



# **Equality, Diversity and Inclusion Statement**

## **and Supporting Material**

Person responsible for policy: Chief Executive

Reviewed: February 2023

Review Date: March 2025

## Trust-Wide Equality, Diversity and Inclusion Statement

RLT is committed to supporting and promoting equality, diversity and inclusion. We value and respect the different contributions that each of our staff, students, and stakeholders bring. We strive to create an inclusive culture that treats people equitably regardless of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

We believe our long-standing organisational principles demonstrate our inclusive values:

### **Commitment to excellence -**

*We will enable our pupils, students, trainees and our staff to be highly successful, recognising that success comes in a wide variety of ways, growing a culture of continuous improvement where we look to provide the best possible educational experience.*

### **Everyone learning -**

*Schools in the Trust will work together to support and challenge each other, to share what is best and learn from evidenced based practice which is working well both within and beyond the Trust. We will be truly inclusive for all pupils, students and trainees, offering a rich and excellent educational experience whatever their academic ability, social background or special educational need.*

### **Respectful relationships -**

*Acting with care, integrity, and fairness will be demonstrated within schools, the SCITT, and across the Trust. We will continue to grow school communities where character matters for pupils, students, trainees and staff; how we treat other people and our responsibilities to ourselves, others and our communities will be at the heart of our schools.*

We have an essential role in improving people's life chances in the communities we serve to tackle inequality and build a more diverse and inclusive organisation.

We welcome and celebrate diversity acknowledging that not everybody starts with or experiences the same opportunities.

Our strategic plan helps us shape and develop our EDI work in Governance, Educational provision and RLT as an Employer. We promise to be transparent, accountable and share our progress annually through our Stakeholder Report for continuous improvement.

## **Introduction**

This statement should be read alongside the River Learning Trust Accessibility Statement and Dignity at Work Policy.

## **Principles**

Each school within the River Learning Trust will follow the National Curriculum Inclusion principles:

- Set suitable learning challenges
- Respond to pupils' diverse needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils

## **What is Disability Equality and how does the Equality Act impact on schools?**

Under the Equality Act there is a requirement for public sector bodies, including schools, to promote equality for disabled people in every aspect of their work. Schools will need to take an organisational approach to formulating policy and practices, which positively promote disability.

The Equality Act 2010 introduced a single Public Sector Equality Duty (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies, and which extends to all protected characteristics –age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. This combined equality duty came into effect in April 2011. It has three main elements.

In carrying out their functions, public bodies are required to have due regard to the need to:

In carrying out their functions, public bodies are required to have due regard to the need to:

- **Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.**
- **Advance equality of opportunity between people who share a protected characteristic and people who do not share it.**
- **Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it**

Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:

- **Remove or minimise disadvantages**
- **Take steps to meet different needs**
- **Encourage participation when it is disproportionately low.**

This duty requires schools to adopt a proactive approach, mainstreaming disability equality into all decisions and activities. The duty does not just apply to disabled pupils; it applies to any non-educational services schools provide. The duty applies also to parents, members of staff, visitors to the school, local community members and to potential pupils of the future.

Schools can implement the general duty by actively reviewing all their policies, procedures and planned access improvements to remove barriers, with a view, for example, to greater recruitment and retention of disabled staff, greater participation of disabled pupils, disabled parents and community members.

### **What are the specific duties?**

The specific duties require schools:

- **To publish information to demonstrate how they are complying with the Public Sector Equality Duty**
- **To prepare and publish equality objectives**
- **To prepare and publish an accessibility plan**

Schools need to update their published information at least annually and to publish objectives at least once every four years. The River Learning Trust has produced supporting material for its schools to prepare an accessibility plan.

## **Leadership and Management in our Schools – a commitment to inclusion and equality**

A clear ethos is set by the local governing bodies and the school management, which reflects the schools' commitment to equality for all members of the school communities. The schools' advance equalities of opportunity through positive and proactive approaches to valuing and respecting diversity.

Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

The school management works in partnership with others to eliminate all forms of oppressive behaviour; prejudice related incidents and discrimination.

All members of the school community, including pupils, parents, community and staff are consulted and contribute to the development and review of relevant policy documents. The school ensures the involvement of governors and takes positive action to enable consultations and contribution of all.

The evaluations of plans and policies are used to set equality objectives and address equality issues. The development of teaching and the curriculum are monitored to ensure high expectations of all pupils and appropriate breadth of content in relation to the school, local, UK and global community.

**The Local Governing Body and Headteacher will ensure that the school complies with all relevant equalities legislation and ensures that the policy, related procedures and strategies are implemented. The Headteacher will also ensure that all staff are aware of their responsibilities under the policy.**

## **Equality Objectives**

Schools are required to have Equality Objectives showing how they are planning strategically and the impact this has over time following the duties of the Equality Act 2010. These general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

The River Learning Trust understands the principle of the act and the work needed to ensure that those with protected characteristics

are not discriminated against and are given equality of opportunity. The Equality Act defines 'protected characteristics' as disability, race, religion or belief, sex, sexual orientation, gender reassignment, age, marriage and civil partnership, and pregnancy and maternity. We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

### **Essential Documents and Useful Links**

Further guidance is available on the [Equality and Human Rights Commission](#) website.

A list of [useful links](#) is available in Appendix



## Cheney School Equalities Policy

**School Name: Cheney School    Date of Approval: March 24    Review Date: March 25**

### Equalities Statement

#### Introduction

Cheney School is committed to supporting and promoting equality, diversity and inclusion. We value and respect the different contributions that each of our staff, students, and stakeholders bring. We strive to create an inclusive culture that treats people equitably regardless of their: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

We pride ourselves on our inclusive, comprehensive nature, and on how well we represent modern, urban Britain. In particular, we celebrate the diversity of our staff, student and parent bodies, for example in the fact that over 80 home languages are spoken within our student body. We also make a particular effort to attract and retain staff, who themselves reflect the diversity of our school community. For example, we have adopted the HALO Hair Code to avoid unconscious bias against minority ethnic groups, and we run blind recruitment, whereby names and identifying characteristics are redacted before applications are shared with shortlisting panels. In school, we have an active staff Equality and Diversity Working Party, a Pride Club, a Christian Union, a student-led prayer room, and we make provision for our large Muslim community to attend Friday prayers, especially during Ramadan.

We will make special efforts to ensure that everyone prospers at our school, including:

- Boys and girls, men and women and anyone who identify as non-binary
- All minority ethnic groups including travellers
- Refugees and asylum seekers
- Pupils or families with different religions or beliefs
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Children We Care For and their carers
- Children or staff who are gay, lesbian, bisexual or transgender
- Pupils and others from disadvantaged socio-economic groups
- Pupils or staff who are pregnant or have just given birth
- Pupils or staff who have recently suffered miscarriage or stillbirth
- Staff who are in menopause or perimenopause
- Pupils or staff undergoing gender reassignment
- Support pupils and staff with mental wellbeing

### Identifying vulnerable individuals or groups

We hold records on Bromcom of student and staff demographics, and we engage proactively with a range of stakeholders to identify groups with potential vulnerabilities, who are not automatically identified in readily available national data. Our admissions paperwork on transition and for in-year admissions directly requests information on membership of vulnerable groups. Staff recruitment paperwork and health surveys do the same. We screen all Year 7 students and new students for SEND, and we analyse internal data for progress for different demographic groups. We also use a formal system of student voice, through the house system, in order to obtain more fine-grained information on student experience.

What sort of school are we?

*What are the key characteristics of our pupil and staffing population? What do we know, and what do we consider to be significant?*

*What data is missing and how will we collect it? :*

- Geographical location: we are an urban school, and our catchment area means we have a full spread of all different backgrounds, according to all demographic criteria. This is why we are so representative of modern Britain, and we consider this to be a real strength.



