



SUTTON COLDFIELD GRAMMAR SCHOOL FOR GIRLS

Inclusion Policy incorporating Disability Discrimination Policy

Date: March 2021
Revision Date: March 2024

The aims of our inclusion policy

The aims and objectives of this policy derive from our overall vision at Sutton Coldfield Grammar School for Girls:

- Adoption of a continuous drive to improve and develop the skills and talents of all;
- To be a school in which everyone is an achiever and everyone is made to feel valued;
- Everyone is cared for equally by providing a secure, happy and yet demanding and stimulating environment, both inside and outside the classroom;
- To work together, in a spirit of mutual respect and co-operation, serving the local community and utilising it to enrich our learning;
- To prepare students to become responsible citizens, able to take advantage of the opportunities of adult life, and be respectful of the fundamental British values and the values and cultures of others.

Summary statement

- All students have an equal opportunity and right to be included as respected and equal members of the school community with the greatest possible access to a broad and balanced education alongside their peers;
- At Sutton Coldfield Grammar School for Girls, we will all work together to provide support so that each student can achieve their potential and that all young people are safe and feel safe.

In order to promote inclusivity we will:

- Do our best to include all students in mainstream curriculum and classes;
- Follow the guidelines laid down in the SEND Code of Practice 0-25 years, in accordance with, but not limited to, the Department for Education/Department of Health statutory guidance regarding special educational needs and disability, issued January 2015
- Liaise closely with partner primary schools so that we are aware of student needs at entry and can plan appropriate support;
- Maintain an up-to-date register of Special Educational Needs and Disabilities which contains information on student needs and appropriate support and strategies;
- Work closely with parents/carers;
- Seek advice and support from outside agencies when necessary;
- When appropriate, request that the Local Authority carries out a statutory assessment of a student's Special Educational Needs, which may lead to an Education and Health Care Plan (EHCP);
- Monitor and review the progress made by students at all stages;
- Ensure that all teaching staff are aware of the needs of students on the SEND Register and will make appropriate provision;
- Continue to review improvements to allow accessibility of all aspects of school life to all students;
- Promote an inclusive ethos which ensures that all students feel valued and that the needs of all students are met.

DISABILITY DISCRIMINATION POLICY

Background

The Disability Discrimination Act (DDA) 2005, and the Equality Act 2010, impose the following duties towards people with disabilities, on the Governing Board:

- To promote equality of opportunity between people with disabilities and other people;
- To eliminate discrimination that is unlawful under DDA 1995 and Equalities legislation 2010;
- To eliminate harassment of people with disabilities that is related to their disability;
- To promote positive attitudes towards people with disabilities;
- To encourage participation by people with disabilities in public life;
- To take steps to meet the needs of people with disabilities, even if this requires more favourable treatment

The DDA defines a person with a disability as “someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”

Impairments can include conditions such as autism, diabetes, epilepsy, speech and language defects, depression or emotional difficulties and severe skin disorder as well as long term conditions such as cancer or HIV. From 1 September 2012, the reasonable adjustments duty for schools and education authorities includes a duty to provide auxiliary aids and services for students with disabilities to avoid disadvantaging them.

As employers, schools are prevented from asking job applicants questions about disability, or health, before making a job offer, except in specified circumstances

Rationale

The purpose of this policy is to set out our vision and action plan to increase the accessibility by making reasonable adjustments for those with disabilities in three main areas:

- Increase access to the curriculum;
- Make improvements to the physical environment of the school to increase access;
- Make information available to students, parents and visitors in a range of different ways.

The action plan is informed by consultation with a range of stakeholders and by an assessment of the needs of current students, staff and parents.

Equal Opportunities

- This policy is in line with the school’s Equal Opportunities policy. There are also links to SEND, Health and Safety, Equalities policies and the Supporting Students with Medical Conditions policy.

Liaison with parents

- This policy will be available to parents who are always welcome to discuss issues linked to inclusion at any mutually convenient time.

Links with other agencies

- We will work closely with the appropriate Local Authority personnel, Special Needs agencies and with other statutory and voluntary agencies.

