

FINHAM PARK 2



A Mathematics & Computing College

EDUCATIONAL INCLUSION AND
EQUALITY POLICY



Policy Date: September 2017

Introduction

We welcome the importance that is now being placed upon Educational Inclusion and Equality. We believe it is essential to develop policy and practice in this area to ensure that:

- All students realise their educational potential.
- We address and remove obstacles which prevent students from gaining access to appropriate learning opportunities and benefiting from them.
- We offer a whole school curriculum which is free from the stereotypes which can lead to low or restricted expectations, prejudice or discrimination, and which recognises, celebrates and values all cultures in the community;
- All students are prepared to become active participants in the wider community
- All students have rights to equality of consideration and opportunity

Statutory Context

In developing and implementing this policy we will have due regard for:

- Our school's duties and obligations under the existing legislation concerned with sex discrimination, race relations, special educational needs and disability discrimination.
- Ethical considerations related to values and social justice and how our school promotes students' spiritual, moral social and cultural development;
- The inclusion principles that are essential to developing a more inclusive curriculum are outlined within the National Curriculum 2014;



National Curriculum 2014 (DFE)- Setting suitable challenges

“4.1

Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils

4.2

Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.

4.3

A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The [special educational needs and disability code of practice](#) includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN and disability code of practice is clear about what should be done to meet their needs.

4.4

With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.

4.5

Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

4.6

The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.”



- Government policies including: target setting by schools; promoting the inclusion of students with special needs or a disability; fostering better personal, community and race relations as highlighted in the Macpherson Report (1999); and promoting social and educational inclusion and for all groups;

and

- OFSTED's role and responsibilities particularly in responding [2001] to the recommendations of the Macpherson Report. [OFSTED]

City Context

This school is an Academy and works within the Council's policies including its Equal Opportunities Policies. We also seek to further the aims and objectives of Coventry City Community Plan [1998] and to implement the LA curriculum policy, 'Entitlement and Achievement'.

We are committed to making a contribution to the wider City community in which our students live.

School context

Finham Park 2 is committed to delivering access to equality of opportunity for all students. The Educational Inclusion Policy should be cross-referenced to the schools policies:

- Equal Opportunities Policy
- Race Equality Policy
- Policy on Bullying
- SEN Policy
- School Access Policy

Educational Inclusion and Equality: Aims and objectives

Educational inclusion and equality is more than a concern about any one group of students such as those students who have been or are likely to be excluded from school. It is about equal opportunities for all students, whatever their age, gender, ethnicity, attainment or background. It pays particular attention to the



provision made for, and the achievement of, different groups of students within the school.

Educational Inclusion applies to all, but not limited to, the following groups of students:

- Girls and boys
- Sexual orientation and gender
- Minority ethnic and faith groups
- Travellers
- Transient students
- Asylum Seekers and Refugees
- Students who need EAL support
- Students with special education needs
- Disabled Students
- Gifted and Talented
- 'Looked After' children
- Young carers, families under stress
- Pregnant school girls – teenage mothers
- Students at risk of disaffection and exclusion
- Students who need an alternative curriculum
- Students who need extra help with social skills
- Year 12-13 for whom AS/A2 is inappropriate
- Students needing support after long term absence through sickness
- Students in need of support because of life-long conditions/syndromes (e.g. Aspergers, Tourettes, ADHD)
- School phobics and truants

This school believes that educational inclusion and equality lies at the heart of education. We have an important role to play in demonstrating that the teaching and learning achievements, attitudes and well-being of every young person is of equal value.

We aim to:

- Offer additional support and new opportunities for students who may have experienced previous barriers to learning.
- Take account of our students' varied life experiences and take practical steps, in the classroom and beyond, to meet different students' learning needs effectively;



- Promote tolerance and understanding between different groups in our diverse society;
- Know all our students better and develop their special gifts and talents;
- Raise standards for all students;
- Support all students' personal development, attitudes and values;
- Ensure all students are taught well; with a differentiated curriculum to meet the wide range of needs;
- Care for all students;
- Work with parents/carers of all groups of students;
- Lead and manage the school for the benefit of all students;
- Know how effective we are in relation to supporting the learning of different groups of students;
- Identify students who experience alienation and disaffection with the education system;
- Develop transactive and interactive learning;

Leadership

We believe that our school is led and managed for the benefit of all our students.

The responsibility for educational inclusion and equality in this school lies within the remit of the Head Teacher and Governing body, who will ensure that all staff are clear about their responsibilities for implementing this policy and being accountable for this through the normal line manager procedures.

The Leadership Team will ensure a clear direction for the implementation of this policy through our School Development Plan, which will outline appropriate priorities and targets, identify action and review progress.