- Demographic data of pupils and staff: we have slightly above average numbers of Pupil Premium students, slightly higher numbers of students with SEND, and around half of our students identify as non-white.
- Attainment levels of different groups of pupils: the prior attainment of students on arrival falls across the entire spectrum. We have a significant cohort of children who are significantly below age-related expectations on transfer. We also have children whose prior attainment is very high, whose needs we also need to meet.
- Cultural, faith and linguistic diversity of pupils: we have a large Muslim community, and representatives of every major faith, and of none.
- Pupil mobility: Oxford is a highly mobile city, and we see significant student movement across the year. We play a very full role in providing places for newly arrived, or otherwise hard to place students through work with County admissions, and through IYFAP.
- Travellers, refugees and asylum seekers: we have students from all three groups, including a growing number of refugees or asylum seekers, sometimes unaccompanied.

Cheney School has identified the following issues that may be barriers to effective learning and successful working at the school:

- Low self esteem, low expectations and peer group pressure
- Experience of bullying, harassment or social exclusion
- Low income leading to difficulty in participating in some aspects of school life and no adequate home study space
- Low parental support or different parental expectations
- Frequent moves and lack of stability in life leading to time out of school or low attendance
- Lack of help with emotional, mental & physical well-being and poor behaviour including exclusions
- Language difficulties
- Special Educational Needs
- Lack of physical access to school facilities or services
- Inappropriate curriculum
- Recruitment, management and development of staff and governors

## **School's Commitment to Equalities**

We welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination

- advance equality of opportunity
- foster good relations

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

We recognise that Positive Action provisions in the Equality Act 2010 allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. If we decide to use these we will ensure that it is a proportionate response to achieve the relevant aim.

## Equalities Objectives and Plan

The governing body has agreed the following Equality Objectives:

Objectives	Key Actions to be taken	Lead Staff	Monitoring and evaluation (Who and how?)
<i>To improve outcomes of disadvantaged students</i>	<ul style="list-style-type: none"> <li>• <i>Whole staff SEND training</i></li> <li>• <i>Improve consistency and predictability across the school day</i></li> <li>• <i>Reduce truancy and get greater attendance to lessons</i></li> <li>• <i>Ongoing CPD for both behaviour management and T&amp;L</i></li> </ul>	<p><i>AFO</i> <i>CBR</i></p> <p><i>CBR</i></p> <p><i>LMA</i></p>	<p><i>P8 at GCSE</i> <i>Exclusion and suspension data</i> <i>Number of absences from lessons</i> <i>Assessment points 3 times a year</i> <i>QA activities for T&amp;L (see SIP updates)</i></p>

To improve attendance of disadvantaged students	<ul style="list-style-type: none"> <li>• Further improve tracking of attendance</li> <li>• Improve dialogue with home</li> <li>• Effective joint working with other agencies</li> </ul>	RHA CBR THN	Monitoring and tracking attendance through regular year team attendance meetings with tracked actions. Proactive work with OCC and other external services.
To improve accessibility across the site	<ul style="list-style-type: none"> <li>• Carry out new accessibility audit with physical disabilities team from OCC</li> <li>• Carry out adaptations identified</li> </ul>	AFO DDA	Commission survey by end of Academic year and respond to findings.
Ensure equal uptake of opportunities	<ul style="list-style-type: none"> <li>• Promote extra-curricular activities</li> <li>• Provide high quality work experience and CEIAG</li> </ul>	LEL LEL	Engagement in house competitions Engagement with WEX Destination data - no NEET post-16 Track engagement with school trips and visits Cross-reference PP strategy
Increase diversity of staff and governing body to better reflect student body	<ul style="list-style-type: none"> <li>• Reviewing recruitment processes and language used</li> <li>• Understanding our current staff and governing body</li> </ul>	JMC	Analysis of staff demographics and responses to recruitment processes

