

Ufton Court Educational Trust Ltd

Inclusion Statement

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Ufton's Inclusion Statement

Introduction

Ufton views inclusive education as a process of enabling all children to learn and participate effectively in our programmes. Every child has the right to quality education and learning.

Inclusive education means all children in the same classrooms, in the same schools. It means real learning opportunities for groups who have traditionally been excluded – not only children with disabilities.

This statement forms part of Ufton's wider Safeguarding Policy.

Aims

- To make reasonable adjustments for those with a learning need or disability by taking action to increase access to our curriculum and environment
- To ensure that children and young people with SEND engage in the activities alongside students who do not have SEND
- To adopt a variety of strategies and approaches and differentiated expectations in our teaching in order to engage the learner and ensure that every learner experiences success in their learning
- To support students with medical conditions to achieve full inclusion in all activities by ensuring consultation with schools, parents and health and social care professionals, as necessary

Practices

To help meet the aims, Ufton has:

- Close partnerships with SEND schools and their expert staff
- Built strong links with mainstream schools that have SEND units as part of their provision
- Incorporated PACE (Playfulness, Acceptance, Curiosity and Empathy) into its practice (developed by Dr Dan Hughes – see Appendix 1)
- Hazard Exchange Forms for visiting groups to identify cognitive, behavioural, accessibility, mobility and medical needs of visiting children

The Environment (Reasonable Adjustments – see Appendix 2)

Ufton has made the following 'reasonable adjustments' to help meet our inclusion aims:

- A fully fitted accessible woodland cabin with adjustable beds, hoist and wet room
- Woodland cabins with wide access entrances and threshold-free doors
- Wheelchair accessible areas across the site, including within the woodland
- Shallow stepped paving to aid access around the site
- Extendable ramps for use on deep steps
- Double doors on the ground floor of the Manor House to gain access to a ground floor bedroom
- Wet room on the ground floor with rails to support use of toilet and shower facilities
- Deafguards available for deaf or hearing impaired young people
- Luminescent strips on some staircases for visually impaired children

Unfortunately, due to the historic nature of the grounds and buildings, it is not possible to make the entire site fully accessible. However, Ufton will do what it can to work with you to ensure that all individuals benefit from an inclusive experience. Ufton will have close liaison with schools, individuals, families and carers through the visit process. In depth discussions should happen well in advance with any and all appropriate parties to ensure a successful visit.

Review

This statement was produced by Ufton in February 2022 and will be reviewed on an annual basis.

Appendix 1

PACE – Dr Dan Hughes

PACE is a way of thinking, feeling, communicating and behaving that aims to make children and young people feel safe. Developed by clinical psychologist, Dan Hughes, the approach focuses on building trusting relationships, emotional connections, containment and a sense of security. The aim is to support adults to build safe, trusting and meaningful relationships with children and young people.

Using PACE helps adults to slow down their reactions, stay calm and tune into what the child is experiencing in the moment. It supports us to gain a better understanding of what the child is feeling. In tricky moments, it allows us to stay emotionally regulated and guide the child through their heightened emotions, thoughts and behaviours. In turn, PACE helps children and young people to feel more connected to, and understood by, important adults in their life and ultimately, to slow down their own responses.

PACE focuses on the whole child, not simply the behaviour. It helps children be more secure with adults and reflect upon themselves, their thoughts, feelings and behaviour.

Appendix 2

The Equality Act imposes a duty to make reasonable adjustments so as to accommodate disabled children and young people. A failure to comply with the duty to make reasonable adjustments is unlawful when it falls within the circumstances described below. What is a reasonable adjustment depends on things like whether it is practicable for an organisation to take any particular step and the cost of making any adjustment, having regard to financial resources. A small organisation with limited resources would not be expected to spend money that is not available on adjustments. Usually adjustments can be made by changing the way an organisation does things (starting at a different time; taking breaks; communicating more clearly, for example) and sometimes adjustments may be funded by external funders. Where expensive adjustments are required to accommodate a disabled child, and funding is not available, an organisation will not be expected to meet the costs of these if its budget and size are too small to do so. It is important always to think carefully about this because sometimes the disabled child themselves or their family members will be able to find a solution which suits everybody.

Organisations must take reasonable steps to ensure that services are provided in the same way to disabled children and young people as to non-disabled and young people.

In deciding whether any adjustment is reasonable, it will be necessary to consider things like:

- Whether any particular steps would be effective in overcoming the substantial disadvantage that disabled children and young people experience in accessing the service/s
- The extent to which it is practicable for an organisation to take the steps
- The cost of making the adjustment; the financial resources of the organisation; and how much it has already spent on adjustments
- The extent to which the taking of any steps would cause disruption