Inclusion and Equal Opportunities in Learning Policy

"I am the vine; you are the branches.
If you remain in me and I in you, you will bear much fruit"
(John 15:5)

This is a model policy for all Vine schools that has been reviewed and adapted for Howbridge CE Junior school.
This policy should be read in conjunction with the school Equalities Policy.

Policy Reference:	C005
Approved by Vine Schools Trust on:	Autumn 2021
Adopted by this school on:	Autumn 2021
Next review:	Autumn 2023

The Diocese of Chelmsford Vine Schools Vine Schools Vine Schools Trust is a company limited by guarantee.
Registered in England No 8709542. Registered Office 53, New Street Chelmsford CM1 1AT

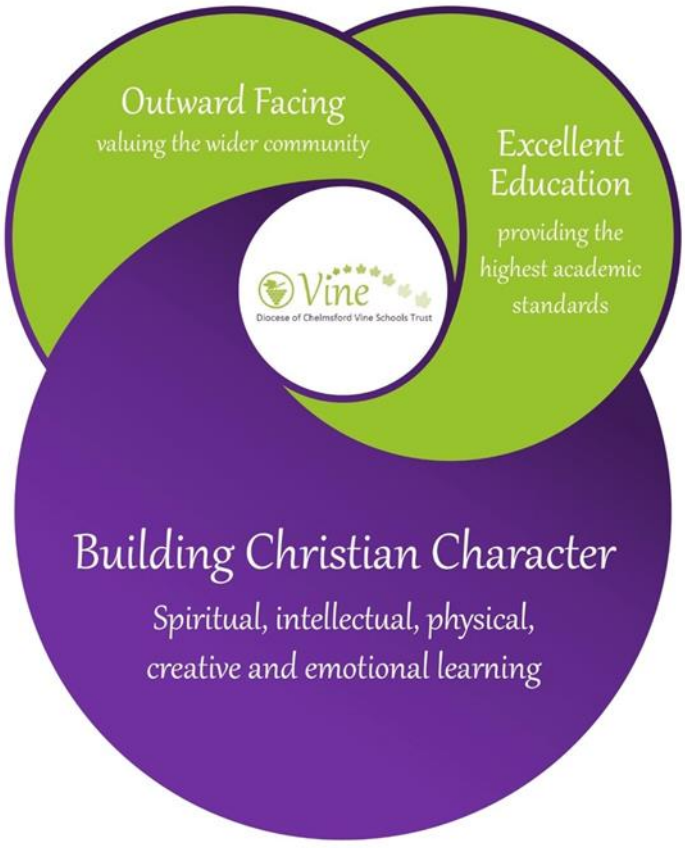
Vision & Values

V **Valuing every person**

I **Inspiring great teaching**

N **Nurturing academic excellence and Christian Character**

E **Excelling, unlocking great potential**



The Diocese of Chelmsford Vine Schools Vine Schools Vine Schools Trust is a company limited by guarantee.
Registered in England No 8709542. Registered Office 53, New Street Chelmsford CM1 1AT

This is a new policy for the Vine

Policy for Inclusion and Equal Opportunities in Learning

This policy should be read alongside the school Equalities Policy, which includes sections on how we are meeting our statutory responsibilities under the Equalities Act 2010 and how we deal with prejudice-related incidents. Other relevant policies include: Admissions Policy, Relationships and Behaviour Policy, Peer on Peer Abuse and Harmful Sexual Behaviour Policy, RE Policy, Monitoring and Evaluation Procedures.

Our Vision

OUR VISION STATEMENT:
'A caring school, built on Christian Values, where every child is a happy, confident and successful learner.'
UNDERPINNED BY SCRIPTURE:
Hebrews 12:1
Therefore, since we are surrounded by such a great cloud of witnesses, let us run with perseverance the race marked out for us.

Our commitment to inclusion and equal opportunities

All members of the school community are committed to the promotion of inclusion and equality of opportunity.

Our admissions policy makes clear that we welcome ALL children from the local community. We value difference and diversity, and we want every child at our school to feel that this is a place of safety and security where they belong and are valued.

Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our children. We achieve this by paying attention to the specific needs of each individual child and to different groups of children, including those

- of different ages
- of different genders
- from different family backgrounds
- who are 'looked after'
- from different social backgrounds
- in receipt of pupil premium
- from different cultural backgrounds
- belonging to different faith groups
- belonging to different ethnic groups
- needing support to learn English as an additional language
- with special educational needs (see *Special Educational Needs Policy*)
- with disabilities (see *Accessibility Plan/Disability Access Plan*)
- with medical needs (see *Education of Pupils with Medical Needs Policy*)
- who are at risk of disaffection or exclusion

The Diocese of Chelmsford Vine Schools Vine Schools Vine Schools Trust is a company limited by guarantee.
Registered in England No 8709542. Registered Office 53, New Street Chelmsford CM1 1AT

The school takes account of the background and characteristics of each child to ensure they are fully included and given genuine equality of opportunity. We enable every child to have full access to all areas of school life, including the whole school curriculum. We do not make assumptions about the appropriateness of activities based on generalisations and stereotypes associated with issues such as gender, class, culture and ethnicity. This is recognised by other policies where appropriate.

All children are encouraged to develop open and positive relationships by working, playing and interacting with others.

Equality among all pupils is recognised when giving/delegating responsibilities and celebrating achievements.

