

## Inclusion Policy

**Issue Date:** March 2016, reviewed 03/09/18, 03/09/2020  
**Review Date:** This policy will be reviewed and revised by the administration team on a biennial basis.  
**Endorsement:** Full endorsement to this policy is given by:  
  
Name: Thais Bishop  
Position: Brighton Waldorf School Trustee  
  
Signed:   
  
Date: 03/09/2020

### School Aims and Implementation

Brighton Waldorf School aims to enable all children the opportunity to fulfil their full potential through;

- Fostering a love of learning to enable children to acquire the skills, knowledge and confidence relevant to their future;
- Promoting an ethos of care, mutual respect and support, where effort is valued and children retain a good sense of self worth
- Enabling children to become active, responsible and caring members of the school and wider community.

Brighton Waldorf School uses the Waldorf Curriculum and the teachers attempt to make this as inclusive and differentiated as possible, whilst remaining within Waldorf principles. The class teacher has the freedom and discretion to adapt, select and emphasise aspects of the curriculum to meet the needs of the class as a whole and, where possible, those from the vulnerable groups listed below.

The school works towards these aims by:

- Promoting Brighton Waldorf School core values to enable the children to value themselves and each other:
  - We take responsibility for our actions and always make sure we do the right thing.
  - We show honesty and always make sure we are truthful and fair.
  - We show respect and always have regard for ourselves and other people's feelings, wishes and rights.
  - We show compassion towards others and always make sure we try to understand and support others.

These values are ingrained in our daily life here at Brighton Waldorf School.

## **Inclusion Policy Introduction**

*'Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation'* Index for Inclusion – Booth and Ainscow 2000

- Successful inclusion should result in every pupil feeling safe, confident and happy at school.
- Successful inclusion should see every pupil making the best progress of which they are able and enjoying their time at school - be that in lessons, during their play or lunchtimes.
- Successful inclusion should promote every pupil's belief in themselves as a valued member of our school community.
- Successful inclusive provision at Brighton Waldorf is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.

## **Meeting Diverse Needs**

At Brighton Waldorf School we recognise that in order to achieve the School Aims we must actively seek to recognise and meet the very diverse needs of our pupils by:

- Monitoring the achievement and well-being of all our pupils and the quality/nature of the learning opportunities they are offered.
- Correctly identifying and then seeking to overcome potential barriers to pupils' learning or their full participation in school life.
- Developing and deploying our resources to best reflect the various levels of need experienced by pupils.
- Taking care to ensure that vulnerable pupils, including those with additional or Special Educational Need or Disabilities are appropriately supported if able at School, or by referral to other agencies.
- Sharing any concerns we may have regarding a pupil with their parents or carers and then seeking to work together with them, for the good of the pupil.
- Liaising closely with professionals from other Children's Services or Health agencies involved in the care and support of pupils.
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each pupil.

## **Potentially vulnerable groups**

There are a number of identified groups of pupils and families for whom this policy is particularly pertinent:

- Pupils with Special Educational Needs or Disabilities (SEND)
- Pupils who are able, gifted, talented
- Pupils whose home language is not English (EAL)
- Pupils with physical or sensory impairments
- Pupils whose families may be Asylum Seekers or Refugees
- Pupils from Traveller families

- Pupils who might be subject to abuse or harassment, for whatever reason
- Pupils under the care of Social Services or pupils who may be in public care, or living with foster families
- Pupils who are young carers
- Pupils whose family are in crisis or under great stress
- Pupils at risk of significant harm
- Pupils with poor attendance
- Pupils who are at risk of disaffection and exclusion from school.

## Promoting and Supporting Inclusion

### 1. College of teachers, SMT and Trustees

- Responsibility for making Brighton Waldorf School a truly inclusive school lies with the all the above people.
- We aim to promote Inclusion through all of our policies, systems and practices.
- School Leaders also ensure that the principles of Inclusion are applied to all activities which pupils engage in at School or on Educational Visits.
- All members of the School Community are expected and encouraged to adopt behaviours which support the School's Inclusive ethos.

