



## Broad Heath Primary School

### EDUCATIONAL INCLUSION AND EQUALITY POLICY

#### Introduction

We welcome the importance that is now being placed upon Educational Inclusion and Equality. We believe it is essential to develop policy and practice in this area to ensure that:

- All pupils realise their educational potential.
- We address and remove obstacles which prevent pupils from gaining access to appropriate learning opportunities and benefiting from them;
- We offer a whole school curriculum which is free from the stereotypes which can lead to low or restricted expectations, prejudice or discrimination, and which recognises, celebrates and values all cultures in the community;
- All pupils are prepared to become active participants in the wider community
- All pupils have rights to equality of consideration and opportunity

#### Statutory Context

In developing and implementing this policy we will have due regard for:

- Our school's duties and obligations under the existing legislation concerned with sex discrimination, race relations, special educational needs and disability discrimination;
- Ethical considerations related to values and social justice and how our school promotes pupils' spiritual, moral social and cultural development;
- The inclusion principles that are essential to developing a more inclusive curriculum:
  - Setting suitable learning objectives.
  - Responding to pupil' diverse learning needs.
  - Overcoming potential barriers to learning
- Government policies including: target setting by schools; promoting the inclusion of pupils with special needs or a disability; fostering better personal, community and race relations as highlighted in the Macpherson Report: and promoting social and educational inclusion and for all groups.

#### City Context

This school is part of Coventry City Council's Education Service and works within the Council's policies including its Equal Opportunities Policies. We also seek to further the aims and objectives of Coventry City Community Plan and to implement the LA curriculum policy, 'Entitlement and Achievement'.

We are committed to making a contribution to the wider City community in which our pupils live.

## **Educational Inclusion and Equality: Aims and objectives**

Educational inclusion and equality is more than a concern about any one group of pupils such as those pupils who have been or are likely to be excluded from school. It is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment or background. It pays particular attention to the provision made for, and the achievement of, different groups of pupils within the school.

Educational Inclusion applies to all of the following groups of pupils

- Girls and boys
- Minority ethnic and faith groups
- Travellers
- Transient pupils
- Asylum Seekers and Refugees
- Pupils who need EAL support
- Pupils with special education needs
- Disabled Pupils
- Gifted and Talented
- 'Looked After' children
- Sick, young carers, families under stress
- Pupils at risk of disaffection and exclusion

This school believes that educational inclusion and equality lies at the heart of education. We have an important role to play in demonstrating that the teaching and learning achievements, attitudes and well being of every young person is of equal value.

We aim to:

- Offer additional support and new opportunities for pupils who may have experienced previous barriers to learning.
- Take account of our pupils' varied life experiences and take practical steps, in the classroom and beyond, to meet different pupils' learning needs effectively.
- Promote tolerance and understanding between different groups in this diverse society.
- Know all our pupils better and develop their special gifts and talents;
- Raise standards for all pupils;
- Support all pupils' personal development, attitudes and values;
- Ensure all pupils are taught well;
- Care for all pupils;
- Work with parents/carers of all groups of pupils;
- Lead and manage the school for the benefit of all pupils
- Know how effective we are in relation to supporting the learning of different groups of pupils.
- Identify pupils who experience alienation and disaffection with the education system.

## **Leadership**

**We believe that our school is led and managed for the benefit of all our pupils.**

The responsibility for educational inclusion and equality in this school lies within the remit of the Head and Governors, who will ensure that all staff are clear about their responsibilities for implementing this policy and being accountable for this through the normal line manager procedures.

The senior management team, including the SENco, will ensure a clear direction for the implementation of this policy through our school development plan, which will outline appropriate priorities and targets, identify action and review progress.

We will support all members of staff in carrying out their responsibilities for implementing this policy by:

- Making explicit the underpinning aims, values and attitudes of educational inclusion;
- Getting to the heart of what needs to be done to secure improvements for all pupils;
- Setting good examples and establishing role models for the staff and pupils;
- Preventing and addressing sexism, racism and other forms of discrimination and oppression;
- Promoting racial harmony so that all pupils know they are valued and important to the school;
- Ensuring that all pupils achieve as much as they can both academically and in their personal development.
- Regularly reviewing our practices and procedures to ensure that we do not unwittingly create barriers for any particular group.
- Seeking and making provision for professional development of all staff in relation to education inclusion and equality;
- Promoting the development of good relationships within and beyond school;
- Supporting our priorities through careful financial planning.
- Seeking to improve, where possible, our physical access,

