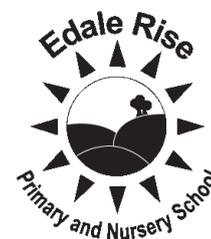


# Edale Rise Primary and Nursery School



## Inclusion and Equality Policy

### **Introduction:**

The staff and Governors at this school are committed to giving every member of the school community the opportunity to achieve the highest of standards.

### **Aims and objectives:**

This school aims to be inclusive. We are committed to tackling discrimination and promoting equality and good relationships. We aim to make equality of opportunity a reality for our children and their families. We achieve this through the attention we pay to the different groups within our school community, taking into account:

- gender
- sexual orientation
- ethnicity and faith
- home language
- Special Educational Needs
- Disability
- Physical or mental health issues
- specific gifts or talents
- the risk of disaffection or exclusion.

### **Curriculum:**

We plan and deliver 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;
- providing support for children who find it difficult to access all areas of the curriculum;
- providing challenge across the curriculum for more able pupils;
- overcoming potential barriers to learning for individuals and groups of pupils;
- providing extra-curricular opportunities to meet the needs of individuals or groups of learners

We achieve educational inclusion by reviewing our provision and monitoring the wellbeing and performance of every child. This is done through our termly *Class Conference* and ongoing monitoring systems.

Reviewed by staff: Autumn 2015

Reviewed by Governors: Autumn 2015

Review date: Autumn 2017

Teachers 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;
- participate safely in clothing that is appropriate to their religious beliefs (for example, older Muslim girls during PE and swimming);
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- are encouraged to participate fully, regardless of disabilities or medical needs.

### **Disability and physical or mental health issues:**

Some learners have disabilities or physical or mental health issues which may require extra support and resources in order to access the curriculum. All curriculum policies have a section on Equal Opportunities, which outlines measures taken to ensure that all learners have access to that particular area of the curriculum. We make use of technologies which support learning among groups who require extra support (specific computer software and programs and other resources).

Our Disability Access Plan gives details of measures taken to improve the physical environment for disabled learners and adults.

### **Roles and Responsibilities:**

Inclusion Leader:

- Lead the staff and specifically the Inclusion team (EMAG staff, G&T staff, TAs) to develop aspects of inclusion on the curriculum; monitor and evaluate the impact of teaching and learning and lead and participate in the development of the curriculum
- Meet with parents and carers of children on the EMAG, G&T or SEND registers to inform them of work currently being undertaken to address their needs. Discuss and report on Provision Map targets and progress towards them. This may be as part of the yearly programme of Parent/ Teacher meetings, or additional to this if appropriate
- Keep records of groups of children requiring additional support; liaise with classroom staff to monitor progress and set targets;
- Oversee planning for small groups across the school, suggesting areas to develop;
- Report to the Leadership Team and Governing Body.

Head Teacher:

- Work with the Inclusion Leader to monitor Inclusion;
- Publish annual Equality objectives online
- Keep records of incidents of bullying, racial or otherwise, deal with these incidents in school and, if necessary, report to the appropriate agency at the Local Authority.

Governing Body:

- Work with the Inclusion Leader and Head Teacher to monitor inclusion and equal opportunities in school;
- Work with the Inclusion leader to promote inclusive practices in school;
- Review practice and policy in this area.

This policy will be reviewed every two years.

## Appendix 1:

### **Equality and Diversity Statement**

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling the legal obligations cited above, we are guided by the following principles:

#### **All members of the school community are of equal value:**

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity

#### **We recognise and respect difference, in relation to:**

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity

#### **We foster positive attitudes and relationships, including:**

- positive attitudes towards disabled people, good relations between disabled and non-disabled people and an absence of harassment of disabled people
- positive interaction between different and diverse groups and communities
- mutual respect and good relations between boys and girls, and women and men and an absence of sexual and homophobic harassment.

#### **We observe good equalities practice in staff recruitment, retention and development for all staff:**

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status

- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

**We aim to reduce and remove inequalities and barriers that may already exist, for:**

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

We keep our equality objectives under review and report on progress towards achieving them.