

DRAFT – October 2003

Inclusive Education in Herefordshire

Policy Statement

CONTENTS

	Page
VISION	2
AIMS	2
DEFINITIONS	2
RATIONALE	3
IMPLICATIONS FOR THE COUNCIL'S ACTIVITIES	4
Attitudes	4
Access	4
Employment	5
Raising Awareness and Curriculum Support	5
Race Equality	5
Healthy Schools	6
Drugs	7
Training	7
Pupil Participation	8
The Role of Special Schools	8
Resourcing	8
Identifying, Disseminating and Extending Good Practice	8
Developing Whole School Policies	9
Admissions Year Groups	9
Assessment	9
Inter-agency Working	9
Partnership	9
Monitoring and Review	10
APPENDIXES	
1. Diagram of Medical/Social Model	11
2. The UNESCO Salamanca Statement (1994)	12
3. The UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities	14
4. The UN Convention on the Rights of the Child (1989)	15
LINKED POLICIES AND DOCUMENTS	16
CONTACT NAMES	16

DRAFT – October 2003
Inclusive Education in Herefordshire

Policy Statement

VISION

In Herefordshire, the Council aims to serve a County that is free from discrimination, prejudice and intolerance. The Council believes that it is a fundamental right for all its citizens to be treated equally, with respect and dignity; it will act directly and use its influence to ensure that this right is promoted and upheld. Schools are a major agent of change, and have an essential role to play in moving the county and its people towards this goal. Schools, through the curriculum, and by example, can educate, can challenge stereotyping, ignorance and intolerance, and offer new ways of perceiving people who may be different to the majority.

Differences should be celebrated, diversity applauded. As the future unfolds, Herefordshire will change as the population becomes increasingly diverse. It is essential that our children embrace an outward-looking, inclusive perspective, so that they can function effectively in the county and beyond.

AIMS

The aim of this document is to identify principles that set out the commitment of the Herefordshire Education Service to inclusive education.

In order to establish inclusive education in Herefordshire effectively, it is necessary to remove barriers, including negative personal and institutional attitudes, while welcoming, valuing and celebrating all learners.

There are some particular challenges for schools, which nationally tend to exclude disproportionate numbers of black children. Girls tend to do better in national examinations than boys. Issues such as bullying can blight individuals and schools alike. Some schools are better equipped and more willing to take on challenges such as those that pupils with disabilities or emotional and behavioural difficulties can present. The Council aims to assist schools to overcome these challenges

DEFINITIONS

'Inclusive education' means all children and young people - whatever their race, religion, class or gender or their being disabled, non-disabled and disaffected - being able to learn together in ordinary pre-school and schools, with appropriate networks of support.

The term **'disaffected'** describes children and young people who face difficulties in accessing mainstream education because of their behaviour or school attendance. Such pupils often feel under-valued and have little investment in the educational process.

The term **'ethnic minority'** refers to groups specified by the Commission for Racial Equality and the DfES.

The term **'racism'**, as accepted by the Stephen Lawrence Inquiry (Section 6.4), can be considered as, "...conduct or words or practices which disadvantage or advantage people

because of their colour, culture, or ethnic origin. In its more subtle form it is as damaging as in its overt form.”

The working definition of *'institutional racism'* applied by the Stephen Lawrence Inquiry 1999 (Section 6.34) is:

“The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.”

The term *'disabled people'* covers people with physical or sensory impairments, learning difficulties and emotional distress. The Disability Discrimination Act defined disability as “a physical or mental impairment, which has a substantial and long-term adverse effect on a person’s ability to perform normal day to day activities”.

The Herefordshire policy statement, set out in this document, also covers the 'social model' of disability, which recognises that for some people disability is caused not by a particular impairment, but by the physical, environmental and attitudinal barriers that exist in the education system and in the population as a whole.

