

INCLUSION POLICY

Opening Statement

Forest Prep School is dedicated to safeguarding and promoting the welfare of its pupils; our policies and practices encompass the needs of all our children from Early Years to Year 6 across all aspects of school life including out of school provision. It is the duty of all members of staff, both teaching and non-teaching, to play an active role in ensuring that each child's needs are met. Effective induction practices for all ITT, college and school students, volunteers and visitors aims to promote a consistent approach in meeting the needs of the whole school community.

Introduction

Admission to Forest Prep School for Pre-Prep and Reception is on a first come, first served basis. From Year 1 onwards, entry is dependent on the school feeling confident that it can develop the prospective pupil to the best of his or her potential. It is expected that the school will maintain, and if possible improve, the education and general standards for all its pupils commensurate with the ethos to which the Headmaster aspires. The school's policy is to apply these criteria to all pupils and potential pupils regardless of any disability of which it is aware. Once accepted, the school would ensure that there was close liaison with outside agencies supporting the child, e.g. physiotherapists.

Admissions

The school application form requests, in confidence, details of any disability and the effect this might have on the child's education. The Headmaster will interview any parents highlighting a disability to see what adjustments the school would need to make in order for the child to attend. The parents and Headmaster would then decide as to whether or not it would be in the best interests of the child for him/her to attend the school.

Physical lay-out of School

The Headmaster has looked at the layout of the school with consideration to access for pupils with physical disabilities. The Junior Department has ground and first floor accommodation. The provision of lifts would not be viable due to cost. This should not exclude application from the parents of a child needing wheelchair access as it would be possible, by changing rooms, to ensure the child only needed to use downstairs rooms or classes. There may though, be certain restrictions, e.g. access to the ICT Suite and Library. Wheelchair access could be made possible to the ground floor by the use of ramps.

Classroom Practice

Forest Prep School accepts that changes in teaching methodology would be required to enable children with disabilities to participate fully in lessons. This has been discussed at staff meetings and the school is aware that accepting

pupils with specific disabilities would have training implications. Classroom teachers already make adjustments for children with dyslexia, realising the need for a multi-sensory approach to teaching and the giving of instructions. Special programmes are created for a child with special needs by the school SENCO should there be a demand. Help for children with visual impairment would be possible by positioning them close to the front of class and providing written materials with larger font size. Staff would be prepared to use radio-microphones for use with any child having a significant hearing loss. Reluctant readers are catered for with a series of high interest fiction books (from the Oxford Reading Tree and various reading schemes). Pupils with disabilities may need alternative provision during P.E. and games, although wherever possible they would be encouraged to participate with their peers.

All children at Forest Prep School are given the opportunity to display their skills and talents in all areas of the school curriculum, including early and after school activities, in a way that suits their learning style.

Welfare

Forest Prep School takes the welfare of each individual child very seriously and one of our paramount aims is to create an environment in which all pupils can flourish and develop their potential to the full. All Forest Prep pupils are taught to appreciate the diversity of people within our society. The use of child mentors and awareness created by the School Council would also be considered if there was concern about the isolation of an individual.