

RAMSEY MANOR LOWER SCHOOL **INCLUSION POLICY**

Ramsey Manor Lower School is a Values Education School where our Values underpin everything we do.

We are committed to safeguarding children and providing a safe and healthy environment for all to learn and grow.

STATUS: STATUTORY

DATE ADOPTED: 14.3.11

Policy agreed by staff: date: January 2019

Policy agreed by Governors: date: January 2019

Date of next review: January 2023

LEGAL REQUIREMENTS

Ramsey Manor Lower School will ensure that the legal requirements of the Equality Act 2010 and accessibility planning that arises from the Special Educational Needs & Disability Act (2014) will be met.

RATIONALE

- Ramsey Manor Lower School is committed to safeguarding children and providing a safe, secure and healthy environment for them
- this document is a statement of the aims, principles and strategies for promoting inclusion at Ramsey Manor Lower School

AIMS

Ramsey Manor Lower School aims to be a fully inclusive school by:

- ensuring that all children have every opportunity to achieve their potential, regardless, of age, gender, ethnicity, socio-economic group, attainment, ability or disability,
- valuing the individuality of all children and setting suitable learning challenges,
- minimising all barriers and maximising all opportunities for learning and participation.

OBJECTIVES

- to ensure that the school environment is accessible to all children and adults irrespective of disability,
- to ensure that all resources are appropriate and accessible to all children,
- to promote positive non-discriminatory behaviour,
- to foster respect for all groups and individuals, within the context of Human Rights.

IMPLEMENTATION

- ensure there is equal access to the whole curriculum, including after school activities and educational trips,
- ensure resources and displays reflect needs and interests of all pupils irrespective of age, gender, ethnicity, socio-economic group, attainment, ability or disability,
- take steps to take account of disabled persons impairments, even where that involves treating the disabled person more favourably than other persons.

(Refer to Equality Act 2010)

REVIEW

At Ramsey Manor Lower School we recognise that it is the responsibility of every member of our school community to ensure that an inclusive ethos is actively and consistently reflected in our practice. We will systematically assess, evaluate and constantly review the impact of our school policies and practices on the lives, attitudes and achievements of all individuals amongst our pupils and staff.

The effectiveness of this policy will be reviewed every four years and any amendments will be made and presented to the Governors for approval.

LINKS TO OTHER POLICIES AND DOCUMENTS

This policy also needs be read in conjunction with other school policies, particularly including:

Teaching and Learning Policy
Special Needs Policy
Equal Opportunities Policy
Race Equality Policy

Appendices to Inclusion Policy

Appendix 1

Disability under the Equality Act 2010

'You're disabled under the [Equality Act 2010](#) if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Appendix 2

Definitions:

Impairment

An impairment has a long term effect if it has lasted or is expected to last for at least 12 months or for the rest of the life of the person concerned.

Physical Impairment

Includes sensory impairment.

Mental Impairment

Includes learning difficulties and mental illness.

(NB Not all people with disabilities have special educational needs eg those with severe asthma, arthritis or diabetes.)

Normal daily activities

If it affects one or more of the following:

- mobility,
- manual dexterity,
- physical co-ordination,
- continence,
- ability to lift, carry or move everyday objects,
- speech, hearing or eyesight,
- memory or ability to concentrate, learn or understand,
- perception of risk or danger.

Discrimination against

- treating a disabled pupil/person or prospective pupil/person less favourably,
- failing to make reasonable adjustments.

Substantial disadvantage

- the time and effort a disabled pupil might need to expend,
- inconvenience, indignity or discomfort a disabled child might suffer,
- loss of opportunity or lack of progress that a disabled child might make in comparison to others.