RATIONALE

Inclusive education is a human right, makes good sense socially and can lead to real improvements in school achievement. There is clear evidence that children and young people that are healthy in mind and body are better placed and more likely to achieve higher levels of performance than would otherwise be the case. An increasing number of Ofsted reports support that conclusion (*DfES: How the National Healthy School Standard contributes to School Improvement 2003*).

The human rights issue - that disabled and disaffected children and adults have an equal right to membership of the same groups as all others - is recognised in international law. It is enshrined in the UN Convention on the rights of the child, the Human Rights Act 1998, and in the UNESCO Salamanca (UNESCO 1984) agreement calling on the international community to endorse the approach of inclusive schools by implementing practical and strategic changes.

The Special Educational Needs and Disability Act, 2001, removes the exemption of education from the Disability Discrimination Act (1995). The Act strengthens the rights of children and young people to be educated in primary and secondary schools where parents wish it and where the interests of other children can be protected.

The Race Relations (Amendment) Act 2000 places duties on Local Authorities and extends to schools in respect of pupils from ethnic minorities. In summary, for Local Authorities these duties are to:

- tackle racial discrimination;
- promote equality of opportunity; and
- promote good race relations.

Schools have the following specific duties:

- prepare a written policy for promoting race equality;

- assess the impact of whole-school policies on pupils, staff and parents of different racial groups including, in particular, the impact on the attainment levels of such pupils; and
- monitor the impact of policies on such pupils, staff and parents, in particular the impact on pupil attainment.

In Herefordshire, which has relatively small numbers of pupils from ethnic minorities, a significant proportion are Gypsies and Irish Travellers. Travellers have long been thought to be the most discriminated against group in England (Swann Report 1985) and, as such, require careful consideration. Ofsted have raised the attainment of Traveller pupils as an important issue.

Inclusive education is a characteristic of good education. Research has shown that it leads to improvements in social development and academic outcomes for children with disabilities and for children who are disaffected. In addition, the peer group adopt more positive attitudes and actions towards pupils with disabilities where they have been educated together.

Inclusive education also supports positive social outcomes because all children and young people will have a part to play in their community including in adult life. They can more easily play that part if they have been included in the wider community from early childhood. Educating children together from the start can break down the barriers of ignorance and prejudice. It is a human right for all children and young people to experience a real environment in which they can learn that there is a diversity of people and that all people should be welcomed, with the right to have their individual needs met appropriately.

Inclusive education seeks to adapt systems and structures to meet varying needs, and seeks to involve children and young people in the process. Adaptations to the school curriculum, to buildings, to attitudes and values, to language, images and role models are some of the changes required for Herefordshire to be able to establish full inclusion.

IMPLICATIONS FOR THE COUNCIL'S ACTIVITIES

Attitudes

The Herefordshire Council supports a range of activities to promote a wider understanding of inclusion, including issues of race and disability equality. It will promote definitions of achievement to which all learners can realistically aspire, and are relevant to them. It will take care that the language it uses to describe young people and the images in its own materials and those it may promote, provide positive models. It will promote the concept of differentiation, in the way schools teach, to meet the whole range of individual needs rather than separate arrangements for students with special educational needs.

Access

The Disability Discrimination Act 1995, as amended in 2001, places a duty on local education authorities to improve the accessibility of their schools for young people with disabilities. Herefordshire has carried out an audit of all schools and units to ascertain the position regarding curriculum access, physical environment and the provision of information to pupils and their families. From this an action plan (2003-2006) was developed. Details of the audit and the action plan are available in the 'Education Accessibility Strategy 2003/2006' which was published in 2003.

The Council's aspiration is to make all education buildings, activities and events fully accessible to children and adults. This will include access:

- to the full curriculum, appropriately differentiated:

- to and within buildings;
- to information, for example in Braille, on tape, signed or in straightforward language ;
- to appropriate support for vulnerable groups;
- where appropriate, to transport to and from school.

