

## **SOCIAL INCLUSION EDUCATION POLICY**

**Report By: MANAGER OF PUPIL, SCHOOL AND PARENT SUPPORT**

### **Wards Affected**

Countywide.

### **Purpose**

1. To consider the document, '*Inclusive Education in Herefordshire*'.

### **Financial Implications**

2. None

### **Report**

3. In line with recent DfES thinking regarding working with minority groups in a cohesive way, the Education Directorate have been in the process of preparing a document, *Inclusive Education in Herefordshire*, that outlines both the policy and the practice within the county. This consultative document (attached at Appendix 1), which is in an advanced draft form, sets out the general approach to minority groups and sets the tone for work in and out of schools. In addition, it pulls together the various strands of practice, some of it individual to particular schools within the County.
4. The draft document puts forward an overall philosophy of intent designed to benefit all children and young people of Herefordshire, including the following –
  - Ethnic minority people (including Gypsies and Travellers)
  - Children and young people with Special Educational Needs
  - Disaffected young people and others at risk of exclusion from school
  - Children and young people from all social classes, and religious groups
5. The document specifically focuses on –
  - Race Equality work
  - Healthy Schools Standard
  - Drugs education
  - Pupil participation
  - The SEN Inclusion Project which integrates students from the county's special schools into mainstream schools
  - Looked After Children (still in preliminary draft and not included in here)
  - Human Rights

6. The draft document has now been widely considered within the Education Directorate and is now ready to go out to a sample of schools for their comments. It has already been sent out to the special schools for their consideration.

### **Social Inclusion Policy Document in its wider context**

7. The document '*Inclusive Education in Herefordshire*' is one of a range of elements in the Council's strategy for dealing effectively with inclusion issues. Other key elements include -

- **"How to deal with Racist Harassment"** – this is a guidance document circulated to school in March 2003. It outlines the steps to be taken when problems occur, including the requirement to record and report racist incidents
- **SACRE Agreed Syllabus for RE** – this document has been circulated to schools and has two central themes: learning about world religions and learning from world religions. There is a significant emphasis on tolerance and understanding, and of cultural settings.
- Anne Frank Exhibition – a range of activities and documents including a comprehensive resource pack for each school. The pack includes curriculum suggestions about religious and cultural intolerance. A whole section is dedicated to travellers and related issues.
- Monitoring of attainment of minority ethnic pupils – this is now possible through a central electronic database. This will allow future trends and patterns to be monitored and addressed
- West Midlands Consortium Education Service for Travelling Children (WMCESTC) – the Education Directorate commission specialist support for travellers in schools from this long established and highly regarded consortium which covers 14 LEAs.
- School-level work – direct and specific advice, guidance and support regarding all aspects of race equality work in school.
- Heritage Service – collaborative work with the Council's Heritage Service especially Hereford Museum, to develop, publish and circulate multi-cultural curriculum resources for schools.
- Anti-racist resources for school – presently consultations are taking place with schools prior to purchasing a resource pack specifically aimed to address, within the classroom, of racist attitudes and behaviour.
- Accessibility Strategy and Action Plan – this document outlines the present position and action required to allow access to schools and other buildings for all people including students and adults with disabilities.
- Council Policies – representatives from the Education Directorate are members of all the relevant groups involving in developing documents regarding diversity and race, including monitoring of progress.
- Liaison with Race Equality Officer – close, joint working between Education Directorate and Race Equality Officer.

## **RECOMMENDATION**

**The Committee are asked to consider the draft policy statement and identify areas in which the draft needs to be further developed.**

## **BACKGROUND PAPERS**

**Inclusive Education in Herefordshire (attached)**