

Inclusion Policy

The Named Persons for Inclusion

Janet Brackenbury (Safeguarding Officer) and Tom Blackwell (SENCO),
Governance Team Debbie Thompson

Date: December 2017

Review Date: November 2018

Statement of Equal Opportunities

At Nant-y-Cwm School and Kindergarten we are committed to creating an environment that is inclusive by recognising, valuing and celebrating the diversity of individuals, and our common humanity. This enables both children and adults to achieve their full potential, for the benefit of the individual, the school and the wider community. We actively seek to promote equal opportunities to achieve inclusivity and diversity. We see each child as a spiritual being and as such treat each according to his/her need.

Aim

The aim of this policy is to set out the School's vision for inclusion of, ensuring that the provisions of the SEN and Disability Act 2001, Disability Act 1995 and the SEN Code of Practice 2004 are noted and put into place when necessary. Allowing equal access to our school, for all children and their families/carers regardless of race, religious or political belief, culture, ethnic origin, nationality, marital status, colour, gender, physical or mental disabilities, language, sexual orientation, social or economical circumstance/background, or physical or sensory impairments etc. This includes advertising, admissions, the curriculum, equipment, environment, facilities, activities, language, treatment, expectations, policies, everyday running of the school, etc.

Background

In Steiner Waldorf education we constantly seek, within a school /early childhood setting, to nourish the emerging individuality of each child. This is done in many ways but one principle through which we work is that of protection: protecting children from premature exposure to the harsh realities of life, and maintaining and developing their faith in common humanity.

Nevertheless, for some young people this will be challenged early in life. Whatever position we hold in the school, it is our responsibility to be awake to this possibility and to acknowledge and alleviate, where possible, any suffering that a child experiences, by giving support. This we may do through working with the insights into human nature and child development given by Rudolf Steiner; by working with

Anthroposophical doctors and curative teams; and working in co-operation with outside agencies.

The basis of the Steiner curriculum is inclusive. From the earliest years of childhood, in Parent and Child Group and the Kindergarten, parents and children are supported and guided to love and care for one another and their environment.



Examples of Inclusion in the Kindergarten

We promote the rich diversity of the children in the Kindergarten and Wales. Through our work on seasons and festivals we celebrate this diversity. Much of the children's play equipment is from nature e.g. pinecones, stones and wood, alongside boxes and cotton, wool and silk fabrics. However, where formed equipment is used, e.g. dolls, books, etc we aim to provide a range of equipment that includes a mixture from different cultures in the Kindergarten, and around the world and support children with English as a foreign language. We promote the Welsh language through songs and verses. As a Steiner Kindergarten we are thoughtful with our use of language and status as role models and promote positive images for the children to imitate. All children are encouraged to take part in all areas of the curriculum, e.g. imaginative play with dolls and large apparatus, craft and art work, preparing snack, walks, gardening, washing and puddle splashing. Stories from different cultures will be chosen and told with regard to positive images of all members of society. Where possible, the activities of the Kindergarten will be adapted to include a child who has specific needs. Our aim is not to treat each child the same but as an individual with his/her own needs.

Examples of Inclusion in Main School

Nant-y-Cwm school uses the Steiner Waldorf Curriculum framework and the teachers endeavour to make the lessons as inclusive and differentiated as possible. It is fundamental to Steiner Waldorf education that each child is valued equally and accepted as a unique being with her or his distinctive qualities and aptitudes.

We endeavour to apply the curriculum creatively in order to meet the needs of all the pupils, including those with disabilities and those with special educational needs, wherever possible, as well as those from all cultural backgrounds and pupils with English as an additional language. If, after exploring all avenues of support within the school, we are unable to responsibly meet the needs of a pupil we will do all we can to recommend a school that can.

- We plan lessons with differentiated approaches and outcomes in order to meet the varied needs of the children.
- Pupils with identified additional needs will have a plan in place that is communicated to all the subject teachers.
- We have weekly Pupil Support Team meeting that are facilitated by a teacher.
- We maintain a regular dialogue with parents regarding the changing needs of the children in our school.
- We have child study sessions within the teaching team and through consultation with parents in order to deepen our understanding of a particular child who may need extra attention.
- We use resources and materials that are engaging and develop a multi sensory approach to learning.
- We work creatively to plan lessons that engage, stimulate and nourish the children both intellectually and emotionally.

- We have a school wide approach to assessment in order to monitor any concerns that may arise in the children's learning.

Procedure

Admissions

All children are entitled to a place in our School under the terms of our Inclusion statement. Where possible, every step will be taken to make reasonable adjustments to include children who have a disability.

Parent/Carer Involvement

As part of our admissions process we meet with the parent/carer(s) and find out about the child's history, needs, home life, religion and culture. In this way and through continued communication with parents and carer in both formal and informal meetings, we hope to provide for the individual needs of each child. We invite parents to help and take part in festivals throughout the year. We take these opportunities to share our ethos, ideals and values.

Employment

We will appoint the using our Recruitment Policy and Procedure in line with Equal Opportunities and Inclusion Legislation.

Training

Induction of all staff will be given upon employment including a Staff Handbook.

Publicity

The School strives to communicate fully with all community members. All published materials including advertising, letters, handbooks etc. will be non-discriminatory and available to all.

Practice

All staff and members of the School community will follow the Code of Conduct and Dignity at work policy.

Monitoring and Review

The Equal Opportunities Policy and Procedure will be regularly reviewed, at least once a year, and monitored so as to remain effective.

A named person within the teaching staff and the named person from the School Governance Team have overall responsibility for Equal Opportunities and for monitoring and review. The Equal Opportunities Policy and Procedure are available in the School Policies File, the Parents' Handbook, the Teachers' Handbook and the Parents' Room. Please see the front of the Policy or Parents' Handbook with regard to current named persons.

Other Related Policies

Please also see the policy file for related policies including:

Admissions
Anti-Bullying Policy
Positive Behaviour Policy
Concerns / Complaints Policy
Recruitment Policy
SEN Policy