The National Curriculum sets out three principles that are essential to developing a more inclusive curriculum:

A: setting suitable learning challenges

B: responding to pupils' diverse learning needs

C: overcoming potential barriers to learning and assessment for individuals and groups of pupils

Applying these principles should keep to a minimum the need for aspects of the National Curriculum to be disapplied for particular pupils.

Employment

The Council has drawn up, and will keep under review, detailed procedures for recruitment and retention of staff from a range of ethnic backgrounds or with disabilities.

The Council recognises the importance of reinforcing positive images of people from vulnerable and minority groups, and of providing appropriate role models, and will take positive action to attract applicants to apply for posts from such groups. It will also take positive action to recruit and retain school governors from such groups.

The Council recognises the importance of retaining within the education service staff who become disabled whilst in post, by making appropriate arrangements to enable their continued employment.

Raising Awareness and Curriculum Support

The Council, through its education advisers, officers, educational psychologists and learning support services, will provide ongoing support for all schools and their governing bodies, within a process of two-way dialogue, in order to:

- raise awareness with regard to race and disability equality, disaffection and the school environment;
- work with schools to develop curriculum policies, so that they provide for appropriate work on race and disability equality within the National Curriculum framework, and take account of the need to differentiate learning experiences to match the needs of a wide range of learners;
- ultimately ensure that inclusive education can be offered to any child regardless of their background or circumstances within their family and local community.

Race Equality

The aim of the Herefordshire Council's Race Equality Scheme is to, "...*build an equal and inclusive society.*" Herefordshire Council recognizes that disadvantage, prejudice and discrimination exist within the County as it does nationally. In addition, it acknowledges that some people often face simultaneous oppression by, for example, racism, poverty, learning difficulties and so on. The Council and all its schools will address and work towards eliminating such inequalities. By working in partnership with local communities and other agencies, the Council will promote equality of opportunity and develop good relations with, and between, people from different racial groups.

By supporting and advising its schools, the Council will work with staff to develop understanding of prejudice and racism, and strategies to combat them. Training and resources will be offered to schools to enable them to carry out their duties in this area.

The Council accepts the definitions of racist incidents and institutional racism set out in the Stephen Lawrence Inquiry Report, and will seek to address institutional racism and all other forms of discrimination.

The Council has published guidance for recording and reporting racial harassment among the pupils in its schools and in the wider context of the community. The Race Equality Partnership maintains a central record of such incidents. The Council will review and refine its procedures for monitoring racist incidents, and racially motivated bullying and harassment, and will offer support, advice and guidance to schools, where appropriate.

In a county like Herefordshire, which has very low numbers of ethnic minority people - probably around one percent of the population - the issue of rural racism is seen as no less serious than that occurring in urban areas. Additional factors, including isolation, mono-cultural traditions and relatively sparse public transport service, tend to exacerbate any negative experiences ethnic minority families and individuals may encounter. With this in mind, it is particularly important for schools to offer a window on a diverse world and become agents of change.

The largest ethnic minority group in Herefordshire is that of Travellers. However, it is difficult to have an accurate number in the County and its schools because some Traveller families, especially people living in housing, do not always state their ethnic status, believing it to be a disadvantage to settling within a community.

The achievement of ethnic minority pupils will be monitored and steps taken to help schools develop strategies to deal with underachievement. In addition, the exclusion of ethnic minority pupils will be closely monitored and advice given, where appropriate.

Racial equality training for Education Service staff, including teaching and support staff in schools and school governors, will be offered.

Schools will be supported to develop, so that they reflect the pluralist society of which they are part. Partnership work, for example with the Heritage Service, will provide extra guidance with multi-cultural education, and schools will be supported in applying anti-racist strategies as part of the curriculum offered to Key Stages 3 and 4.

By continually monitoring and reviewing the race equality work carried out in schools, the Council is committed to eliminating racism and promoting good relations across all ethnic groups.

