



Aspire to achieve...

1 Introduction

We believe this policy relates to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education Act 2002

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress

We aim to provide a happy, healthy and safe school by providing high quality pastoral care, support and guidance by listening to the concerns of children and parents.

We want all our pupils to feel valued, secure and to be given opportunities to learn by providing a differentiated curriculum that caters for the needs of all pupils.

We aim to ensure that all pupils have access to all the school's resources and that they have the opportunity to experience success, are treated fairly and that their individual needs are met.

We believe we have a duty to bring together and include all groups within the school and the local community and to invite them to use the school facilities for additional learning opportunities.

For the benefit of all pupils we wish to work closely with the health service, social care, the learning and behaviour support team, and the education social workers.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

2 Aims and objectives

- To provide places for all pupils who have expressed a preference to join this school.
- To give all girls and boys regardless of their age, special educational needs, ethnicity, attainment and background the right to learn together.
- To ensure all children are treated fairly and that their individual needs are met.
- To work with other schools to share good practice in order to improve this policy.

3 The Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Principal to ensure all school personnel, pupils, parents and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring the following policies are in place, kept up to date and effectively implemented:
 - Equality Policy
 - Special Educational Needs and/or Disability Policy
- responsibility for monitoring the educational achievement of all the above groups;
- responsibility for ensuring that the statutory responsibilities of the SENCo are met;
- the task of ensuring the composition of the school personnel and that of the governors reflects groups within the local community;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;

- responsibility for ensuring all policies are made available to parents;

4 The Role of the Principal

The Principal will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work hard to create a positive school ethos where all individual needs are addressed and strengths celebrated;
- ensure the inclusion of pupils, school personnel, parents and the local community;

- ensure that:
 - an effective pupil tracking system is in place
 - individual pupil needs are identified early and that strategies are put in place to address them

- ensure good lines of communication and strong links with parents and outside agencies are in place;
- record all incidents of bullying, harassment and racism;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
 - ensuring pupils are set challenging targets
 - analysing data to see if pupils from all groups are achieving their full potential
 - examining the number of pupils who have been excluded
 - analysing numbers of pupils from different groups attending extra-curricular activities
 - analysing attendance data
 - analysing RAISE online data
 - analysing numbers of pupils from different groups who are gifted and talented

- annually report to the Governing Body on the success and development of this policy

5 The Role of Teaching Staff

School personnel will:

- comply with and implement this policy;
- take into account the abilities of all pupils with work being differentiated to fit the needs of everyone;

- use a variety of teaching styles to deliver a broad and balanced curriculum;
- create a positive classroom environment by having high expectations, encouraging pupils, involving pupils, and respecting their feelings;
- assist in the monitoring and tracking of pupils;
- work closely with the inclusion coordinator, assessment coordinator and outside agencies;
- devise and monitor:
 - pastoral support programmes
 - personal education plans
- ensure special educational needs pupils have the correct support they require to address their specific needs;
- ensure disabled pupils take a full part in all school activities both on and off the school site;
- ensure pupils with behavioural needs have their own pastoral support programme;
- ensure early intervention programmes support pupils eligible for free school meals, if applicable;
- ensure pupils who are gifted and talented are identified and that their needs are met;
- ensure the needs of all new arrivals are identified and the appropriate support is allocated

6 The Role of the Pupils

Pupils will be aware of and comply with this policy and help to make new arrivals welcome to the school

7 The Role of Parents / Carers

Parents/Carers will:

- be aware of and comply with this policy;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Policy Updated: September 2016

- This policy will be reviewed and updated when any new guidelines and legislation are issued by any relevant bodies or where the Academy feels is necessary.