When children are grouped for teaching or other purposes, (e.g. dinner queues, assembly seating, playground activities, places on coaches), this is done on a range of criteria – rarely gender; for example age and friendship.

Teaching and learning

The School Equalities Policy sets out the equality principles to which we are committed. The first of these principles is that all learners are of equal value. This is explained as follows:

"There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes:

- adults in the school are expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- we identify the particular needs of individuals and groups within the school and use targeted interventions to narrow gaps in achievement;
- a range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils;
- all pupils are actively encouraged to engage fully in their own learning."

We are committed to giving each of our children every opportunity to develop as a young person and achieve the highest standards of which she or he is capable. In order to achieve this, we take full account of the background and personal characteristics of each child (as listed in the first section of this document). We provide personalised learning that takes account of individual differences such as ability, aptitude and preferred learning style.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- setting suitably challenging learning challenges;
- responding to children's diverse learning needs;
- ensuring that when lessons are planned, teachers differentiate by taking into account a range of personal factors including those listed in the introduction above;
- providing support and appropriate interventions where necessary;
- overcoming potential barriers to learning and assessment;
- extending the breadth and depth of work in areas where the child significantly exceeds the expected level of attainment;
- ensuring that teaching time, attention and resources are used appropriately for all children;
- careful monitoring of attainment and progress, including analysis by gender;
- sharing monitoring reports with staff through staff meetings and/or progress meetings;

The Diocese of Chelmsford Vine Schools Vine Schools Vine Schools Trust is a company limited by guarantee.
Registered in England No 8709542. Registered Office 53, New Street Chelmsford CM1 1AT

- providing curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children, including speech and language therapy, therapy for the hearing impaired and occupational therapy training.

Teaching teams 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;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;

  are encouraged to participate fully, including those with disabilities or medical needs.

We achieve equality of opportunity and educational inclusion by continually reviewing what we do and by asking these key questions:

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children? If so, what are we doing to diminish the difference in attainment and progress?
- What are we doing to extend high achievers to work at greater depth and to support those who are underachieving?
- Are our actions effective?

Children with disabilities

See also Accessibility Plan

Children and adults in our school may have disabilities and consequently need additional resources. The school is committed to providing an environment that allows all children full access to all areas of learning. Our school has a designated point of entry to allow wheelchair access and toilet facilities for disabled.

Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to such children to enable them 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.

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;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- provides opportunities for them to take part in educational visits and other activities linked to their studies;
- uses assessment techniques that reflect their individual needs and abilities.

The Diocese of Chelmsford Vine Schools Vine Schools Vine Schools Trust is a company limited by guarantee.
Registered in England No 8709542. Registered Office 53, New Street Chelmsford CM1 1AT

Disapplication and modification of the National Curriculum

The school can, where necessary, modify or disapply 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 agencies 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/carers and the Local Authority. The school governance members 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.

Promoting understanding and respect, and tackling discrimination and stereotyping

Aims
We aim to equip our pupils and staff with an awareness of our diverse society and an appreciation of the value of difference. Our pupils:

- learn that discrimination on the basis of factors such as colour, religion, culture, origin, gender, sexual orientation and ability is not acceptable;
- are prepared for life whatever their colour, religion, culture, origin, gender, sexual orientation or ability; learn to contribute to the provision of a happy and caring environment and show respect for, and appreciation of, one another as individuals.

The curriculum and teaching and learning

As a staff we look at curriculum areas within the school to ensure that organisational and administrative procedures avoid stereotyping through inappropriate discrimination.
Issues such as prejudice and discrimination, including racism, sexism, 'disablism' and homophobia, are explored through our curriculum (especially in Personal, Social and Health Education) and sometimes through assemblies, in ways appropriate to the age, understanding and maturity of the children.
Materials and resources reflecting a broad range of people, lifestyles and social and cultural contexts are carefully selected to ensure that positive images are promoted and stereotyping is avoided.

First-hand experience
We are conscious that school in a predominantly white British community, we lack the social and cultural richness found in more diverse localities. The majority of staff are female. In order to give the children first-hand experience of people from a variety of backgrounds and to provide positive role models, the school:

- invites people from a wide variety of backgrounds to visit the school and to lead assemblies;
- takes care over appointments to positions;
- ensures that diversity is considered in all presentations and learning activities

Dealing with harassment, abuse and prejudice
Pupils and staff are made aware that any form of harassment or abuse is unacceptable. This is explained in the school's Relationships and Behaviour Policy and in our Peer on Peer Abuse and Harmful Sexual Behaviour policy. The school addresses all forms of prejudice, including racism, sexism, 'disablism' and homophobia, and uses the Essex County Council templates for investigating, recording and responding to all prejudice-related incidents. Pupils and staff are able to express their concerns in the knowledge that they will be listened to and actions taken where necessary.
All victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting harassment, abuse or

The Diocese of Chelmsford Vine Schools Vine Schools Vine Schools Trust is a company limited by guarantee.
Registered in England No 8709542. Registered Office 53, New Street Chelmsford CM1 1AT

prejudice, including sexual violence or sexual harassment. Nor would a victim ever me made to feel ashamed for making a report.

The Diocese of Chelmsford Vine Schools Vine Schools Vine Schools Trust is a company limited by guarantee.
Registered in England No 8709542. Registered Office 53, New Street Chelmsford CM1 1AT