Healthy Schools

The White Paper on Excellence in Schools (1997) stressed the importance of a sound education in promoting better health and emotional well-being for all children and young people and, in particular, students who are socially and economically disadvantaged. An integral part of this strategy was the creation of the National Healthy Schools Standard (NHSS), which is jointly funded by the DfES and the DoH. The NHSS offers support for local programmes such as the Herefordshire Healthy Schools Partnership (HHSP), and provided national accreditation which the HHSP achieved in April 2002. The local partnership seeks to respond to school and local needs, as well as national priorities, in its attempts to support the creation of genuinely healthy schools. Such schools are committed to ongoing improvement and development. They promote physical and emotional health by providing accessible and relevant information, and equipping pupils with the skills and attitudes to make informed decisions about their health.

A healthy school understands the importance of investing in health to assist in the process of raising levels of pupil achievement and improving standards through a whole school approach.

The HHSP, therefore, has a key role to play in both school improvement and inclusion. It has actively supported a range of related activities including:

- Training staff and pupils in the setting up of effective school councils.
- Supporting and contributing to student conferences on sexual health, positive participation, peer listening and anti-bullying.
- Auditing, planning and implementing improved PSHE provision within both mainstream and special education settings.
- Working directly with key groups of at-risk young people.
- Developing new resources (for example 'Balance, including Rachel's Story: a Key Stage 4 Drug Education Resource').
- Training staff in the adoption of a whole school approach to drug, and sex and relationship, education in primary schools by using literacy-based materials such as 'Taking Drugs Literally' and 'Brand New Me'.
- Working with partners in establishing accredited courses for young people to become peer listeners in addressing the need for high schools to establish anti-bullying cultures.

The potential for the HHSP to offer further support in addressing issues around inclusion has been made greater with the requirement that it should forge particularly strong links with approximately twenty schools targeted in terms of deprivation as measured by two key criteria. As the HHSP gains further expertise, and its work is seen by others as raising achievement and promoting social inclusion, it is hoped that it will become a key part of the support that is offered to Herefordshire schools.

Drugs

It is now acknowledged that the use of illegal drugs, especially some of the class A drugs such as heroin and crack cocaine, can lead to isolation, crime and social exclusion. The destructive consequences of the misuse of alcohol can also have similar effects. The Council is committed to addressing and combating such drug use through its education programmes in schools and through its partnership work with other agencies, for example, Connexions, the Police and the Youth Offending Service.

The Education Directorate has a Drugs Education Development Officer and has published resources for use in Herefordshire schools as well as for the rest of the country. The Council is an active member and contributor to the Young Peoples Substance Misuse Plan and the Drugs Action Team.

Training

The Council will provide a programme of training on inclusive education policy. Such training will be part of both the induction programmes developed for new staff, and the ongoing staff development cycle. Although training will be offered to school-based staff, the programme will focus particularly on staff who are involved in advising and supporting schools.

Appropriate training will enable staff to support schools in identifying and meeting their own training needs. The aim is to ensure that all school staff can develop their existing skills and expertise so that they can take responsibility with confidence for a range of pupil needs.

Governor training programmes on inclusive education will be offered to all school governors.

Pupil Participation

All categories of children and young people, regardless of their background or circumstances, will where possible participate in all the decision-making processes that occur in their education. This will include setting learning and behavioural targets and contributing to IEPs, Pastoral Support Plans, discussions about choice of schools, contributing to assessment of their needs and to annual review and transition processes. The Council will provide training to schools and early education settings on supporting pupils to express their own views about their education.

The Role of Special Schools

The Council recognises the essential role played by its special schools and pupil referral units as centres of excellence and expertise in meeting the needs of children and young people with severe disabilities or disaffection. It places such schools and units at the heart of its inclusive education strategy, looking to them to take the lead in developing local partnerships with primary and secondary colleagues, and in exploring options for their pupils to have experience of being educated in or alongside other pupils in school and college settings.

The Council envisages a future where special school staff work both directly with children and also with teachers in primary and secondary schools in implementing more inclusive arrangements.

