LAKESIDE PRIMARY SCHOOL

<u>Inclusion and Equality Policy</u>
<u>January 2018</u>

<u>Introduction:</u>

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

<u>Aims and objectives:</u>

Our school aims to be an inclusive school. We are committed to promoting equality and
good relationships. We will always tackle any discrimination quickly and firmly. We aim
to make equality of opportunity a reality for our children and their families. We
achieve this by recognising and paying attention to the different groups of learners
within our school:

- Males and females
- Minority ethnic and faith groups
- Learners with English as an additional language
- Learners with special educational needs
- Learners with a disability
- More Able learners
- Learners who are at risk of disaffection or exclusion

<u>Curriculum:</u>

We plan and deliver a curriculum which meets the needs of all learners through:

- Setting suitable learning challenges.
- Responding to the children's individual and diverse learning needs.
- Providing support for children who find it difficult to access all areas of the
  curriculum.
- Providing challenge for children who are more able.
- Recognising and addressing potential barriers to learning.

- Providing additional curriculum opportunities outside the National Curriculum to meet the needs of learners (this may include speech and language therapy/ occupational therapy).

We achieve educational inclusion by continually reviewing our provision and monitoring the wellbeing and progress of every child. This is done through our assessment system, as outlined in the school's Assessment Policy, and Pupil Progress Meetings. There are always opportunities for informal discussions regarding the provision for learners to ensure inclusion for all.

Teachers ensure that children:
- Feel secure and know that their contributions are welcomed and valued.
- Appreciate and value the differences they see in others.
- Are supported in learning to take responsibility for their own actions.
- Are able to experience success in their learning.
- Feel safe and confident to wear clothing that is appropriate to their religious beliefs.
- Use materials that reflect a range of social and cultural backgrounds without stereotyping.
- Are encouraged, and are able, to participate fully in all areas of school life.

Disability:

Some learners have disabilities and may require additional support and resources in order to access the curriculum. Our Accessibility Plan gives details of measures taken to improve the extent to which learners with disabilities can access the curriculum and to improve the physical environment for members of the school community who are disabled.

Roles and responsibilities:

Governing Body:
- Work with the Head Teacher and SENCO to monitor inclusion and equal opportunities in school.
- Review policy and practice in this area.

Head Teacher:
- Work with the SENCO and SLT to monitor inclusion and equal opportunities in school.
- Keep records of incidents of bullying, racial or otherwise, and deal with these incidents quickly and firmly.

SENCO:
- Lead the staff to develop aspects of inclusion in the curriculum and monitor and evaluate the impact.
- Meet with parents of children with disabilities and/or special educational needs annually to discuss progress and plan for continued support.
- Keep records of groups of children requiring additional support (SEN register, More Able register and class provision maps).
- Liaise with classroom staff to monitor and review progress and support for children requiring additional support.

Class teachers:
- Ensure all staff working within the classroom are aware of the individual needs of children.
- Ensure all staff working in the classroom are aware of their roles and responsibilities in supporting children who may need additional support or resources to access the curriculum.
- Keep up to date records of progress for all children.

This policy will be reviewed every 2 years.

Date: _____

Chair of Governors _____