



St Joseph's Catholic Primary School, Bingley



Equal Opportunities and Inclusion Policy

Our Vision

'Learning with Jesus, to be the best we can be'

Date written: May 2016

Review: June 2018

“Go ye therefore teach all Nations.”

Matt 28-29

Our school exists to enable all children and adults to grow towards Christian maturity based on the life and teachings of Jesus as revealed in the Gospels and in the Traditions and Doctrines of the Catholic Church.

Introduction

At St. Joseph's Catholic Primary School we value the individuality of all of the children in our care. We are committed to giving all of 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 for all children. The achievements, attitudes and well-being of all our children matter. 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 pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children who may be represented within our school:

- girls and boys;
- minority ethnic and faith groups
- pupil premium children
- looked after children
- children who need support to learn English as an additional language
- children with special educational needs
- able, gifted and talented children
- children who are at risk of disaffection or exclusion
- travellers
- asylum seekers

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. 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 pupils
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. (This includes speech and language therapy and mobility training.)

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?
- 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 pupils to live in a diverse society?

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



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. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials at a higher level, or 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 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 in school activities whilst wearing 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
- 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

Some children in our school have disabilities. We are as committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

We aim to deliver these duties towards disabled pupils:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils



- This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in these areas of planning:
- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

The school's accessibility plan is to be resourced, implemented, reviewed and revised as necessary and reported on annually. Relevant sections of the School improvement Plan shows how the school will address the priorities identified in the plan.

The school is committed to providing an environment that allows disabled children 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.

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. 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 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 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
- uses assessment techniques that reflect their individual needs and abilities.

DISABILITY ACCESS PLAN:

Information from pupil data and school audit

This section aims to demonstrate the presence, participation, and achievements of disabled pupils.

The school has conducted an audit of children for whom the school is planning:

The presence of disabled pupils in the school and the patterns of their participation in the life of the school are detailed in the school SEN provision map and whole-school provision map.

The school has considered its strengths and weaknesses in working with disabled pupils :



- There are no areas of the curriculum to which current disabled pupils may
- All children on the school disability register can choose and participate in extra-curricular activities (in or out of school hours)
- School practices and procedures are completed with an awareness of current disabled children in the school, particularly in learning and teaching, behaviour and anti-bullying policy, risk assessment procedure, time-tabling and the administration of medicines.
- Analysis of end of year and of Key Stage outcome data should include a focus on children on the School disability register.

The school has set the following priorities in respect of consultation on the plan:

- Annual analysis of outcome data for the SEN data set will include a focus on the outcomes for children on the school disability register

Views of those consulted during the development of the plan

The plan is informed by:

- the priorities of the local authority.
- the views and aspirations of other disabled people or voluntary organisations
- the views and aspirations of disabled children and young people themselves
- the views and aspirations of the parents of disabled pupils

The aim is to go beyond the basic principles of three-level differentiation and respond to the fact that, for pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation will be necessary.

This section shows how, over time, the curriculum will become more accessible:

The school has set the following overall priorities for increasing curriculum access:

- A planning meeting will be completed at the beginning of each academic year between class teacher and the staff member responsible for the Accessibility plan to plan for the needs of any child on the school. Disability register to produce an individual access plan for that child.
- Where necessary, arising from these meetings, school will seek support from parents, support services, and other agencies to inform the development of the access plan for these children.
- Termly Curriculum review meetings and reviews of the School. Improvement Plan will contain a consideration of curriculum access issues relating to the access of children on the school disability register, and the availability of disabled role models, the representation of disabled people in books and teaching materials and the inclusion of disability issues in the curriculum
- Monitoring of access to extra-curricular activities by children on the school disability register ; clubs, residential etc, through whole-school provision mapping (termly)
- Lesson observations will include a focus on access for children on the school disability register



- Monitoring of TA support to enable inclusion of children on the school disability register in subject areas in which they require support, as identified in that child's graduated access plan (termly).

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

The school has set the following overall priorities for increasing curriculum access.

- Where appropriate children will be provided with information presented in a way appropriate to their needs, including:
 - Use of pastel paper for dyslexic students, those with Irlen syndrome.
 - Large print and audio formats as required.
 - Information in student diaries when student need requires this.
 - Home / School book for students and ASD spectrum and students with communication difficulties.
 - Homework information available as information sheets in alternative formats when requested.

Making it happen:

The school accessibility plan will be fully integrated into the:

- School Improvement Plan
- Professional Development Plan
- SEN policy
- Asset management plan
- Health and Safety Policy

The school accessibility plan will, where appropriate be co-ordinated with the local authority accessibility plan, social services, relevant health agencies. The Governing Body takes responsibility for the school accessibility plan. The Access plan will be reviewed and revised annually by staff and the Governing Body.

Disapplication and modification

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. 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 disapplication is the correct procedure to follow. We would only do this after consultation with parents and the Local Authority (LA). The school's governor with responsibility for special educational needs would also be 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.

Inclusion and racism

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 pupils, regardless of ethnic or social background. All racist incidents are now recorded and reported to the governing body and the LA by the headteacher. The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the school's Racial Equality Policy and Bullying Policy.

Summary

In our school we value each child as a unique individual created in the image of God our Father. 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.

In July 2008 Ofsted commented,

"All groups of pupils at St. Joseph's, including those with learning difficulties and/or disabilities, achieve exceptionally well because of excellent teaching and learning and a stimulating curriculum."

Additional policies: SEN/D, Administration of medicines in school, Anti-Racist, Race Relations Behaviour, Bullying, Local Offer.

Signed: Date: