

## **INCLUSION POLICY**

### Related Documents

- Admission Policy and Procedure
- Equal Opportunities Policy
- Special Educational Needs Policy

### Principles of the Inclusion Policy

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. This view is promoted in all Steiner Waldorf schools and training courses.

As an inclusive school, the School's aim is for all pupils to have the opportunity to access the teaching and learning which takes place in the school, according to their capacity.

It is the intention of the School that all pupils be valued and respected, irrespective of academic ability or any particular physical or emotional attributes, gender or cultural, religious, ethnic or socio-economic background.

The School has reference to the terms of the Equality Act 2010 in all its policies.

### Practice

1. The School does not discriminate against applicants for admission on grounds of race, religion, gender, socio-economic or cultural background, disability or known academic ability (See Admissions Policy)
2. There are specific references to the importance of maintaining this ethos in the Anti-Bullying, Discipline and Behaviour Policies and in the staff Discipline Procedure.
3. The Steiner Waldorf curriculum incorporates substantial elements which bring an awareness and appreciation of different cultures, eg in world religion, mythology, history, music, geography etc.
4. Close contact between teacher and child, especially in Main Lesson, allows the teacher to differentiate on a daily basis between pupils with different capacities.
5. Lessons are multi-faceted in their presentation, allowing a wide range of responses or routes to learning.
6. Pupils with special educational needs or behavioural difficulties which may impede their learning are brought to the attention of the wider teaching group in weekly Kindergarten, Lower School and Upper School meetings. In this way wider support and understanding is gained and situations can be monitored. The Learning Support Group and School Doctor can offer additional help.

7. Pupils causing concern may be the subject of a child study at the meeting of the College of Teachers, to gain a deeper perception of the child and how to support him / her.
8. Assessment in the Lower School is supportive, positive and individualised, avoiding ranking by ability and discouraging competition. *All subjects are taught in mixed ability classes below Class 7.*
9. In Upper School, Main Lesson work is assessed on a regular basis: this helps to indicate areas of concern in the case of individuals and may indicate a need for support.
10. Regular assessment using norm-referenced tests also takes place at certain points in the Lower School. This identifies needs and measures progress in basic skills.
11. Learning Support Group will, within their resources, give support to individual pupils or to smaller groups.
12. The School Doctor, who is trained in both anthroposophical and conventional medicine visits weekly, bringing an extended perspective and prescribing therapies, and giving feedback to learning support teachers or to the class teachers or guardians as appropriate.
13. The School has a strong ethos of close and co-operative relationships with parents, which maximises the potential of individual support strategies
14. The School has a Disability Plan and a disabled toilet. Portable ramps are available.
15. Our discipline procedures aim to retain pupils, bringing them back into the sphere of the acceptable, rather than to contemplate exclusion immediately. (See also Drugs Policy, Exclusion Policy)
16. The School has no alternative than to depend upon fees from parents for its funding. Nevertheless the School seeks to charge the lowest fees possible consistent with the financial stability of the School and the need to employ good teachers. Discounts are offered for siblings where more than one child in a family attends, and Deferred Fees Agreements may be arranged where families face financial circumstances which make payment of fees difficult. The School also has a modest Bursary scheme, and provides up to ten assisted places.