We will support all members of staff in carrying out their responsibilities for implementing this policy by:

- Making explicit the underpinning aims, values and attitudes of educational inclusion;



- Getting to the heart of what needs to be done to secure improvements for all students;
- Setting good examples and establishing role models for the staff and students;
- Preventing and addressing sexism, racism, discrimination on the grounds of sexual orientation and other forms of discrimination and oppression;
- Promoting racial harmony so that all students know they are valued and important to the school;
- Ensuring that all students achieve as much as they can both academically and in their personal development;
- Regularly reviewing our practices and procedures to ensure that we do not unwittingly create barriers for any particular group;
- Seeking and making provision for professional development of all staff in relation to education inclusion and equality;
- Promoting the development of good relationships within and beyond school;
- Supporting our priorities through careful financial planning;
- Seeking to improve, where possible, our physical access, having regard for the Special Educational Needs & Disability Act (2001) and the SEN Code of Practice (updated 2015);
- Encouraging self review and peer review.

Student induction, guidance and support

We will ensure that all students, especially those at particular risk, are safe, that their welfare is safeguarded and that they learn effectively. We will do this by: -

- Providing Year 6 to 7 induction programmes.
- Providing an effective induction programme that ensures the needs of particular students are met e.g. refugees and asylum seekers, transient students;



- Being well informed about the students' language, cultures, values and customs;
- Being alert to cultural differences e.g. in manner and demeanour in students' expressing emotion;
- Making links with parents and carers [if necessary, using translators] community organisations and other agencies that support children and their families;
- Supporting children 'looked after' by the local authority, young carers, sick children, students on the child protection register;
- Promoting good attendance and behaviour and working to eliminate all forms of oppressive behaviour;
- Investigating all reported incidents of bullying and harassment;
- Ensuring all students, staff and parents/carers know our policy, procedures and practice relating to bullying and harassment;
- Supporting all students experiencing bullying or harassment;
- Setting up programmes and working with students and parents/carers to prevent disaffection and alienation and encourage full access to an appropriate curriculum;
- Working with students and parents to prevent exclusion;
- Identifying learning needs, support and monitoring progress;
- Seeking guidance from external agencies.

We will monitor and evaluate how well our rewards and sanction systems work to ensure specific groups are not over-represented.

We will examine and monitor our admissions procedures to ensure that they are fair and equitable for all groups of students



Co-ordination

We will identify a named person/s as co-ordinator of specific areas of educational inclusion and equality as follows:

- Rebecca Diaz– Inclusion Manager/SENCO. Looked After Children. Child Protection
- Jo Brake – Child Protection,
- TBC -Alternative Courses KS4.
- College Leaders – co-ordinators of all aspects of inclusion for their students.
- Kate Malone – HLTA SEN
- Jo Brake –CEAIG coordinator.
- Liz Allton - Curriculum Design

Each named person will have the following responsibilities in common:-

They will –

- Know the students for whom they have specific responsibility;
- Know how well the students are doing in terms of attainment and achievement;
- Ensure that support is available if needed etc;
- Be in regular contact with specialist services where appropriate;
- Regularly consult with colleagues about the needs of these students;
- Disseminate and support colleagues in evaluating the effectiveness of strategies designed to support learning and personal development of these students;
- Report on these students' progress to e.g.: Headteacher and governors as and when appropriate.

The named person for each area will have specialist knowledge to advise and support students, teachers, support staff and parents. This may involve directing individuals or groups to specialist services when appropriate. Their responsibilities will be identified in their job descriptions.



Staffing and Staff Development

We recognise the influence that staff have on students in relation to the attitudes and values they develop. We therefore believe it is important for all staff, including support staff, to have access to professional development and support that relates to educational inclusion and equality.

We will identify a range of provision that will meet their needs across a variety of roles and responsibilities.

Areas of staff expertise and individual staff development will be identified through existing staff development systems.

Recruitment

All new staff will be made aware of this policy and given training where necessary. We will attempt to appoint staff who represent the full range of people in our society to ensure a balanced range of role models and a diversity of experience and perspectives amongst adults within the school.

Curriculum Organisation and Planning

Educational inclusion and equality will be achieved in this school through a combination of planned curriculum opportunities and other whole school approaches, as follows:

Through:

- Discrete curriculum time;
- The subject curriculum;
- Out of school hours activities;
- General school ethos;
- Activities and events.
- Staff training.

The curriculum will:

- Broaden students' experiences and prepare students for life in a diverse society;
- Be tailored to meet the needs of students who may be at risk;



- Be informed by the needs of individual students; where necessary, National Curriculum will be disapplied or adapted where appropriate;
- Boost self confidence and equip all students with the skills they need to survive in and challenge a world that is unequal;
- Offer a broad range of opportunities which meet the needs, interests, aptitudes of all students;
- Ensure equality of access and opportunity for all students;
- Enable students to appreciate their own cultural traditions and the diversities and richness of other cultures;
- Help students understand the causes of inequality and oppression, its effects on certain groups of people in this and other countries, now and in the past;
- Encourage students to consider a range of perspectives relevant to an increasingly global society rather than a dominance of a single, narrow perspective;

Curriculum Delivery/Teaching Strategies

A whole school approach is needed to deliver our core aims and objectives throughout the taught and hidden curriculum. In order to meet the learning needs of all groups, we will use a wide range of teaching and learning styles.