Resourcing

The Council will seek to resource educational settings so as to maximise their capacity to include all children. In cases of less complex need, additional resources will not necessarily be specifically targeted at individual students through the process of statutory assessment of special educational needs. Instead, resources will be provided through a banded system of funding currently being developed in the County.

Through the support of the Inclusion Project in the Education Directorate, the Council will seek to increase the numbers of children with severe special educational needs educated in primary and secondary schools.

When developing new provision for children with special educational needs, the Council will promote inclusive options rather than establishing new separate special provision. Wherever new provision in general is being developed, the opportunity will be taken to make that provision inclusive from the start.

The Council will seek over time, where appropriate, to share resources from separate special school sites into primary and secondary settings, not only through money and equipment, but also through staff expertise.

The Council recognises that adequate resourcing is the key to the confidence with which teachers feel able to approach inclusion of learners with disaffection or disability. It will invest resources in order to assist inclusion, as money becomes available and opportunities to bid for external resources present themselves.

To support the education of Traveller children in the County, the LEA commission the West Midlands Consortium Education Service for Travelling Children (WMCESTC). The Consortium covers most of the West Midlands region offering specialist advice and support to schools and Traveller families.

Identifying, Disseminating and Extending Good Practice

The Council will ensure that all progress towards inclusion in practice is identified and reported regularly to all education settings and staff working within them.

Data on best practice will also be disseminated to all LEA staff and schools, as a means of encouraging progression towards inclusive education across the county. Training will be provided to equip school staff better to deal with pupils presenting challenging behaviour.

Developing Whole School Policies

The Council will encourage and support all schools through the Inspection and Advisory Service and in-service training programmes in developing whole-school inclusive special educational needs policies. Such policies would set out how the school will work towards offering the same right of access to all pupils in its area and ensure that they fully belong to the school and all its varied activities, while being entitled to appropriate support to meet their specific educational needs.

Admissions Year Groups

The Council will maintain and publish an admissions policy that makes it clear that, given appropriate networks of support, an impairment experienced by a child or young person is not grounds for refusing admission to that pupil. In addition, the Council will design and maintain an equitable system for placing pupils in primary and secondary schools who have previously been permanently excluded.

Pupils will be taught in groups of the same school year group unless there are exceptional reasons for their being included in earlier or later year groups.

Assessment

The Council recognises the importance of early identification, assessment and support for all children who experience significant barriers to learning, rather than later assessment of pupils with more severe levels of 'special need'.

All such arrangements need to be flexible and prompt in identifying, reviewing and providing for all pupils' needs - be they temporary difficulties or setbacks, long term needs, or serious incidents of illness.

The Council will seek to ensure that the views of each child or young person is fundamental to any assessment made of his/her needs. It will seek to ensure that the assessment process is fully accessible in format and language to everyone involved in the assessment.

When considering provision, it will be assumed that children will be educated in primary and secondary settings other than in circumstances of severe needs where, after taking account of parental wishes, it is judged to be more appropriate for a specialist placement to be made.

Inter-agency Working

The Council places a high priority on interdepartmental work with colleagues in Social Care and Health Services in implementing its inclusive education policy.

The Council is committed to working co-operatively and flexibly with the Primary Care Trust and local health authority and with the voluntary sector to ensure that the inclusive principle is central to assessment and planning for all pupils.

It will work closely with partners in Social Services, Connexions services, Youth Offending Teams, adult education and training settings to ensure a smooth and positive transition for young people with a disability into further education or work.

Partnership

The Council recognises the need to work with key partners in implementing its policy on inclusion. These partners include the children and young people themselves, their parents,

organisations that represent minority groups, the voluntary sector and colleagues in Health and Social Services and other agencies, as well as well as school staff and governors.