Admissions

- Students are admitted to Sutton Coldfield Grammar School for Girls in accordance with the published admissions policy. Where a pupil with a known disability seeks admission, the governors will seek advice and support from the designated LA officer if there are unresolved issues regarding full access to all areas of school life.
- Sutton Coldfield Girls Grammar School for Girls is an equal opportunities employer. The Health and Safety policy makes clear that all members of the school are provided with ‘a safe and healthy environment’. The CPD and Appraisal policies reinforce the opportunities available for support, mentoring, professional development and encouragement for all staff. Expectations of staff with disabilities or medical conditions will be reasonably adjusted to allow them to work safely and productively.
- Reasonable adjustments are made where possible to allow full access for students with disabilities to all aspects of the curriculum and to take account of the views and concerns of the student and parents. Every effort is made, in addition, to enable all students to access the extended services offered by the school.
- Staff receive ongoing disability awareness training in order to support the students with whom they work. Pastoral staff maintain very good links with specialist agencies that support families of children with disabilities. Training is regularly provided for all staff in the use of Epipens and in asthma and allergy training. Students who may need emergency treatment like this in school have an Individual Health Care Plan (IHCP) drawn up with the parents, the student and the school nurse team.

- The school nurse, the Educational Psychologist, Child and Adolescent Mental Health Services (CAMHS), Careers services, Occupational Therapy team, the Pupil and School Support Service, external mentors and other relevant support agencies as appropriate all offer one-to-one guidance and specialist support in school.
- School monitoring identifies students whose illness/condition has contributed to poor attendance. Individual data is analysed, students and parents consulted and intervention provided as appropriate.
- Multiagency teams meet for action planning as required.
- Specific barriers to progress are identified and strategies are put in place to overcome these as far as possible.
- A full and mixed programme of PSHE lessons, support for a range of charities and assemblies develop awareness of disability, both on a personal level and within the community and promote positive models and images of people with disabilities.

Management

- The Special Educational Needs and Disability Co-ordinator (SENDCO) will lead on promoting co-operation and co-ordination, especially of learner support. The SENDCO liaises directly with the Deputy Headteacher responsible for student and staff development.
- There is a Link Governor in place for Inclusion.

Dissemination of the policy

- This policy is available to all Governors, all staff and parents.

Procedure for policy monitoring and evaluation

- It is the intention of the Governors to review this policy every three years.

INITIAL EQUALITY IMPACT ASSESSMENT FORM

Name of policy/activity/project:

Inclusion Policy incorporating Disability Discrimination Policy

Is this a new or an existing policy/activity/project?

Existing policy updated

Scope/timescales for project or activity (including review date):

Approved in March 2021. To be reviewed in March 2024.

Policy/project lead and Author of Equality Impact Assessment:

Miss C Flannery, Deputy Headteacher

Outline of main aims of this activity/policy/project:

To provide guidelines for all members of the school community about the school's expectations with regard to inclusion and to work to improve accessibility for all

Who will benefit/be affected by this policy/activity?

Students and Staff of Sutton Coldfield Grammar School for Girls

If an existing policy/activity, do you have any data of use by or impact on different groups which may raise concerns over an equality impact?

No concerns

Does the activity have the potential to impact differently on groups due to a protected characteristic (e.g. race/ethnicity, gender, transgender, disability, religion & belief, age, sexual orientation, maternity/paternity) for:

(a) Students and members of the community? (E.g. The Governing Board, students, contractors, visitors, hirers of the premises, agency staff, suppliers etc.). Which groups are likely to be affected?

The provisions of the policy are equally applicable to all.

(b) Employees?

No

Does this activity make a positive contribution to the School's general or specific duties under the Equality Act 2010? If yes, please detail.

Yes – the Policy applies equally to all members of the school community

Having reviewed the potential impact of the policy/activity listed above, **I believe a full impact assessment is required / NOT required** (delete as applicable with justification below)

Full impact assessment is not required

Justification: The policy is under review and applies equally to all

Name : Claire Flannery.....

Date :February 2021