parents/carers, e.g. Concerts, parents' evenings</p>	<p>Include a question on all letters when inviting parents/carers to attend school functions. E.g. "Do you have any special requirements which we need to consider?"</p> <p><b>NH/TN</b></p>	<p>The school is able to make reasonable adjustments to enable disabled parents/carers to visit</p>	<p>Ongoing</p>	<p>Parents/carers with disabilities able to visit the school</p>	

## ACCESS TO INFORMATION

Targets	Strategies & By Whom	Outcome	Time Frame	Goals Achieved	Evaluation
To improve communication with disabled students/users	To ensure the school website is clear, simple and easy to use	Increased number of visits to website	Ongoing from Sept 2014	Delivery of information to disabled students/users improved	
To ascertain the need among parents/carers/ students whether information is required in alternative formats	Include a sentence in all correspondence sent to parents/ carers asking if they require written materials available in different formats. Liaise with staff from LEA to ensure that parent/carer needs can be met <b>NH/TN</b>	Increased variety of format available	From Sept 14	Delivery of information to disabled students and parents/carers improved	
Raise awareness of the importance of the accessibility of information with staff for use in the classroom and around the school site	e.g. Handouts and worksheets to be adapted and can be retained by pupils with disabilities <b>TN/LOL</b> Pupils with visual impairment to have enlarged font as required <b>TN/LOL</b>  The student planner used by teachers and assistants	Awareness raised to the potential problems and an increased importance put upon accessing information	From Sept 2014 and ongoing	Delivery of information/ curriculum to disabled students improved	

	to clarify information for pupils with learning difficulties <b>TN/LOL</b>				
Support accessibility of information and the curriculum through use of ICT	Develop and widen use of ICT within subject teaching and as a communication medium for pupils with SEN and disabilities <b>TN/LOL/LP</b>	ICT being used frequently in order to support learning and as a means of communication	Sept 2014 and ongoing	Pupils are able to access the curriculum and information through ICT	

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