Monitoring and Review

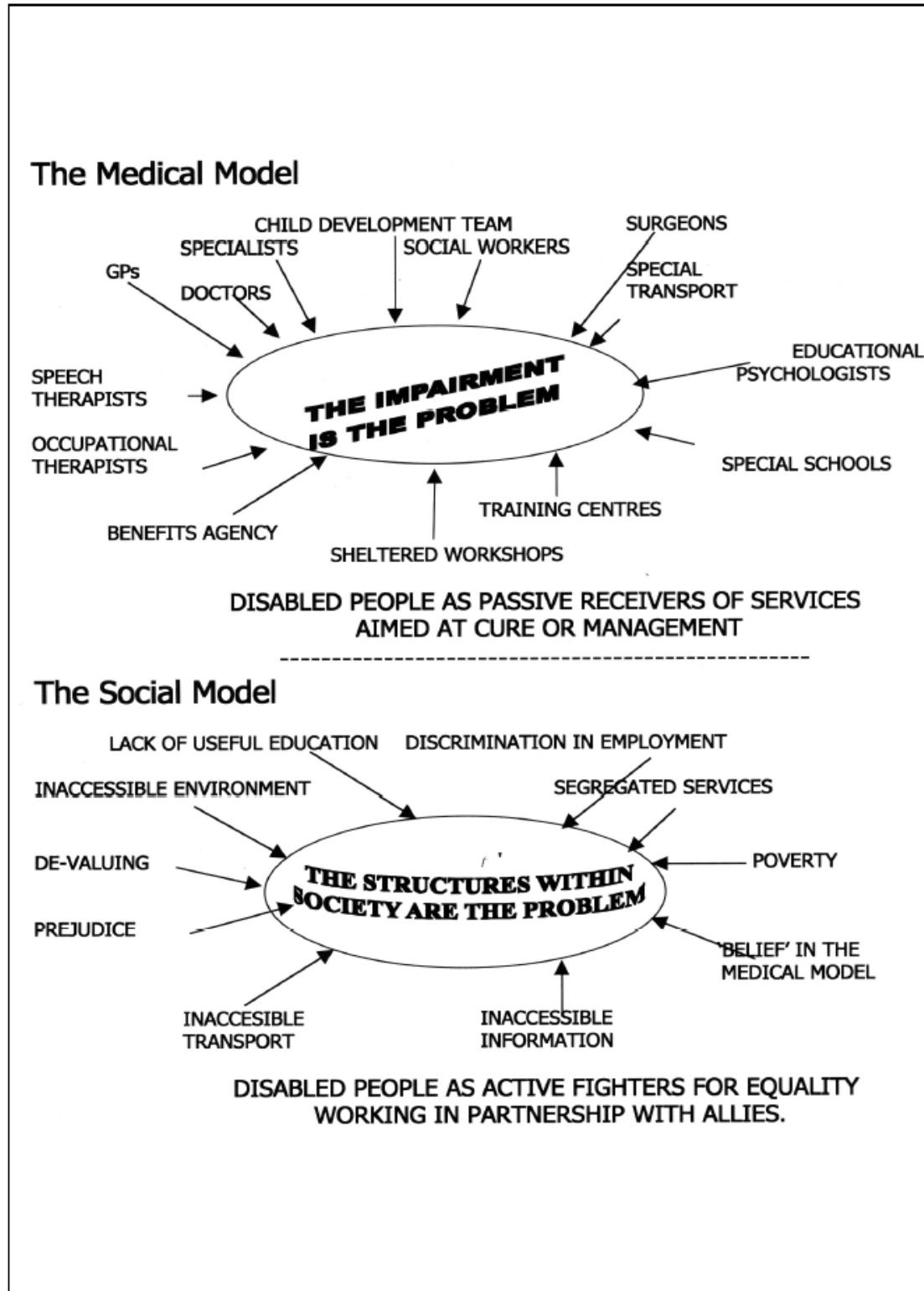
The Council will monitor progress towards inclusive education by collecting data and evaluating practice annually at the level of the individual pupil, the school and the County as a whole. The data will include information about the attainment of pupils from ethnic minorities, permanent and fixed-term exclusions and schools' use of intervention and support systems, e.g. Pastoral Support Programmes.