### 2. Class Teachers:

- All pupils at Brighton Waldorf School spend the majority of lesson times being taught alongside their class mates.
- Class teachers take the lead role in managing and creating the classroom environment, we recognise and plan for diversity.
- Teachers have overall responsibility for the planning and delivery of lessons to their class.
- Teachers take the lead role in monitoring the attainment, learning, behaviour and well-being of pupils in their class. This information is noted and discussed with the college of teachers meetings.
- Extra lessons and support are offered should a teacher feel a pupil needs more support, these are always done in house. If a teacher feels that a child needs further help that we are not able to offer here at Brighton Waldorf School, this will be done after full discussion with parents or guardians.

### 3. Teaching Assistants:

- Teaching Assistants (TAs) work with individual or groups of pupils during lessons and break or lunch times to support pupils' learning and promote their well-being. The work of a TA is directed by the teacher during lessons.
- Advice and training for specific work or duties may also come from an outside specialist, for example - a Speech and Language Therapist or they may be directed by other teaching staff within the school.
- To address very specific needs, pupils may be withdrawn for short periods during class times to work individually (the extra lesson)

If, after exploring all avenues of support within the school, we are unable to meet the needs of a pupil in a responsible way, we will do all we can to help the parents find a suitable alternative.

Parents will be fully involved in the education of their children, and they will be informed and consulted when an individual education plan is seen to be necessary.

## **Special Educational Needs or Disabilities (SEND)**

### **1. What are special educational needs or disabilities (SEND)?**

- 'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she -
  - Has a significantly greater difficulty in learning than the majority of others of the same age, or
  - Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
- A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.' (Child and Families Act 2014 s20)

### **2. What is a disability? (D)**

'A person (P) has a disability if –

- P has a physical or mental impairment, and
- the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.' 4 (Equality Act 2010 s6)

### **3. Identification of Special Educational Needs or Disabilities**

- Identification of SEND may have occurred prior to a pupil's enrolment at school. If this is the case then school will seek appropriate advice and support from the relevant school and external agencies. However, whilst we will do our best to assist, we may have to refer your child onto a school or agency more suited to their needs.
- When a concern is evident the class teacher will liaise with the SENCO and parents/carers to ensure all are aware and can plan the best ways forward together. Should standard provision not suffice to overcome the concern and a significant and/or persistent difficulty remains apparent, the pupil will be deemed as having Special Education Needs. As an independent school we are not obliged to provide support, however, we would make any transitions to another establishment as smooth as possible. Our concern is always the welfare of the child.

### **4. Before making a referral**

- Before making a referral to a specialised service the school consults with parents or carers. An exception to this practice occurs when the school has information which indicates that a pupil may be at risk of harm. In such circumstance we undertake our statutory duty by making a referral to the Children and Young People's Services.
- The school then takes instruction from that team on how to proceed – whether to make a Child Protection referral and whether to inform parents/carers of that referral.

#### **5. English as an Additional Language - Definition and Rationale.**

- The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English.
- EAL pupils, from complete beginners to those with considerable fluency, may have varying degrees of difficulty in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils may need language support if they are to reach their full potential, this is to be arranged by the parent and done outside school hours
- Therefore our main aim is for all EAL pupils to become confident in speaking, listening, reading and writing to enable them to communicate effectively with their peers and other adults.
- The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

### **Children with disabilities**

Some children in the Brighton Waldorf School have disabilities. We are committed to meeting the needs of these children as we are to meeting the needs of all groups of children within our school.

Brighton Waldorf School fully meets the requirements of the Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

The school is committed to providing an environment, within its resources and Health and Safety consideration, which allows disabled children full access to all areas of learning. All classroom entrances are wide enough for wheelchair access and the designated points of entry for the school also allow wheelchair access.

Teachers modify their learning and teaching expectations as appropriate for children with disabilities. For example, they may be given additional time to complete certain activities or modify teaching materials. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers and support staff ensure that the work undertaken by disabled children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work or when, for example, using vision aids;

- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allows hearing-impaired children to learn about sound in science and music, and visually impaired children both to learn about light in science and also to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities;
- takes account of pupils whose disabilities impact upon their behaviour and make reasonable adjustments to accommodation.

### **Related policies:**

- Able. Gifted and Talented
- English as an Additional Language
- Pupil Equality
- School Trips
- SEND
- Equalities
- Disability