

## St Helena's Church of England Primary School

*"To Learn is to Live"*

*Valuing Compassion, Community, Endurance, Friendship, Hope, Respect,  
Thankfulness, Wisdom*

Inclusion Policy: Equality of Opportunities for all pupils

### **Introduction**

Our school values the individuality of all pupils. We are committed to giving all children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in the school - regardless of their differences including age, gender, ethnicity, sexual orientation, attainment or background.

### **Aims and objectives**

Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our children as detailed in the Equality Act 2010. This is made a reality through the attention we pay to the different groups of children within the school:

- girls and boys of any sexual orientation;
- minority ethnic and faith groups;
- students who need support to learn English as an additional language;
- students who are in receipt of Pupil Premium
- students with special educational needs and disabilities;
- more able students working at greater depth within their ARE (age related expectations)
- any student who is at risk of disaffection or exclusion.

The National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of students.

This is done through:

- setting suitable learning challenges,
- responding to students' 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 students.

The school achieves educational inclusion by continually reviewing what it does, through asking 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 is done for those children who are known not to be achieving their best?
- Are the actions effective?
- Does the school organisation and curriculum plan provide a range of opportunities and provision to suit the needs of all children?
- Do we provide opportunities for more able students to work at greater depth?

### **Teaching and learning style**

Our school aims to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their children.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials to extend the breadth and depth of work within the area or areas for which the student shows particular aptitude.

Teachers are made familiar with the relevant equal opportunities legislation covering age, gender, ethnicity, sexual orientation, attainment, disability or background.

### **Teachers ensure that, through our Values Education, careful differentiated planning and creative teaching, 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 groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have access to a curriculum experience best suited to their individual ability and capability and 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 disabilities**

Provision for a child with SEND should match the nature of their needs. Some children in

the school have disabilities 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 modify teaching and learning as appropriate for these children.

Teachers ensure that the work for these children:

- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- uses assessment techniques that reflect individual needs and abilities.

### **Disapplication and modification**

The school can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. The school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. This is achieved through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, the school supports learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child. In exceptional circumstances the school may decide that modification or disapplication is the correct procedure to follow. The school would only do this after detailed consultation with parents and would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

### **Summary**

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

This policy will be reviewed annually by staff and governors.