## How we will implement the Equality, Diversity and Inclusion Plan:

### Establishing, maintaining and developing a school culture and ethos

- *Celebrate diversity/equality*
- *Celebrate achievement*
- *Promote positive attitudes towards disabled people*
- *Promote positive attitudes towards people of different ethnic groups/religions etc*

- *Involve pupils, parents and staff*
- *Promote high expectations*
- *Demonstrate sensitivity to pupils with disabilities*
- *Communicate behaviour expectations*
- *Ensure that it welcomes applications for school places and jobs from all sections*

### **Preventing and dealing effectively with bullying and harassment**

- *Recognising that the groups covered in this policy are more vulnerable to bullying and harassment*
- *Communicate to pupils, parents and staff its abhorrence of all forms of bullying and harassment*
- *Ensure that incidents are reported and addressed swiftly and effectively*
- *Record, analyse and report bullying and harassment on grounds of race, sex, disability, sexual orientation etc.*

### **Listening to pupils, staff, parents and others**

- *Hear the student voice*
- *Actively seek staff views and listen to staff concerns*
- *Seek the views of parents*
- *Ensure it encourages, enables and hears the full range of views including those with disabilities*

*Identify areas in which the school needs to operate differently to capture all the views it needs – for example it may be necessary to seek views from voluntary groups outside the school to get the full picture on disability.*

### **Equalising opportunities**

Recognising that some of the groups covered in this policy are likely to be economically disadvantaged, consider:

- *Ensure school uniform is affordable*
- *Avoid putting parents under unnecessary financial pressure*
- *Promote the take-up of extra-curricular opportunities*
- *Ensure that its charging policy is appropriate*
- *Monitor take-up of extra-curricular opportunities*
- *Widen access to careers advice and work experience placements*

### **Informing and involving parents and carers**

Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, consider how to:

- *Explain how the school operates*
- *Offer a range of ways of communicating between school and parents that meet parents' circumstances and needs*
- *Encourage parents to let the school know if they have a particular disability or other need*
- *Encourage parents to discuss their concerns*
- *Ensure that parents understand how well their child is progressing*
- *Explain how parents can help their child at home*
- *Explain how parents and others can help in school*
- *Telephone, email, translations, Braille*
- *Ensuring that 'hard to reach parents' receive communication*
- *Encourage parents to join the PTA and/or governing body*

### **Welcoming new pupils and helping them to settle in effectively**

Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, and to move mid-year, consider how to:

- *Ensure a happy start to the school at normal times*
- *Ensure effective school transfer and induction mid-year*
- *Ensure that extra help is given to pupils who find change of school challenging*
- *Ensure well-planned school adjustments are made to cater for a child with disabilities- if possible in advance of starting at the school*

### **Addressing the full range of learning needs**

Recognising that some of the groups covered in this policy are more likely to under-achieve, consider how to:

- *Ensure curriculum is relevant*
- *Ensure appropriate teaching styles and classroom organisation*
- *Planning is based on earlier learning*
- *Marking policy promotes learning of all*
- *Track pupil progress & Identify under- performing*
- *Develop provision management to establish effective analysis and development of interventions*
- *Promote and maintain higher attendance - strategies & monitoring*

### **Supporting learners with particular needs**

Recognising that some of the groups covered in this policy are more likely to have particular needs, consider how to:

- *Provide distance learning packs for children out of school*
- *Prepare Personal Education Plans to focus on learning priorities*
- *Provide Basic Skills support*
- *Ensure language support is available as required*
- *Support students through tutoring/mentoring schemes*
- *Provide Homework/Revision support*
- *Provide appropriate training to enable staff to meet particular learning needs - planned well in advance of a child's admission.*
- *Gaps identified in training needs analysis should be reflected in staff development plan*

### **Making the school accessible to all**

Consider what the school does to:

- *Meet the needs of pupils, staff and others with physical disabilities*
- *Meet the needs of pupils, staff and others with other disabilities*
- *Ensure that curricular and extra-curricular opportunities are available for pupils with disabilities*
- *Identify further developments to address outstanding issues where these constitute reasonable adjustments*