Throughout the school we aim to use a variety of approaches [e.g. *Circle Time, paired or group work, single sex groups, whole class teaching and discussion, mind mapping, drama & role play, personal goal setting etc..*]

We will aim to ensure that students understand the objectives of their learning experiences and to ascertain through discussion with them, how well these objectives are met.

We will use language that will be accessible for all students and give support to those who have additional language needs.

We will target support for individuals and groups which recognise specific needs and starting points.



We will ensure that we provide sufficiently challenging material for students identified as 'gifted or talented'

Feedback to students will be given in such a way as to ensure that high expectations are held of all students. Participation of all students will be monitored across a range of classroom activities and throughout all curriculum areas.

We will take positive action to provide opportunities for all students to enhance their ICT skills bearing in mind the unequal distribution of facilities within the home environment.

Resources

The content of resources, the way they are used and the degree of access that students have to them can inhibit or support members of different groups in their learning experience at school.

We will therefore ensure that we use resources that

- Show sensitivity to the various different groups and cultures within society;
- Do not through the use of inappropriate images and stereotypes demotivate or offend students;
- Do not reinforce prejudiced views that some students may hold;
- Provide a wide variety of positive images especially of groups of people who are marginalised or discriminated against;
- Are modified to take account of the specific needs of individual students;
- Avoid language that cannot be understood;
- Are up-to-date and relevant to students of different ages and abilities;
- Are appropriate to the ability level of students, having regard for differentiation;

We will ensure that everybody in school is aware of the range of resources available and how to access them.



Resources will be reviewed and updated on a regular basis by curriculum leaders.

Partnerships

We value working in partnership with parents and carers and with the wider school community and see this as an essential element of an educationally inclusive school.

We will develop strategies that facilitate the support, which can be given in the home particularly recognising the barriers which prevent involvement by some groups of parents.

We will promote partnership working through home school contracts, use of the local community as a resource, the school's contribution to the local community, parental access to the curriculum, the use of Partnership Centres, work with parents, social events, reporting to parents, school website.

Where necessary we will provide translation and interpreters for parents/carers whose English language skill is limited.

We will explore ways of engaging with those parents who may find it difficult to approach the school and remove barriers of physical access to the site.

In addition the school values and encourages the involvement and support of external agencies and services. Where external agencies/speakers are involved their contribution will

- be properly planned as part of the overall programme.
- complement other teaching and
- be appropriate to the age and maturity of the students involved.

We will ensure that all agencies and speakers operate within the school's policies especially those relating to educational inclusion and equality.

Assessment, Recording and Reporting Standards

We believe that **Assessment** is an integral part of all teaching and learning and not just National Curriculum subjects.



We will monitor personal development, behaviour and attendance as well as academic progress and use the information to provide effective support.

We will celebrate all achievement and we believe that enabling children to recognise their successes can lead to a rise in confidence and self-esteem.

Our assessment process will offer all students an opportunity to show what they know, understand and can do and where they need to develop further.

Sharing learning intentions is routine practice, which enables learners to understand their role in lessons.

Assessments made by the teachers inform planning and allow learning to be better pitched to the needs of individuals or groups.

We have well co-ordinated arrangements for monitoring and assessing students' progress [against learning objectives that are built into our curriculum planning].

The assessment, recording and reporting of progress will take account of the needs of different groups of students and their families/carers and will take place in accordance with school policy.

A variety of assessment techniques will be used.

Evaluation of results will identify those students who may need further help to learn effectively.

Our procedures have regard to the requirements of the updated SEN Code of Practice 2015 for students with special educational needs.

We will ensure that our assessment methods are free from cultural or linguistic bias to ensure fair and equitable treatment of the different groups of students.

We will ensure appropriate support for our students for whom English is an additional language.

We will celebrate achievement and progress for all groups of students through college noticeboards, assemblies, letters home, college points, 1:1 discussions, referral to senior teachers for praise, website, local press where appropriate.



The recording of these assessments will take the form of procedures recorded in school assessment policy.

The reporting of individual achievement and progress will include skill development and values and attitudes as well as knowledge and understanding e.g. *written reports to parents – might include student's awareness of topical events, exercising responsibility and their contribution to the life of the school: feedback to individual students orally and in written form, recognition of individual or group achievements through certificates/awards etc.*

Assessment of student's learning will be reported to parents in a clear meaningful way. See Assessment Policy.

Monitoring and Evaluation

Provision for effective educational inclusion and equality will be monitored and outcomes evaluated by Leadership Team and the relevant co-ordinator/s. Identified priorities for action will be built into our School Development Plan



Written By Pauline Parkes September 2014
Next review September 2016
Reviewed by Jo Brake September 2017
Updated December 2017
Next Review date: September 2019

Approved by Governors:

Signed:

A handwritten signature in black ink, appearing to be 'N. K.', representing the Headteacher.

Headteacher

Date: 17 January 2017

Signed:

A handwritten signature in black ink, appearing to be 'Cecily-Johnson', representing the Chair of Governors.

Chair of Governors

Date: 17 January 2017