

New Hinksey CE Primary School

Inclusion and Equality Policy

New Hinksey CE Primary School (NHPS) values the individuality of all children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and wellbeing of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

AIMS

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. Through our inclusive practice we aim to create a learning environment where we demonstrate our belief that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, disability, attainment and socioeconomic background.

We pay particular attention to the provision for and the achievement of different groups of learners such as:

- girls and boys
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who have English as an additional language (EAL)
- learners with SEN
- learners with disabilities
- learners who have particular gifts and talents
- learners who are looked after by the Local Authority
- learners who have been adopted
- learners who are young carers, those who are in families that are under stress
- learners who might be at risk of disaffection

We recognise that pupils learn at different rates and that there are many factors affecting achievement including: ability, emotional wellbeing, age and maturity. We identify needs as they arise and provide teaching and learning contexts that enable every child to achieve their full potential.

The National Curriculum is a key part in planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges
- responding to children's diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children e.g. Nurture groups
- commitment to 'Extended School' provision e.g. After School Club and activity clubs

OBJECTIVES

In order to achieve our aims we seek to:

- raise children's awareness of themselves and others as unique individuals
- support pupils in exploring, discussing and engaging with the concepts of difference and diversity, in a range of contexts
- ensure difference and diversity are celebrated across the whole school community
- ensure racial and sexual discrimination and prejudice are eradicated
- ensure that the school's Inclusion Policy is implemented by all staff and is reflected in all school policies
- ensure implementation of Local Authority and Government inclusion legislation and recommendations
- identify and work to minimize barriers to learning and participation, and provide appropriately to meet diversity of need
- guide and support parents, pupils, school staff and governors on inclusion issues

INCLUSIVE PROVISION

The school offers a continuum of provision to meet pupils' diverse needs. Teachers are familiar with relevant equal opportunities legislation covering race, gender and disability. Classes are mixed ability and teachers use flexible groupings so that pupils can be grouped according to a range of criteria. In-class support is provided by teaching assistants.

Through this approach we ensure that children:

- feel secure and know that their contributions are valued
- appreciate and value the differences they see in others
- take responsibility for their own actions
- are taught in groups that allow them all to experience success
- are set suitable learning challenges that enable them to succeed
- use materials that reflect a range of social and cultural backgrounds, without stereotyping
- have a common curriculum experience that allows for a range of different learning styles
- are encouraged to participate fully, regardless of disability or medical need
- are helped to overcome potential barriers to learning and assessment
- have access to a wide range of resources, including electronic materials to support their learning
- are provided with opportunities outside the National Curriculum to meet their needs (this includes speech and language therapy and occupational therapy development programs)
- are offered a range of extracurricular activities to further enhance their learning journey

ASSESSMENT PROCEDURES

The attainment and achievement of all pupils is monitored closely and attention is paid to gender differences and the performance of vulnerable groups such as those who are on the SEN Register, Looked After children, children who have EAL, children who are from ethnic minority backgrounds and children who have Free School Meals (FSM). The school uses a consistent assessment system to assess and chart pupil progress. The school also recognises that children's self-regard as learners, together with their confidence in learning and attitude towards school, are key determinants of performance in school.

When the attainment of a child falls significantly below age-related norms, teachers enable children to succeed by differentiating tasks so that they are appropriate to individual needs. Where the attainment of a child significantly exceeds age related norms, teachers extend the breadth and depth of tasks, within the area or areas for which the child shows particular aptitude. The class teacher, often in collaboration with other colleagues, continually monitors the impact of intervention and extension programs, adjusting them as required.

PROFESSIONAL DEVELOPMENT

All Staff have the opportunity to receive continued professional development and have access to Local Authority, national and regional training that relates to inclusive practice. The Leadership Team review the professional development needs of teaching and support staff in conjunction with Appraisal processes and targets in the School Improvement Plan.

PARENT PARTNERSHIPS

The knowledge and first-hand experience a parent has regarding their child is highly valued for the contribution it makes to the child's education. Parents are seen as partners in their child's learning journey and through regular consultation, are given the opportunity to express their views, be active in decision making processes and participate in their child's education. Through Class and School Councils, pupils are given the opportunity to share their views and opinions regarding their successes and achievements and future developments. If parents feel that the school is not meeting the needs of their child, procedures outlined in the Complaints Policy support them in seeking a satisfactory outcome. Parents may also seek support from Local Authority Parent Partnership and Conciliation services.

OBSERVED OUTCOMES

Through the implementation of this policy we will observe that:

- all children are valued and supported to enable them to achieve their full potential
- differences in the achievement and attainment of different groups of children are recognised, analysed and acted upon quickly
- children show an awareness of and respect for difference and diversity
- Parents have an understanding of their child's learning and progress, and know what they can do to ensure their child continues to succeed.

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