### **Examples include:**

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to access education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils
- Including transport and supervision for children with disabilities

### **Ensuring fair and equal treatment for pupils**

Recognising that the school needs to ensure that its policies and practice do not discriminate, directly or indirectly, against pupils in the school, consider how to:

- *Ensure fair admissions procedure*
- *Assess the implications uniform requirements have on pupils and modify them where appropriate*

- *Accommodate the needs of different cultures, races and religions where reasonably possible (in relation to wearing of uniform for example)*
- *Ensure that the implementation of uniform and other policy is sufficiently flexible to accommodate the needs of pupils undergoing gender reassignment*
- *Monitor the use of sanctions to ensure that staff do not impose stricter disciplinary penalties on one group than they do in similar circumstances to others*
- *Ensure where relevant that teaching or the expression of religious belief about same sex relationships is conveyed responsibly and sensitively*

### **Ensuring fair and equal treatment for staff and others**

Recognising that the school needs to ensure that its policies and practice do not discriminate, directly or indirectly, against adults as well as pupils in the school and that positive role models and a wider perspective will strengthen the school, consider how to:

- *Ensure non-discriminatory recruitment and employment practices*
- *Promote dignity at work*
- *Encourage the development of all staff*

### **Encourage participation of under-represented groups**

Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially & economically disadvantaged groups, consider how to:

- *Recruit governors' representative of the pupil population and/or community*
- *Encourage the widest participation in Cheney Friends activities*
- *Support individuals and community groups to express their case on matters affecting themselves and their community*

### **Monitoring and Evaluating the policy**

Recognising that the strength of this policy depends upon ensuring that everyone is actively implementing it and that gaps and the need for further development will arise from effective evaluation, consider how to:

- *Train all staff & governors*
- *Consult pupils, parents and staff on how the policy is working and how it could be improved*
- *Monitor and review practice*
- *Carry out regular impact assessments to evaluate practice*
- *Report to governors*
- *Report to parents and pupils*

## Useful Links

[Abilitynet](#) gives free information and advice on any aspect of the use of a computer by someone with a disability.

[Action on Hearing Loss](#) runs a telephone/teletext helpline and also produces information leaflets and fact sheets.

[Arthritis Care](#) campaigns nationally, and also works through a network of local groups and centres offering support, advice and training. Information is available on their website and they represent the best source of information nationally on arthritis, its impact and on ways that colleges and centres may best be able to meet the requirements of learners with arthritis.

[Autism Education Trust](#) - The AET is a partnership of autistic young people, parents/carers, academics and professionals. This, coupled with our approach to research and evidence-based resources, means that we have expert knowledge to share.

[Autism Oxford](#) brings together people who seek knowledge and understanding of the Autism Spectrum and autistic behaviour with those best able to impart it.

[British Deaf Association](#) is an organisation of Deaf people that represents the Deaf community.

[The British Dyslexia Association](#) offers advice, information and help to families, professionals and dyslexic individuals. It works to raise awareness and understanding of dyslexia, and to effect change. BDA provides a range of useful resources related to dyslexia.

[Broadbandsuppliers](#) is a site which collates valuable advice on online resources for disabled users.

[Foundation for people with learning disabilities](#) The Foundation provides information, resources and services and tries to influence government and local authority policies and services so that they better meet the needs people with learning disabilities.

[Gov.uk – disabled People](#) This part of the Gov.uk website has been designed to help people find out about their civil rights. It provides information on legislation that exists to help establish employees and employers.

[Diabetes UK](#) has a mass of information about diabetes that is of wider interest and would certainly be helpful to schools.

[Down's Syndrome Association](#) (DSA) provides information, advice and support to parents and individuals with Downs Syndrome. It also provides information and advice to professionals whose work requires an understanding of the condition.

[Dyslexia Action](#) (DA) is a charity that specialises in the assessment and teaching of people with dyslexia and is now the only national dyslexia teaching organisation in the world. It seeks ways to improve the effectiveness of teaching and also focuses on the development of teaching materials.