### **Pupil induction, guidance and support**

We will ensure that all pupils, especially those at particular risk, are safe, that their welfare is safeguarded and that they learn effectively. We will do this by: -

- Providing an effective induction programme that ensures the needs of particular pupils are met e.g. transient pupils.
- Being well informed about the pupils' language, cultures, values and customs.
- Making links with parents and carers [if necessary, using translators] community organisations and other agencies that support children and their families;
- Supporting children 'looked after' by the local authority, young carers, sick children, pupils on the child protection register;
- Promoting good attendance and behaviour and working to eliminate all forms of oppressive behaviour;
- Investigating all reported incidents of bullying and harassment;
- Ensuring all pupils, staff and parents/carers know our policy, procedures and practice relating to bullying and harassment;
- Supporting all pupils experiencing bullying or harassment;
- Setting up programmes and working with pupils and parents/carers to prevent disaffection and alienation;
- Working with pupils and parents to prevent exclusion.

We will monitor and evaluate how well our rewards and sanction systems work to ensure specific groups are not over-represented

We will examine and monitor our admissions procedures to ensure that they are fair and equitable for all groups of pupils

### **Co-ordination**

The SENCOs (Laura Donnelly and Lindsey Street) have responsibility for:

- Pupils with SEND
- Pupils needing EAL support
- Looked After Children - led by Pastoral Lead, Rehana Raja-Khan
- Transient pupils
- Sick, young carers, families under stress – led by Pastoral Lead
- Gifted and Talented – led by Head and Core subject coordinators
- Pupils at risk of disaffection and exclusion – this is a whole staff issue but is co-ordinated by the head.

Each named person will have the following responsibilities in common:-

They will –

- Know the pupils for whom they have specific responsibility;
- Know how well the pupils are doing in terms of attainment and achievement;
- Ensure that support is available if needed etc.
- Be in regular contact with specialist services where appropriate;
- Regularly consult with colleagues about the needs of these pupils;
- Disseminate and support colleagues in evaluating the effectiveness of strategies designed to support learning and personal development of these pupils;
- Report on these pupils' progress to e.g.: Heads and governors as and when appropriate.
- Follow the 2014 SEND Code of Practice

The named person for each area will have specialist knowledge to advise and support pupils, teachers, support staff and parents. This may involve directing individuals or groups to specialist services when appropriate. Their responsibilities will be identified in their job descriptions.

### **Staffing and Staff Development**

We recognise the influence that staff have on pupils in relation to the attitudes and values they develop. We therefore believe it is important for all staff, including support staff, to have access to professional development and support that relates to educational inclusion and equality.

We will identify a range of provision that will meet their needs across a variety of roles and responsibilities. Areas of staff expertise and individual staff development will be identified through existing staff development systems.

### **Recruitment**

All new staff will be made aware of this policy and given training where necessary. We will attempt to appoint staff who represent the full range of people in our society to ensure a balanced range of role models and a diversity of experience and perspectives amongst adults within the school. We have two members of staff and one governor who are 'Safer Recruitment' trained.

### **Curriculum Organisation and Planning**

Educational inclusion and equality will be achieved in this school through a combination of planned curriculum opportunities and other whole school approaches, as follows:

Through:

- Discrete curriculum time;
- The subject curriculum;
- Out of school hours activities;
- General school ethos;
- Activities and events.

The curriculum will:

- Broaden pupils' experiences and prepare pupils for life in a diverse society;
- Be tailored to meet the needs of pupils who may be at risk;
- Be informed by the needs of individual pupils;
- Boost self confidence and equip all pupils with the skills they need to survive in and challenge a world that is unequal;
- Offer a broad range of opportunities which meet the needs ,interests, aptitudes of all pupils;
- Ensure equality of access and opportunity for all pupils;
- Enable pupils to appreciate their own cultural traditions and the diversities and richness of other cultures.
- Help pupils understand the causes of inequality and oppression, its effects on certain groups of people in this and other countries, now and in the past;
- Encourage pupils to consider a range of perspectives relevant to an increasingly global society rather than a dominance of a single, narrow perspective;

### **Curriculum Delivery/Teaching Strategies**

A whole school approach is needed to deliver our core aims and objectives throughout the taught and hidden curriculum. We are teaching the 2014 National Curriculum. In order to meet the learning needs of all groups, we will use a wide range of teaching and learning styles.

Throughout the school we aim to use a variety of approaches.

We will aim to ensure that pupils understand the objectives of their learning experiences and to ascertain through discussion with them, how well these objectives are met.

We will use language that will be accessible for all pupils and give support to those who have additional language needs;

We will target support for individuals and groups which recognise specific needs and starting points.

We will ensure that we provide sufficiently challenging material for pupils identified as 'gifted or talented'

Feedback to pupils will be given in such a way as to ensure that high expectations are held of all pupils.

Participation of all pupils will be monitored across a range of classroom activities and throughout all curriculum areas.

We will take positive action to provide opportunities for all pupils to enhance their ICT skills bearing in mind the unequal distribution of facilities within the home environment.

### **Resources**

The content of resources, the way they are used and the degree of access that pupils have to them can inhibit or support members of different groups in their learning experience at school.

We will therefore ensure that we use resources that

- Show sensitivity to the various different groups and cultures within society;
- Do not through the use of inappropriate images and stereotypes demotivate or offend pupils;
- Do not reinforce prejudiced views that some pupils may hold;
- Provide a wide variety of positive images especially of groups of people who are marginalised or discriminated against;
- Are modified to take account of the specific needs of individual pupils;
- Avoid language that cannot be understood;

## Educational Inclusion and Equality

- Are up-to-date and relevant to pupils of different ages and abilities.

We will involve our pupils in appraising materials so that they recognise where bias and stereotyping exist

We will ensure that everybody in school is aware of the range of resources available and how to access them.

Resources will be reviewed and updated on a regular basis by the staff with specific identified areas of responsibility.

## Partnerships

We continue to value working in partnership with parents and carers and with the wider school community and see this as an essential element of an educationally inclusive school.

We will develop strategies that facilitate the support, which can be given in the home particularly recognising the barriers which prevent involvement by some groups of parents.

We will promote partnership working through home school contracts, use of the local community as a resource, parental access to the curriculum, work with parents, social events, reporting to parents, school website, newsletters and parent consultations.

We will explore ways of engaging with those parents who may find it difficult to approach the school.

In addition the school values and encourages the involvement and support of external agencies and services. Where external agencies/speakers are involved their contribution will

- be properly planned as part of the overall programme.
- complement other teaching and
- be appropriate to the age and maturity of the pupils involved.

We will ensure that all agencies and speakers operate within the school's policies especially those relating to educational inclusion and equality

## Assessment, Recording and Reporting Standards

We believe that **Assessment** is an integral part of all teaching and learning and not just National Curriculum subjects.

We will assess personal development, behaviour and attendance as well as academic progress and use the information to provide effective support.

We will celebrate all achievement and believe that enabling children to recognise their successes can lead to a rise in confidence and self-esteem.

Our assessment process will offer all pupils an opportunity to show what they know, understand and can do and where they need to develop further.

The key learning objectives for each subject have been identified so that assessments made help develop children's learning.

Sharing learning intentions is routine practice, which enables learners to understand their role in lessons.

Assessments made by the teachers inform daily and weekly planning and allow learning to be better pitched to the needs of individuals or groups.

We have well co-ordinated arrangements for monitoring and assessing pupils' progress against learning objectives that are built into our curriculum planning.

The assessment, recording and reporting of progress will take account of the needs of different groups of pupils and their families/carers and will take place in accordance with school policy.

A variety of assessment techniques will be used including [*e.g. draw and write, discussion, quizzes, scrutiny of work, pupil self assessment*]

Evaluation of results will identify those pupils who may need further help to learn effectively.

Our procedures accommodate the requirements of the Code of Practice 2014 for pupils with special educational needs.

We will ensure that our assessment methods are free from cultural or linguistic bias to ensure fair and equitable treatment of the different groups of pupils.

We will ensure appropriate support for our pupils for whom English is an additional language.

We will celebrate achievement and progress for all groups of pupils through certificates, postcards, rewards, team points and circle time

Assessments of pupil's learning will be reported to parents in a clear meaningful way.

## **Monitoring and Evaluation**

Provision for effective educational inclusion and equality will be monitored and outcomes evaluated by Senior Management. Identified priorities for action will be built into our School Development Plan

**Reviewed by Laura Dewar – September 2019**

**Reviewed by Kelly-Mae Saville– SEN governor – September 2019**

Next review Autumn 2020