The Council will review its inclusive education policy and associated action plan regularly in consultation with all key partners.

APPENDIXES

1. Diagram of social/medical model of disability
2. Salamanca statement (UNESCO 1994)
3. UN Standard Rules on the equalisation of opportunities (1993)
4. UN Convention on the Right of the Child (1989)

Diagram of Medical/Social Model of Disability



The UNESCO Salamanca Statement (1994)

This report from the UN's education agency calls on the international community to endorse the approach of inclusive schools by implementing practical and strategic changes.

In June 1994, representatives of 92 governments and 25 international organisations formed the World Conference on Special Needs Education, held in Salamanca, Spain. They agreed a dynamic new statement on the education of all children with disabilities which called for inclusion to be the norm. In addition, the conference adopted a new Framework for Action, the guiding principle of which is that ordinary schools should accommodate **all** children, whatever their physical, intellectual, social, emotional, linguistic or other conditions. All education policies should stipulate that children with disabilities attend the neighbourhood school 'that would be attended if the child did not have a disability.'

The statement begins with a commitment to *Education for All*, recognising the necessity and urgency of providing education for all children, young people and adults within the regular education system. It says that children with special educational needs must have access to regular schools and adds:

'Regular schools with this inclusive orientation are the most effective of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and cost-effectiveness of the entire education system.'

The World Conference went on to call upon all Governments to:

- give the highest policy and budgetary priority to improve education services so that all children could be included, whatever their differences or difficulties.
- adopt as a matter of law or policy the principle of inclusive education and enrol all children in ordinary schools unless there were compelling reasons for doing otherwise.
- develop demonstration projects and encourage exchanges with countries with inclusive schools.
- ensure that organisations of people with disabilities, along with parents and community bodies, are involved in planning and decision-making.
- put greater effort into pre-school strategies as well as into vocational aspects of inclusive education
- ensure that both initial and in-service teacher training address the provision of inclusive education.

The statement also calls on the international community to endorse the approach of inclusive schooling and to support development of special needs education as an integral part of all education programmes. In particular it calls on UNESCO, UNICEF and the World Bank for this endorsement.

It asks for the United Nations and its specialist agencies to '*strengthen their inputs for technical co-operation*' and improve their networking for more efficient support to integrated special needs provision. Non-governmental organisations are asked to strengthen their collaboration with official national bodies and become more involved in all aspects of inclusive education.

As the UN agency for education, UNESCO is asked to:

- ensure that special needs education forms part of every discussion dealing with education for all.
- enhance teacher education in this field by getting support from teacher unions and associations.
- stimulate the academic community to do more research into inclusive education and disseminate the findings and reports.
- use its funds over the five-year period, 1996-2001, to create an expanded programme for inclusive schools and community support projects, thus enabling the launch of pilot projects.

The Framework for Action states that *'inclusion and participation are essential to human dignity and to the enjoyment and exercise of human rights. In the field of education this is reflected in bringing about a 'genuine equalisation of opportunity'*. Special needs education incorporates proven methods of teaching from which all children can benefit. It assumes human differences are normal and that learning must be adapted to the needs of individual children, rather than children fitted to the process. The fundamental principle of the inclusive school, it adds, is that all children should learn together, where possible, and that schools must recognise and respond to the diverse needs of their students, whilst also having a continuum of support and services to match such needs. Inclusive schools are the most effective at building solidarity between children with special needs and their peers. Countries with few or no special schools should establish inclusive - not special - schools.

Source: *The Salamanca Statement and Framework for Action on Special Needs Education.*

The UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (1993)

Standard Rules set an international standard for policy-making and action covering people with disabilities, as summarized below.

Countries should recognise the principle of equal primary, secondary and tertiary educational opportunities for children, young people and adults with disabilities, in integrated settings. They should ensure that education of people with disabilities is an integral part of the educational system.

There should be interpreters and other support services to ensure adequate accessibility. Parent groups and organisations of disabled people should be involved in the education process at all levels. In States where education is compulsory, it should be provided to girls and boys with all kinds and levels of disabilities, including the most severe.

