



'At Yealmpstone Farm Primary School we promote equality between all people, recognising the Equality Act 2010'

Equality, Diversity and Inclusion Policy

Introduction

We believe that an educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well being of every person matter. We ensure that protected characteristics are embedded in our culture.

In our school:

- We value all of our children and we aim to promote the full potential of each child. We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement.
- We are committed to giving all our children every opportunity to achieve the highest standards.
- We are also committed to providing an environment that allows children full access to all the areas of learning.

This policy helps to ensure that this happens for all the children in our school regardless of their age, gender, ethnicity, attainment or background.

Related policies

- Teaching and learning Policy
- Policy for Special Educational Needs
- Equality & Diversity Policy
- PSHE policy
- Policy for the Able, Gifted and Talented
- Assessment Policy

Aims and Objectives

Our School aims to be an inclusive school. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school. At present these groups are:

- Girls and boys
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with special educational needs
- Able, gifted and talented children
- Any children who are at the risk of disaffection or exclusion

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

Setting suitable learning challenges

- Responding to children's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of children
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children eg. Speech and language therapy, physiotherapy, Behaviour Support Team, outreach workers, Educational Psychologists, nurses who deal with nut allergies and diabetes, the Academic Council SENCO and the adviser for traveller children

We achieve educational inclusion by continually reviewing what we do and believing all children can succeed through asking ourselves these key questions:

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective? How do we know?

Teaching and Learning

When planning work, teachers take account of the abilities of all their children. For some children we plan using the programmes of work for earlier or later key stages. For children within a key stage we plan using the programmes of work from a different year. For some children we might have to plan using the 'P' scales.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is appropriate to that child's individual needs and enables the child to access the learning task.

Teachers ensure that children:

- Feel secure and know that contributions are valued
- Appreciate and value the differences they see in others
- Take responsibility for their own actions
- Are taught in groupings that allow them all to experience success
- 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
- Have challenging targets that enable them to succeed
- Are encouraged to participate fully, regardless of disabilities or medical needs

Children with specific difficulties

Some children in our school have specific difficulties and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning.

Teachers ensure that the work for these children:

- Takes account of their pace of learning and equipment needed for them to learn/work Takes account of the effort and concentration needed in oral/physical work
- Is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment
- Uses assessment techniques that reflect their individual needs and abilities

Disapplication and modification

The school can, in rare circumstances, modify or dis-apply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all children without recourse to disapplication or modification. We achieve this through

greater differentiation of access arrangements for the child, or through the provision of additional learning resources. When necessary we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances we may decide that modification and dis-applications are the correct procedure to follow. We would only do this after detailed consultation with parents the Local Education Authority. The School's Governor with responsibility for special educational needs, Mrs Marilyn Attril, would also be closely involved in this process. We would ensure that every effort has been made to provide the necessary support from within the school's resources before considering such action.

Inclusion and racism

The diversity of the society in which our children are living, is addressed through the planned schemes of work which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to the Governing Body by the Headteacher. The school contacts parents of those pupils involved in racist incidents.

Further details are to be found in the school's Racial Equality Policy.

Summary

In our school the teaching and learning, achievements, attitudes and well being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.