



Inclusion, Equality and Diversity Policy

Introduction

At Meadowbank Primary School we are committed to achieving the best for all of our Meadowbank Family. Our success is evidenced in the fulfilment of our Mission **‘Life Long Learners, Leaders of Change, Lasting Legacy’** and our vision that all will **‘Flourish and Inspire.’**

The Teaching and Learning approach is at the core of our school and explains how learning is at the centre of all that we do. Each one of us are aspirational for our children and for each other with our vision being that all will **‘Flourish and Inspire.’** The approach that we take ensures that everyone is committed to achieving a high quality consistent approach to learning where we are dedicated to providing a unique curriculum which begins with the needs of the learner. Our inclusive approach ensures that all children grow as independent and confident individuals who will be successful lifelong learners and have a voice in their learning and development.

Our School Values are: -

- Community
- Respect
- Aspiration
- Achievement
- Collaboration

Our Indicators of Success are for everyone to be: -

- Safe and happy
- Curious and Confident
- Supported and Challenged
- Included and Valued
- Active and Healthy



OUR MISSION		
AS LIFE LONG LEARNERS	AS LEADERS OF CHANGE	OUR LASTING LEGACY
<p>Lifelong Learning: You never stop learning. New knowledge and skills excites us and makes us want to find out about all the things we don't even know.</p>	<p>Change Makers: We change things for the future so the world is a better place for everyone. We make a difference to improve lives for all.</p>	<p>Excellence for all: A curriculum that helps to prepare you for your life. Learning that makes you buzz with excitement.</p>
<p>Belonging Together: Working as a team together and across our schools with a shared mission and vision so that we are all on a learning journey together often we learn as one family we are more powerful.</p>	<p>Developing the minds of tomorrow: Influencing the lives of others to achieve goals.</p>	<p>Making it Matter: Being the best that we can be so that we are ready for our future. Making every moment special and trying our best. We are proud of our achievements and of each other.</p>
<p>Nurturing Ambition: Following your dreams and goals because they make life exciting. Having goals makes you challenge yourself. Having ambition helps you find your way so you can aim for whatever you want to achieve.</p>	<p>Embracing Learning: Building trust and valuing each other in school and across our schools so that we can make positive contributions. We act as one team, one family who learns.</p>	<p>Ready for the Future: We stretch ourselves preparing for the future so we are ready for new adventures.</p>

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Everybody who makes up our Meadowbank Primary School community aims to ensure that we operate as an educational environment in which all children and adults can thrive with all consideration given to the rights and needs of individuals.

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of the child's varied life experiences, strengths and needs. We offer a range of rich curriculum opportunities across each of the subject disciplines and have high expectations for all children. The achievements, attitudes and well-being of all our children is a top priority for all staff at Meadowbank. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Aims and objectives

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children. This means that equality of opportunity must be a reality for our children and is the responsibility of all adults who work in school. We make this a reality through the attention we pay to the different groups of children within our school:

- girls and boys;
- minority, ethnic and faith groups;
- children who need support to learn English as an Additional Language (EAL);
- children with special educational needs and or disabilities (SEND);
- able, gifted and talented children;
- children who are at risk of disaffection or exclusion;
- travellers;
- asylum seekers;
- children who are vulnerable or marginalised.
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Our curriculum is driven by the interests and curiosity of our children. Children are at the heart of our planning for each half term's learning, through which our thematic approach towards the subject disciplines helps to answer our 'Big Question', which is underpinned by the national curriculum and our learning is guided by the children's smaller questions. This learning is planned for to ensure that the children acquire skills and knowledge based on our Curriculum Skills and Knowledge Grids and National Curriculum objectives. We ensure that we take on a personalised approach to learning for individual children, providing scaffolding to ensure they can access their year group's curriculum, or, where necessary, providing bespoke opportunities that enable the children with specific needs to access an appropriate curriculum. Throughout every learning opportunity, we meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of children;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children (For example Speech and Language Therapy and Occupational Therapy).
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We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?

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- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing children to live in a diverse society?
- Do we have both high aspirations and expectations of all children?

Teaching and learning style

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 children to ensure that all children are achieving as much as they can. We make on going assessments every half term of each child's progress and teachers use this information when planning their lessons and setting targets with the children. It enables them to take into account the abilities of all their children. For some children, we use the programmes of study from earlier year groups. This enables our children to make progress in every lesson at their developmental level.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by making adjustments and planning work that is in line with that child's individual needs. In order to diminish the difference, teachers scaffold and differentiate work within lessons and devise personalised programmes which may include additional work in a specific subject area e.g. phonics, or the teaching of skills e.g. Occupational Therapy or Speech and Language Therapy. Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the equal opportunities legislation covering race, gender and disability.