Special attention should be given to very young children with disabilities, pre-school children with disabilities and adults with disabilities, particularly women.

In order to implement inclusive education, States should have a clearly stated policy that is understood at school and wider community levels. They should allow for a flexible curriculum as well as additions and adaptations, and provide high quality materials, on-going teacher training and support teachers. Inclusive education and community-based programmes should be seen as complementary approaches to cost-effective education and training for people with disabilities. Communities should develop local resources to provide such education.

Where ordinary primary schools cannot yet adequately make provision, special school education may be aimed at preparing students for fuller inclusion. Such a separate placement should have the same aims and standards as the ordinary sector, including resources at least equal to those provided for students without disabilities. States should aim for gradual inclusion. In some instances, special education may be appropriate for some students, particularly people with sight and hearing disabilities, though special classes and units should be considered. Culturally sensitive instruction will provide maximum communication skills and independence.

The UN Convention on the Rights of the Child (1989)

188 countries worldwide have ratified the Convention; the UK ratified it in 1991, committing the UK to full participation.

Article 2 states that all rights shall apply to all children without discrimination on any ground and specifically mentions disability.

Article 3 states that in all actions the child's best interests shall be a primary consideration.

Article 6 states that every child has the inherent right to life, and each country should ensure the child's survival and development to the maximum extent possible.

Article 12 states that the right of the child to express an opinion and to have that opinion taken into account, in any matter or procedure affecting the child.

Article 23 states that the right of children with disabilities to enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance, and facilitate the child's active participation in the community. It also states the right of children with disabilities to special care, education, health care, training, rehabilitation, employment preparation and recreation opportunities. All these shall be designed in a manner conducive to children achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.

Article 28 states the child's right to education, and says it shall be on the basis of equal opportunity.

Article 29 states that a child's education should be directed at developing the child's personality and talents, and mental and physical abilities to their fullest potential. It also states that education shall prepare the child for an active and responsible life as an adult, fostering respect for basic human rights and developing respect for the child's own cultural and national values and those of others.

LINKED POLICIES AND DOCUMENTS

Herefordshire Documents

Race Equality Scheme
The Equal Opportunities Policy
Education Development Plan
SEN Code of Conduct of Practice Guidelines
Behaviour Support Plan
Special Educational Needs Policy and Action Plan
Fair and Effective Recruitment and Action Plan
Equal Opportunities (Employment) 1998
Information for Parents: Admissions and Transport
Policy for the Gifted and Talented
Accessibility Strategy and Action Plan 2003
Banding Policy 2003
Dealing With Racial Harassment: Guidance for Schools
Anne Frank Resource Pack for Schools
Annual Review Procedures: Guidance for Schools
Policy on Specialist Modes of Communication
Code of Practice for Children with Special Educational Needs: LEA Guidelines for Schools
Guidance for Writing Schools Policy on Special Educational Needs

National Documents

Accessible Schools: Planning to increase access to schools for disabled pupils (DfES guidance)
Disability Discrimination Act Part 4: Code of Practice for Schools
Special Educational Needs Code of Practice (DfES 2001)
Special Educational Needs and Disability Act 2001
Making It Work: Removing Disability Discrimination

CONTACT NAMES

Pauline Healey	Inclusion Co-ordinator	01432 260809
Anne Heath	Head of Children's and Students' Services	01432 260804
Jan Hughes	Organiser, Physical and Sensory Support	01432 260874
Peter Lane	Senior Educational Psychologist	01432 260886
David Leitch	Senior Teacher for Physical Disability and ICT	01432 260875
Dennis Longmore	Manager of Pupil, School and Parent Support	01432 260816
Linda Nash	Manager of Special Educational Needs	01432 260817
Dr. Lorna Selfe	Principal Educational Psychology	01432 260880
Joanna Treble	Organiser, Herefordshire Learning Support Service	01432 260878