



CHEW STOKE CHURCH SCHOOL

Inclusion and Equality Policy

This policy is written with reference to the Christian Foundation of the school.

'Confident in Learning, Caring in Life'

Our vision has been inspired by Luke 10:27

This policy should be taken and used as part of Chew Stoke Church School's overall strategy and implemented within the context of our aims and values as a Church of England School.

Introduction

Chew Stoke Church School values the individuality of **all** children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations of all our children. The achievements, attitudes and well being of all our children matter to us all.

Aims:

Chew Stoke Church School aims to be an inclusive school. We actively seek to remove the barriers to learning and to participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for all of our children irrespective of:

- Gender
- Ethnicity or faith
- Attainment
- Age
- Disability
- Background

The National Curriculum is a key part in planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- Listening to the voice of the child
- Setting appropriate learning challenges.
- Responding to the diverse needs of the children.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- Providing other curricular opportunities to meet the needs of individuals or groups of children..

We achieve educational inclusion by continually reviewing what we do, by asking ourselves these questions:

- Do all of our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who are under achieving?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Learning and teaching styles

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils, to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children and where necessary, adapt programmes of learning.

When the attainment of a child falls significantly below the expected level - using formative and standardised assessments - teachers enable the child to succeed by planning work that is in line with their child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage or extend the breadth of work within the area or areas for which the child demonstrates a particular aptitude.

Teaching and support staff are familiar with the current equal opportunities legislation covering race, gender and disability and with our Inclusion & Equality Policy.

Teachers and support staff ensure that all 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.
- Are taught in groupings that allow them all to experience success.
- Use materials that reflect a range of 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.

- Participate fully regardless of disabilities or medical needs.

Children with disabilities

We are as committed to meeting the needs of any child with a disability, as we are to meeting the needs of all groups of children within our school. Chew Stoke Church School fully meets the requirements of the Equality Act 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

The school is committed to providing an environment, within its resources and Health and Safety consideration, which allows children with a disability to have full access to all areas of learning. All classroom entrances are wide enough for wheelchair access and the designated points of entry for the school also allow wheelchair access. For children with non-physical disabilities we review school routines and the curriculum to ensure that children and adults are not placed at a disadvantage. The school uses specialist desks, chairs and other furniture and equipment when necessary, for pupils with specific physical needs. Our Access Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that the school has to offer.

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

Teachers and support staff ensure that the work undertaken by disabled 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, for example, using visual 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 allows hearing-impaired children to learn about sound and visually impaired children to learn about light in all areas of the curriculum
- Uses assessment techniques that reflect their individual needs and abilities
- Takes account of pupils whose disabilities impact upon their behaviour and make reasonable adjustments to accommodate this.

Disapplication and modification

The school where necessary, will modify or disapply the National Curriculum and its assessment arrangements. This would only be undertaken following detailed consultation with parents, the school special needs co-ordinator (SENDCo) and the special needs governor.

Chew Stoke Church School's policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. Chew Stoke Church School achieves this through greater differentiation of planned

learning or through the provision of learning resources. When necessary, Chew Stoke Church School also supports learning through the involvement of appropriate external specialists.

Inclusion and Racism

The diversity of the society in which our children are living, is addressed through the planned schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to the Governing Body by the Headteacher. The school contacts parents of those pupils involved in racist incidents. This policy should be read in conjunction with the following policies & plans:

1. Special Needs & Disability Policy.
2. Behaviour Policy/Anti-Bullying Policy.
3. Accessibility Plan.

Summary

At Chew Stoke Church School we value each child as a unique individual. We will always continue to strive to meet the needs of all our children, so that they achieve their best and will seek to ensure, that we meet all statutory requirements related to matters of inclusion and equality.

Reviewed: March 2025

Next review date: March 2027



Equality Objectives 2025 - 2027

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Action to be taken		Personnel	Timescale	Resources	Impact
Narrow the pupil premium gap in Reading, Writing and Maths in all year groups.	<p>Maintain the number of Pupil Premium pupils working at the expected standard for their age. Monitor the achievement of Pupil Premium pupils.</p> <p>Plan and deliver interventions to address gaps in learning as identified through on-going assessment.</p>	<p>ELT to manage intervention programme</p> <p>All class teachers and TA's</p>	On-going – data to be reviewed at least three times a year.	<p>Time for meetings.</p> <p>Cost of resources to support learning.</p>	Gap narrowed in specific year groups and subjects (as identified through data analysis).
Promote understanding and respect for differences.	<p>Identify opportunities in the curriculum to look at other cultures/countries, study famous people from Minority groups and with a variety of abilities, to celebrate diversity.</p> <p>Use collective worship and Religion & Worldviews lessons as an opportunity to celebrate festivals of a range of cultures and countries.</p> <p>Use the school newsletter and wider media, to promote learning that has taken place in school to our wider community.</p>	<p>ELT and SLT</p> <p>All class teachers</p> <p>Religion & Worldviews Subject Lead/SEND Co</p>	On-going	Cost of resources to promote understanding.	<p>Greater understanding and respect for differences.</p> <p>The school ethos and curriculum promotes respect for the differences of the school community.</p> <p>Issues are covered through lessons, assemblies and staff training.</p>

Date Agreed: March 2025