



YSGOL RHOSNESNI

INCLUSION POLICY

V2

“Ysgol Rhosnesni is a school built upon the values of respect, honesty and success. We are passionate about inclusivity and high expectations. We are proud of our reputation for high standards, discipline and teamwork. This is the Rhosnesni way.

We see the huge potential in every child and we know that education can increase opportunities and transform lives.” (Headteacher)

Date Reviewed	FGB March 2021
Review Schedule	Annual

Overview:

In partnership with Wrexham LEA and our feeder primary schools we are focused on:-

- Raising the aspirations of children and young people and are committed to improving the life chances of all learners by removing barriers to educational attainment.
- Creating a truly inclusive ethos and a learning environment where each child can actively participate and where positive behaviour can flourish.
- Adopting a person-centered approach with children and young people viewed as active participants in the process. In addition, the views of parents/carers should be listened to and they should be involved from an early stage.
- Equality of opportunity must be a reality for all our students and staff, including those who may be disabled.

The purpose of this policy is to ensure all students, regardless of disability or impairment, gender, ethnicity, religion, attainment, age or background can fully participate, where practicable, in the school's academic and social programmes in compliance with the legal requirements under the Equalities act 2010. The aims of this policy are:-

- To actively seek to remove barriers to learning and participation
- No make equality of opportunity a reality for all our students and staff, including those who may be disabled
- No ensure that disabled and non-disabled students alike benefit from the education our school provides
- Not to treat a disabled student or staff member less favourably than a non-disabled student or member of staff simply because of their disability.
- To treat disabled students and staff more favourably in order to achieve equal access for all.
- To make reasonable adjustments to ensure that a disabled student or member of staff is not placed at a disadvantage.
- To ensure we meet the needs of a disabled student or member of staff before they join the school.

The Equality Act 2010 sets out to consolidate and replace previous legislation with respect to the nine protected characteristics, one of which is disability. Within the context of disability, the act addresses the types of direct and indirect discrimination that may occur within an institution, including harassment, victimisation and failing to put in place reasonable adjustments.

A disability is defined as a physical or mental impairment that is likely to have a substantial and long term effect on an individual's ability to carry out day to day activities. Long term means it has lasted for at least 12 months, it is likely to last at least 12 months, or it is likely to last for the rest of the life of the person. Also covered by the definition are people with a severe disfigurement, HIV infection, cancer or multiple sclerosis. Additionally, people who have had a disability in the past are covered, which may be particularly relevant for people with fluctuating and/or recurring impairments.

Reasonable adjustment is defined as a decision taken by the school to allow students nonstandard arrangements in relation to their experience at Rhosnesni High School. Adjustments will be made within the parameters of the following factors:

- The nature of student circumstances and needs following consultation with the student and the student's parents and examination of available evidence and relevant assessments;
- The nature of the academic programme of study including the existence of competence or fitness to train/practice standards set by the institution or applied

Teaching and Learning:

- We offer a broad and balanced curriculum that is accessible to all students. We aim to develop positive attitudes in all students, and to ensure their wellbeing by taking account of their varied needs. Disabilities and impairments can limit student access to the building, the curriculum and to information. Therefore every teacher will address the individual needs of each student.
- The School has an extensive curriculum that provides entitlement for all through its commitment to equality of opportunity. The components of the National Curriculum are designed to be accessible by all students.
- Through our Equal Opportunities Policy the curriculum is designed to be relevant, appropriate and accessible to all irrespective of gender, race or disability. Our teaching strategies enhance learning and participation in a broad and balanced curriculum. All lessons and out-of-school activities and school trips are fully inclusive. We use language that does not offend and we make staff and students aware of the importance of language.
- Reasonable adjustments to improve access to the curriculum will also include classroom organisation, the deployment of support staff, timetabling and staff training. Individual Education Plans (IEP's) are formulated with the agreement of the student and parental consent and circulated to relevant staff, advising on appropriate adjustments.

N.B. With the introduction of the proposed ALN Code to be in operation from September 2021 IEP's will be phased out and under the new code a student's adjustments will be documented under the title of 'small steps' in relation to targeted universal provision as stated in the draft ALN Code.

Rhosnesni's Inclusion Policy will be reviewed in alignment with the ALN Policy next year to ensure both policies adhere to the proposed ALN Code which is scheduled to go live in September 2021.