

Hazelmere Junior School



Inclusion and Equality Policy

Policy written: January 2019

Review date: January 2021

Inclusion and Equality Policy and information

Introduction

The staff and governors of Hazelmere Junior School seek to promote a policy of inclusion, adhering to the Equalities Act (2010) where all pupils and adults are welcomed regardless of their special need, disability, gender, race, religion, sexual orientation or socio-economic status.

Aims and objectives

Our school aims to be an inclusive school. We strive to 'close the gap' of achievement and remove barriers to learning that may negatively influence the life chances of our pupils.

As a staff we have identified the following 'protected characteristics' of pupils in our school:

- Children with behavioural, social, mental health issues and emotional distress.
- Minority ethnic and faith groups.
- Children who need support to learn English as an additional language.
- Children with physical disabilities or medical needs.
- Children with learning difficulties.
- Gifted and talented children.
- Children in need or looked after children.
- Children who have a family member in prison.
- Children living in vulnerable socio-economic circumstances, including Pupil Premium Grant pupils.
- Children with speech and language and communication difficulties.
- Children who are 'summer born'.
- Gender.

These groups of pupils are monitored and can be input on SIMs and filtered. Termly progress dialogues take place between class teachers and the Senior Leadership Team where the progress of children within the inclusion groups is discussed and monitored. Staff meetings are set aside for the discussion and development of issues relating to inclusion. At weekly briefing meetings staff members are invited to alert colleagues to those children currently giving cause for concern.

We have developed a creative curriculum that meets the specific needs of individuals and groups of children. We do this through:

- Promoting Growth Mindset throughout the school.
- Personalising learning when appropriate.
- Delivering targeted interventions led by class teachers and Learning Support Staff.
- Supporting the needs of pupils with SEMH (Social, Emotional and Mental Health) issues through interventions, play therapy and the deployment of a Learning Mentor.
- Maintaining a Provision Map of interventions and provisions which are additional to and different from the core offer of high quality first teaching.

We achieve educational inclusion by continually assessing, planning, doing and reviewing the quality of our provision and its impact on pupil progress and their attainment. We challenge and extend our most able pupils by providing a broader and deeper approach to their learning.

All teaching and learning support staff 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
- Are taught in groupings that allow them all to experience success
- Use materials that reflect a range of abilities and 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 disabilities

Provision for a child with SEN should match the nature of their needs as stated in the Code of Practice.

Some children in our 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. All our classroom entrances are wide enough for wheelchair access and the designated point of entry for our school also allows wheelchair access in accordance with the Disability Act (see Accessibility Plan) and there is access to a disabled toilet. We take positive action to address issues which may put disabled pupils at a disadvantage and make reasonable adjustments to our provision and practise where appropriate.

Teachers ensure that the work for these children:

- Takes account of their pace of learning and the equipment they use
- Takes account of the effort and concentration needed in oral work, or when using, for example, vision aids
- Takes account of the fact that some children must spend periods of time in hospital
- 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 their individual needs and abilities.
- Takes account of the impact their disability may have on their behaviour (please see Behaviour policy).

All children regardless of their ability and needs are welcomed at the numerous extra curricular clubs run by Hazelmere Junior School.

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 experience and needs of all our children into account when planning for learning.

Equality objectives

Equality Focus	Action	Success Criteria	Date to be completed by	Led by	Proposed Impact
Nationality	Ensure all pupils with EAL receive the support they require.	All pupil with English as an additional language (EAL) will receive additional one-to-one support from our EAL teaching assistant.	Ongoing	SENCO/Teaching Assistant	EAL pupils will have equal access to learning through support tailored for their level of needs.
	Ensure Google Translate is available on the school website as an option.	All pupils and parents will have equal access to school communications and feel well informed.	Jan 2019	Headteacher and Computing subject leader	Better communication with parents and improved outcomes for children.
Disability	Ensure regular communication with outside agencies and parents supporting pupils with a disability.	Regular team meetings at school to ensure good communication to all relevant staff.	Ongoing	SENCO	Pupils with additional needs have a superior level of care and parents have confidence in the school's ability to manage children with complex needs.
	Ensure pupils with a disability are located on ground floor with access to all facilities, including disabled toilet.	Re-organisation of year groups to accommodate pupils with disability to have access.	Ongoing	SENCO and Inclusion manager	Pupils with a disability have easy access to school facilities and areas.
Sex and Gender and sexual orientation	All staff to attend relevant training.	All staff feel confident in tackling prejudice and using the correct terminology with pupils and parents.	April 2019	Headteacher	Parents and children are confident in the school's ability to support children and families.
Religion and Belief	Continue to increase the number of multi faith visitors to our school and to visit religious groups within our community.	A wider range of faiths are represented in school assemblies. Children gain first- hand experience of different cultures, religions and customs.	On going	RE subject leader	Children leave school with a good understanding of how diverse our community and the United Kingdom is.
Economically Disadvantaged	Track Pupil Premium children and invest funding to narrow the attainment and progress gap.	Narrowing of the gap between Pupil Premium children and the rest of the cohort regarding attainment and progress.	Review at the end of each assessment period (termly).	Senior Leaders and all class teachers.	Better outcomes for identified pupils.