DEVONSHIRE PRIMARY SCHOOL

INCLUSION, EQUALITY AND DIVERSITY POLICY

Introduction

At Devonshire Primary School, we believe that everyone has the right to equal opportunities. We believe that all children, adults and families should feel welcome and have an equal chance to benefit from our school and everything it provides.

Devonshire has a school community (children, parents, carers, staff, governing body and community users of school's facilities) which has a rich diversity in terms of cultures, religions, beliefs, ethnicities and social backgrounds and the community in which the school is situated broadly reflects such diversity. We ensure that our curriculum reflects the diversity of our society, and not just our group. We encourage children to explore in a positive way the differences and diversities of people. We positively challenge, in everyone, the stereotypes and assumptions, and actively seek to combat all forms of discrimination.

The school's staff and governing body recognise the importance of the school's role to create opportunities for pupil's achievement and enabling every child to achieve their potential thereby making a contribution to long term community cohesion. By community cohesion, we mean working towards a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

We will endeavour to contribute to building community cohesion by continuing to promote equality of opportunity and inclusion for all groups of pupils within a school. The school will also continue to promote shared values and encourage our pupils to actively engage with others to understand what they all hold in common.

The school's contribution and commitment to community cohesion is apparent throughout the school; in its teaching, learning and the curriculum, its equity and excellence and its engagement and extended services.

Definition

Inclusion in education is all about equal opportunities for all children whatever their age, gender, ethnicity, attainment, and background. It ensures particular attention to the provision made for and the achievement of different groups of pupils within the school. We are aware that specific groups of children are more likely to underachieve and/or suffer discriminatory practice than others within our society. These groups include

- Girls and boys
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Pupils who need additional support to learn English as an additional language
- Pupils with disabilities
- Pupils with special educational needs
- More able and gifted and talented pupils
- Children who are looked after by the local authority
- Other children, such as sick children, young carers and children from families under stress
- Any pupils who are at risk of disaffection and exclusion

Principles
There are three main principles as set out in the National Curriculum

1 Setting Suitable Learning Challenges
We plan our curriculum using the National Curriculum programmes as our starting point. However, we recognise that we must plan in ways that suit our pupils' abilities and their individual starting points. We use the flexibility with the National Curriculum to choose the most appropriate knowledge, skills and understanding from the programmes of study to enable pupils to make progress and demonstrate their achievements. Our short term planning is differentiated to match individual needs.

2 Responding to pupils' diverse learning needs
We set high expectations and opportunities for all our pupils to achieve. As a staff group we are aware that our children bring to school different experiences, interests and strengths, which will influence the way they learn. We ensure our planning includes a variety of approaches to teaching and learning to ensure all children can actively take part in lessons fully and effectively.

3 Overcoming potential barriers to learning and assessment for individuals and groups of pupils
We recognise that some children will have particular learning and assessment requirements, which, if not addressed, could create barriers to effective learning. For these groups or individuals our approach to teaching, learning and assessment includes making 'additional to' or 'different from' provision to enable them to participate effectively in the curriculum and assessment activities.

Our commitment
At Devonshire Primary School we are committed to constantly monitoring, evaluating and reviewing our practice to ensure that all pupils

- Make good progress and achieve
- Are able to learn effectively without interference and disruption
- Are treated respectfully
- Receive additional help according to their needs
- Have access to a broad balanced and relevant curriculum
- Feel safe secure and happy within the schools setting
- Reach their potential both academically and personally

Monitoring, Evaluation and Review
Our commitment to inclusive practice is meaningless unless we actively monitor the impact of this commitment on the experience of our children in all areas of the school life.

We collect information on the effectiveness of our inclusive practice through the following channels:

- Collection of data relating to progress and achievement in curriculum areas
- Incident records related to bullying, inappropriate behaviour (in class and at unstructured times), internal exclusions of pupils, short term and permanent exclusions and discriminatory incident reporting forms
- Evidence forms from our regular programme of lesson observations
- The views and experiences of our pupils collected through our school council and pupil questionnaires and as part of the our ongoing Personal Social and Health Education and Citizenship programmes
- The views and experiences of our parents/carers collected through informal one to one discussions, through questionnaires and formal parent consultations

Using this wide range of information we analyse comparative outcomes for individuals and different groups of children. Pupil tracking and analysis of information enables us to judge whether all children are achieving as much as they can and if not, which individuals or groups of children are underachieving.

Our next step is to explore why this is happening and whether there are well-founded explanations for the differences we have identified. If this is not the case we identify what action the school should take to improve our inclusive practice, set specific performance indicators and review the effectiveness of this action.

Employees and Users of the School Facilities

The school is committed to eliminating discrimination and promoting equality for its employees and users of the school facilities regardless of gender, race, disability, religion or belief, sexual orientation and gender re-assignment and has implemented policies and schemes to achieve this objective.

This policy should be read in conjunction with the school's

- Teaching and Learning Policy
- Assessment, Recording and Reporting Policy
- Special Educational Needs Policy
- Equal Opportunities Policy
- Race Equality Policy
- Gender Equality Policy and Scheme
- Disability Equality Policy and Scheme
- Accessibility Plan

This policy will be reviewed annually.