

# Perryfields Primary PRU



## INCLUSION POLICY

<b>Review Date</b>	<b>Developed and Reviewed Date</b>	<b>Reviewer (Who?)</b>	<b>Approved By Name and Date</b>
<b>February 2022</b>	<b>15.03.21</b>	<b>Chair of Education Sub Committee – S. Boyce</b>	<b>Management Committee 22.03.21</b>
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<b>Minutes Reference</b>	06.02.2024
<b>Signature of Chair</b>	

## **1. Statement of Intent**

At Perryfields Primary PRU we value the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment or background.

## **2. Aims and Objectives**

2.1 Perryfields is an inclusive school. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- Any children who are at risk of disaffection or exclusion;
- Gender;
- Minority groups;
- Children in receipt of pupil premium;
- Children who need support to learn English as an additional language;
- Children with special educational needs and disabilities;
- Gifted and talented children and those who are academically more able;
- Children in Care.

2.2 We plan 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;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils either internally or by calling upon the support of outside agencies such as the specialist teaching service as is necessary;
- Providing other curricular opportunities outside the curriculum to meet the needs of individuals or groups of children.

2.3 We achieve educational inclusion by continually reviewing what we do, through asking ourselves 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 are we doing for those children who we know are not achieving their best?
- Are our actions effective?

We use the Inclusion Quality Mark as an audit. We are two years into the highest Flagship status and are one of only 8 schools nationally to be an IQM Champion School.

### 3. Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Human Rights Act 1998
- The Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

This policy has due regard to statutory and good practice guidance, including, but not limited to, the following:

- DfE (2014) 'The Equality Act and schools'
- DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- DfE (2018) 'Gender separation in mixed schools'
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- PSHE Policy
- School Uniform Policy
- Admissions Policy
- CLA Policy
- Anti-bullying Policy
- Safeguarding and Child Protection Policy
- Complaints Policy

### 4. Roles and responsibilities

#### 4.1 The Management Committee will:

- Be responsible for ensuring the school complies with the appropriate equality legislation and regulations.
- Take all reasonable steps to ensure pupils and potential pupils will not be discriminated against, harassed or victimised in relation to:
  - Admissions.
  - The way the school provides and education for pupils.
  - How pupils are provided with access to benefits, facilities and services.
  - The exclusion of a pupil or subjecting them to any other detriment.
- Ensure all policies are developed and implemented with appropriate equality impact assessments informing future plans in collaboration with the headteacher.

#### 4.2 The headteacher will:

- Implement and champion this policy, ensuring that all staff and pupils apply its guidelines fairly in all situations.
- Conduct regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge.
- Review and amend this policy, taking into account new legislation and government guidance, and previously reported incidents, in order to improve procedures.
- Ensure that appropriate counselling is made available for pupils who require immediate interventions, parental assistance and personal counselling.

#### **4.3 Staff will:**

- Be alert to the possible harassment of pupils, both inside and outside of the school, and to deal with incidents of harassment and/or discrimination as the highest priority.
- Carry out their statutory duties relating to equal opportunities and inclusivity, and pertaining to their specific roles.
- Have due regard to the sensitivities of all pupils, and not provide material that may cause offence.
- Act as a role model for equality, diversity and inclusion across the whole school community

## **5. Protected Characteristics**

Staff will not discriminate against, harass or victimise a pupil, or prospective pupil, because of their:

- Sex.
- Race.
- Disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.

Staff will not discriminate against a pupil, or prospective pupil, because of a characteristic related to a person, such as a parent, with whom the pupil or prospective pupil is associated. Staff will not discriminate against a pupil, or prospective pupil, because of a characteristic which they are believed to have, even if the belief is mistaken.

## **6. Promoting inclusion**

The school will promote inclusion and equality at our school through:

- Ensuring that pupils are called by their preferred names, which may be different from their legal names, taking into account the correct spelling, structure and pronunciation.
- Ensuring, as far as possible, that our governing board and staff reflect the full diversity of our local community.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.

- Instilling in pupils an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Providing a variety of educational and residential visits that expose pupils to a wide range of cultural experiences.
- Ensuring equal access to opportunities, such as extracurricular activities and the curriculum.
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
- Valuing the cultural experiences and contributions of all pupils, regardless of any protected characteristic that they may have.
- Communicating our policy to parents to gain their understanding, agreement and support for its provisions.
- Discussing equality issues as an agenda item for the school council.
- Promoting equality of opportunity within the wider society.
- Ensuring admission arrangements will not unfairly disadvantage a pupil from a particular social or racial group, or with SEND.

## 7. Teaching and Learning Styles

7.1 We aim 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. For some children, we use the learning expectations from previous year groups as well as supporting the children's learning needs through the use of differentiated educational resources and practical equipment. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

7.2 When the attainment of a child falls significantly below expected attainment within their year group, teachers enable the child to succeed by planning work that is in line with that child's individual needs. This may be achieved through the use of individual targets, a provision map of how their needs are being supported or a care plan to target long term health needs. Teachers also differentiate work appropriately to enable the child to succeed. All pupils have individual provision maps that they work on daily. These are reviewed alongside parents regularly.

7.3 Where the attainment of a child significantly exceeds the expected level of attainment, teachers may use materials from a later year group when they are certain that pupils have had the opportunity to extend the breadth of their work within the area or areas for which the child shows particular aptitude.

7.4 Teachers are provided, where necessary, with updates in relevant equal opportunities legislation covering race, Pupil Premium, LAC, gender and disability.

7.5 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;
- are taught in groupings that allow them all to experience success;

- use materials that reflect a range of social and cultural backgrounds, without stereotyping, especially those which reflect the diverse backgrounds of families within the school community.
- have a common curriculum experience that allows for a range of different learning styles through a multi sensory approach;
- have challenging targets that enable them to succeed;
- are encouraged and enabled to participate fully, regardless of disabilities or medical needs.

## **8. Children with Disabilities**

8.1 Some children in our school may 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. An Accessibility Plan specifies the commitment to this. Special access arrangements will be made for children with disabilities.

8.2 Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

8.3 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;
- 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;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science, and to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

## **9. Disapplication and Modification**

9.1 At Perryfields we modify our curriculum to ensure appropriate access for all pupils and ensure it meets their unique needs. In line with statutory guidance, we apply any required access arrangements for the statutory assessment test (SATs) in order to enable children to access the tests or will apply for disapplication if required. Parents are made aware of any arrangements.

9.2 The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through, for example, greater differentiation of the child's work or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

## **10. Equality**

10.1 All school policies have an explicit aim of promoting equality and will be evaluated in terms of their contribution and effectiveness in achieving this aim.

Perryfields Primary PRU provides a broad and balanced curriculum for all pupils. The school aims to:

- Setting suitable learning challenges for all pupils
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

10.2 We recognise that citizenship presents opportunities for encouraging respect for diversity. Our curriculum leader is responsible for ensuring subject programmes/schemes of work raise awareness of multi-cultural issues and challenge stereotypical views of different groups. In the purchase of resources, the school will ensure that materials reflect and celebrate equality and diversity.

## **11. Children Looked After and Previously Looked After**

As for all our pupils, Perryfields Primary PRU is committed to helping every child in care achieve the highest standards they can. To this end, staff will ensure that in delivering the curriculum they set suitable learning challenges, respond to the diverse learning needs, and help to overcome the potential barriers to learning and assessment for these pupils.