

New Hinksey CE Primary School

Inclusion and Equality Policy Statement

New Hinksey CE Primary School values the individuality of its pupils and is committed to giving them every opportunity to fulfil their personal potential by taking full account of their varied life experiences and needs. The school offers a broad and balanced curriculum and has high expectations for all pupils. Their achievements, and the development of their personalities as they progress through the school, are carefully monitored and assessed. We seek through this policy to promote the positive personal development of our pupils, irrespective of ethnicity, levels of attainment, age, disability, gender or socio-economic background.

AIMS

Our school seeks to create an inclusive educational culture and a nurturing social environment by actively seeking to remove barriers to learning and participation which may hinder or exclude individual pupils, or groups of pupils. Through our inclusive practice, we aim to create a learning environment which demonstrates our belief that educational inclusion can create genuine equality of opportunity for our children, whatever their gender, ethnicity, disability, attainment and socio-economic background.

In our planning of teaching and learning, the school pays close attention to the provision that is made for different groups of learners. We consider in particular the distinctive needs of:

- different genders
- minority ethnic and faith groups
- traveller children, 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 and/or in families that are under stress
- learners who might be at risk of disaffection and radicalisation

We recognise that pupils learn at different rates and in different ways, and that there are many factors affecting achievement, including natural abilities and skills, emotional wellbeing, age and maturity. We seek to identify needs as they arise through the child's learning journey, and to provide teaching and learning contexts that enable all pupils to achieve their potential.

We meet the specific needs of our pupils by:

- setting appropriate learning challenges
- responding to diverse learning needs with a wide variety of teaching methods
- identifying and seeking to overcome potential barriers to learning and assessment
- providing a wide range of curricular opportunities to develop the whole child and to meet the needs of individuals or groups of children
- a commitment to 'Extended School' provision through the Morning and After School Club

OBJECTIVES

In order to achieve these objectives, 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 that any behaviour that reflects racial and sexual discrimination and prejudice is challenged and not repeated
- ensure that this Inclusion Policy is implemented by staff and is reflected in all school policies
- ensure implementation of Local Authority advice and recommendations, and all statutory provisions relating to inclusion
- work to minimise barriers to learning and participation, and make suitable provision to meet diversity of need
- provide guidance and support for parents, pupils, staff and governors on inclusion issues

INCLUSIVE PROVISION

The school offers a continuum of provision to meet pupils' diverse needs. We work to ensure that teachers and teaching assistants are fully conversant with 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.

Through this approach we seek to 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
- use materials that reflect a range of social and cultural backgrounds
- 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.

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 and those with special educational needs, particularly those who are on the SEN Register, Looked After children, children who speak English as an additional language, children who are from ethnic minority backgrounds and children who are entitled to free school meals. 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 below age-related norms, teachers seek to provide support 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 are provided with opportunities for continued professional development, with access to Local Authority, national and regional training relating to inclusive educational 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

Parents' knowledge and first-hand experience of their child is highly valued for the contribution that it can make to the child's education. We seek to involve parents as partners in their child's learning journey and through regular consultations, they are given the opportunity to express their views, be active in decision making processes and participate in their child's education. Pupils are encouraged to take opportunities to share their views and opinions regarding their successes and achievements and future development. If parents feel that the school is not meeting the needs of their child, the procedures provided through our Complaints Policy support them in seeking a satisfactory outcome. Parents may also seek support from Local Authority Parent Partnership and Conciliation services.

OBSERVED OUTCOMES

In implementing this policy, the school makes provision for regular monitoring and observation of educational outcomes and personal development. We aim throughout to ensure that:

- all children are valued and supported to enable them to achieve their potential
- differences in the achievement and attainment of different groups of children are recognised, analysed and acted upon
- 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 that their child succeeds.

Policy date: April 2023

Review date: April 2026