Teachers and other adults in our community 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;
- 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;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging next step targets that enable them to succeed;
- participate as fully as possible, regardless of disabilities or medical needs in both curricular and extra curricular activities;
- communicate effectively with other schools to support transition.
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Children with disabilities

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. 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 that allows children with disabilities full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. We have specialist desks, chairs and equipment for children with limited motor-coordination skills and we have disabled

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toilets. Our Accessibility Plan identifies how we intend to increase the extent to which disabled children can take advantage of all that our school has to offer.

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

With advice from external agencies teachers ensure that the work undertaken by children with additional needs:

- 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 both to learn about light in science, and also 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.

Disapplication and modification

The school can, where necessary, modify or misapply the National Curriculum and its assessment arrangements. Our school 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. We achieve this through 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 specialists to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act (1996). This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act (1996). This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Children with English as an additional language

Across the Education Learning Trust, we recognise and value our pupil's home language, background, culture, and the valuable contribution that pupils who speak English as an additional language bring to our school. We recognise bilingualism as a strength, and we respond positively to

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pupil’s ability to speak other languages by building on pupil’s knowledge of other cultures and languages. We believe that cultural and linguistic diversity is a rich resource for the whole school. We take a trust-wide approach, through our Ethos, curriculum and promoting language awareness across our schools. We aim to meet the full range of needs for those children who are learning English as an additional language, and their varying stages of acquisition. It is a collective responsibility that all staff identify and aim to remove barriers that prevent our EAL learners from succeeding and reaching their potential.

In defining EAL we have adopted the following definition.

‘An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.’ EAL pupils may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country, but an English speaking school;
- Born abroad, but moved to the UK at some point before starting school;
- Born in the UK, but in a family where the main language is not English.

We recognise that EAL pupils will need varying levels of provision. As a trust, we have agreed the following induction model to ensure we meet the needs of every child within our schools:

My first half-term at school						
Before	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Offer a translator or translation device for admissions meetings	Assign a buddy	Assess the child using relevant school assessment tools. This may include The Bell Foundation Assessment Tool, as well as phonics assessments, Salford reading and white rose assessment.		Create EAL One Page Profile	Ensure all relevant interventions are planned and timetabled	Check in with learner to capture their voice
Tour of school	Teach the class how to say 'hello' in the new starter's home language	Introduce the new starter to any other speakers of their home language in school		Relevant curriculum adaptations to be identified on planning		
Prepare lanyard of flashcards	Complete a cultural awareness session (Find the country on a globe/map, listen to a song on youtube etc.)	Check-in with parents				
Prepare 'Hello' sign in their home language	Refer to 'First week' activities on server					
Leaflet for parents about support available	'First week activities' sheet	Use 'Widgit Online' to make adaptations to curriculum materials		EAL One Page Profile		Learner voice questionnaire
'Address book' for contacting services		'Address book' for contacting services (E.g. 'The Big Word' telephone interpreting service)		Widgit Online		



Inclusion and racism

The school has implemented the recommendations of *The Stephen Lawrence Inquiry: Macpherson Report* (1999). The diversity of our society is addressed through our 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 children, 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 children involved in racist incidents. Further details are to be found in the school’s Equal opportunities and Race Equality Policy.

Summary

In our school we value each child as a unique individual. We will strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion.

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Continuous Professional Development

Maximising adult potential to increase capacity, authority and responsibility is the key to maximising child progress. Therefore, at Meadowbank Primary School CPD is an investment in our valued staff as leaders of learning, in the enrichment of our children and in the very fabric of our school. This investment will no doubt reap rewards and bring about raised standards in all that we do. CPD is supported in a variety of ways in school, internal and external training, coaching, modelling and independent learning.

The governing board reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing board receives recommendations on how the policy might be improved.

Policy History			
	Document version	Document Revision History	Document Author / Reviewer
June 2010	1.0	Original Document	J. Appleton
June 2016	1.1	Review	J. Appleton
27/12/2016	1.2	Review – reformatted	S. Pountain
June 2017	1.3	Annual Review	S. Pountain
June 2018	1.4	Annual Review	S. Pountain
Feb 2022	1.5	Annual Review	V. Megram
March 23	1.6	Annual review	V. Megram
March 24	1.7	Annual review	V. Megram
December 24	1.8	Annual review – EAL adaptations	V. Megram