[Edurio](#) - for baseline EDI surveys of pupils, parents and staff

[Epilepsy Action](#) has developed a large website that includes basic information about the condition that will be useful to schools.



The site also provides an index of reference material for those who wish to develop a more detailed understanding of epilepsy. Equaliteach EqualiTeach is a not-for-profit provider of equality and diversity training and consultancy services for businesses, local authorities, schools and education settings.

[The Equality Human Rights' Commission](#) (EHRC) is an independent body, established to eliminate the discrimination faced by disabled people and to promote equality of opportunity. The EHRC produces many useful guides and publications such as how to organise disability awareness/equality training and it has a fully accessible helpline.

[Inclusive Employers](#) - Established in 2011, Inclusive Employers are experts on workplace inclusion. They are the first and leading membership organisation for employers who are committed to prioritising inclusion and creating truly inclusive workplaces. In inclusive workplaces all employees are valued and contribute towards the success of their organisation.

[Mencap](#) is one of the major organisations for people with learning difficulties.

Mencap has produced an education resource pack for those over 16 years old which supports their Essential Skills Award. The resource was developed by Mencap National College and focuses on enabling learners to develop “practical skills for the real world”. For more information on the award, call Tracy Wardle on [01935 403120](tel:01935 403120) or e-mail [tracy.wardle@mencap.org.uk](mailto:tracy.wardle@mencap.org.uk).

[The Mental Health Foundation](#) The Foundation produces many publications on mental health. It also produces a newsletter, monthly updates and factsheets.

[MIND](#) (National Association for Mental Health) is a mental health charity covering England and Wales. Factsheets can be downloaded from their website on issues such as mental health problems and learning disabilities.

[National Autistic Society](#)

provides an enormous amount of information ranging from introductory information to links to research sites. This is an extremely valuable resource for education professionals.

[National Deaf Children's Society \(NCDS\)](#)

Provides professionals with the latest information on campaigns, government news, NCDS projects and academic and professional research, publications and resources that are available to you.

[NASEN](#) (The National Association for Special Educational Needs) is an organisation that provides a forum for those actively involved with exceptional learning needs and/or disabilities and contributes to the formulation and development of policy in the area. NASEN also publishes quarterly the British Journal of Special Education and Support for Learning.

[National Autistic Society](#) provides an enormous amount of information ranging from introductory information to links to research sites. This is an extremely valuable resource for education professionals.

[NDCS](#) (National Deaf Children's Society) campaigns to break down barriers faced by deaf children and young people. The website provides a considerable amount of information and research for families, young people and professionals working in the field.

[RADAR](#) (Royal Association for Disability and Rehabilitation) provides information and advice on all aspects of disability and has also compiled a list of recommended Disability Awareness or Equality trainers.

[Royal National Institute of Blind People](#) (RNIB) produces a huge range of resource materials. It runs a telephone information service and supports this with a range of fact sheets. One of the main ways in which LAs, schools and colleges will need to respond to DDA Part 4 is by ensuring that blind and partially sighted students can have access to teaching materials. RNIB has a wealth of experience in this area.

[Sense](#) The national (UK) voluntary organisation working with and supporting people of all ages who are deafblind or have associated disabilities.

[Scope](#) is a national organisation for people with cerebral palsy. It also offers a range of services to professional staff in education and social services including information and advice. The Scope website offers a large quantity of useful information online and also provides a large index of additional publications that colleagues working primarily with disabled students will find very useful. The site is large and it may be helpful to go directly to the online publications catalogue:

[www.scope.org.uk/action/publications/index.shtml](http://www.scope.org.uk/action/publications/index.shtml)

[SHINE](#) is happy to provide information to professionals working with young people with spina bifida and hydrocephalus to enable them to provide improved support. Their website includes a publications section which is extremely helpful for education staff.

[World of Inclusion](#) provides training and resources primarily for schools, but also for colleges and local authorities around the issue of inclusion for all students within our education system.