

# Inclusion and Equality Policy

---

## Aims/Mission Statement

We are committed to providing education for all pupils through a variety of access strategies, including differentiation, resources and facilities. All pupils' individual needs are considered and the full range of flexible responses are available to accommodate and value their diversity. This policy was written taking into consideration the school mission statement and school policies.

We are committed to providing an inclusive community and meeting the needs of all its pupils, by ensuring that they have access to a broad, balanced and relevant curriculum. The ethos of the school celebrates diversity and promotes self belief. The school will, within the context of services available, seek the relevant support and advice from the LEA, in order to facilitate inclusion. 'Every Child Matters' is at the heart of this policy.

## 1. Objectives:

To include all pupils in school life

To continue to raise staff awareness of inclusion via ongoing staff development

To maximise the learning potential of all pupils and raise attainment for all

To promote the personal, social, moral and cultural development of all pupils

To celebrate the progress and achievements that all members of the community make

To develop inclusive practices throughout our community by promoting equality of access and opportunity for all

To ensure that resources are matched to need

To work together with all partners in the education of the child

To seek to continuously monitor and evaluate the success of policy and practice

# Inclusion and Equality Policy

---

## 2. Implementation:

SEN pupils have an IEP which is written and reviewed every half term. It is written in consultation with all partners. School and home have copies. Parents/carers are involved in IEP reviews and the setting of new targets

Progress of SEN pupils is monitored regularly by the SENCO and Leadership Team to ensure that the learning provision is appropriate

Individuals and groups, such as SEN/EAL/G&T are monitored via assessments.

Support is targeted accordingly through provision mapping.

Outside agencies are used in a supportive and advisory capacity. Child protection issues are the responsibility of the head teacher.

Gifted and talented pupils receive support accordingly.

A race equality policy is in place and incidents are monitored.

Looked after children have a PEP (personal education plan) which is monitored regularly by the head teacher.

Attendance is monitored by the head teacher and lateness/absence is targeted.

The School Council is involved in making key decisions. 2 representatives from Y2 to Y6 are elected annually by their class. They contribute to the Liverpool School Parliament.

Buddies and monitors assist at playtimes and liaise with the school's welfare adults. Governors are aware of inclusion issues and strategies. The SEN Governor along with the SMT and SENCo, oversee inclusion in practice within the school.

Other relevant policies:

SEN

Gifted and talented

# Inclusion and Equality Policy

---

Behaviour/bullying

Teaching & learning

Equal Opportunities

Success criteria:

This policy will be successful when:

Monitoring demonstrates that needs of pupils are provided for and appropriate progress is made

Monitoring indicates that support and intervention is successful

Monitoring demonstrates that pupils at particular risk (SEN, ethnic minority pupils, travelers, young carers, vulnerable children and children on free school meals) are well supported.

Tracking of pupils informs appropriate planning and intervention

Agencies work effectively together to support pupils

Monitoring, evaluation and review:

The head teacher, SENCO, and G&T co-ordinator will monitor progress and provision on a termly basis.

The Governing Body, via the curriculum committee will review progress made and the effectiveness of the policy annually.