

Egginton Primary School

Inclusion

Date	Review Date	Leader	Nominated Governor
April 2024	April 2025	Headteacher	T & L

This policy is a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Human Rights Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education (School Performance Information) (England) Regulations 2001
- Education Act 2002
- Gender Recognition Act 2004
- Equality Act 2010

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We have a statutory duty under the Equality Act 2010 and the national curriculum to promote full inclusion. We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We value each child as a unique individual and we work hard to meet the needs of all our children.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school, such as children:

- from both sexes;
- who have special educational needs;
- who are looked after;
- from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress.

We aim to provide a happy, healthy and safe school by providing high quality pastoral care, support and guidance by listening to the concerns of children and parents. We want all of our pupils to feel valued, secure and to be given opportunities to learn by providing a differentiated curriculum that caters for the needs of all pupils. We aim to ensure that all pupils have access to all of the school's resources and that they have the opportunity to experience success, are treated fairly and that their individual needs are met. For the benefit of all pupils, we wish to work closely with the health service, social care, the learning and behaviour support team, and the education social worker.

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We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010. We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth. We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

1. Aims

- To ensure every pupil is provided with equality in everything we provide.
- To give all girls and boys, regardless of their age, special educational needs, ethnicity, attainment and background, the right to learn together.
- To ensure all children are treated fairly and that their individual needs are met.
- To share good practice within the school and with other schools.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

2. Role of the Governing Body

The governing body has:

- delegated powers and responsibilities to the headteacher to ensure that all school personnel, pupils, parents and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring the following policies are in place, kept up to date and effectively implemented:
 - Special Educational Needs.
 - Equal Opportunities.
- responsibility for monitoring the educational achievement of all of the above groups;
- responsibility for ensuring that the statutory responsibilities of the SENDCo are met;
- the task of ensuring the composition of the school personnel and that of the governors reflects groups within the local community;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring that funding is in place to support this policy;
- responsibility for ensuring that this policy and all policies are maintained and updated regularly;
- responsibility for ensuring that all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

3. Role of the Headteacher

The headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work hard to create a positive school ethos where all individual needs are addressed and strengths celebrated;
- ensure the inclusion of pupils, school personnel, parents and the local community;

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- work closely with the coordinator for Inclusion and the nominated governor;
- work closely with the SENDCo;
- For assessment, ensure that:
 - an effective pupil tracking system is in place;
 - individual pupil needs are identified early and that strategies are put in place to address them.
- ensure that every effort is made to meet the learning needs of all pupils;
- consider modifying or dis-applying the national curriculum for a pupil only after greater differentiation of the pupil's work, the provision of additional learning resources or support of external specialists has failed;
- consult with parents and the local authority before modifying or dis-applying the national curriculum is considered.
- ensure good lines of communication and strong links with parents and outside agencies are in place;
- record all incidents of bullying, harassment and racism;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
 - analysing data to see if pupils from all groups are achieving their full potential;
 - examining the number of pupils who have been excluded;
 - analysing numbers of pupils from different groups attending extra-curricular activities;
 - analysing attendance data;
- annually report to the governing body on the success and development of this policy.

4. Role of the Leader (Headteacher)

The leader will:

- lead the development of this policy throughout the school;
- ensure provision mapping is in place across the school;
- ensure the inclusion of pupils, school personnel, parents and the local community;
- track pupil progress of all groups by ensuring that pupils:
 - are making the expected level of progress;
 - are set challenging targets;
 - are supported to achieve their targets.
- provide the necessary support for all new arrivals;
- make every effort to ensure that all pupils are able to take part in educational visits by checking the suitability of every venue;
- measure the effectiveness of our inclusion programme by the analysis of the following data concerning pupils from different groups:
 - individual pupil performance;
 - the number of fixed term and permanent exclusions;
 - attendance;
 - extra-curricular activities;
- provide guidance and support to all staff;

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- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- review and monitor;
- annually report to the governing body on the success and development of this policy.

5. Role of School Personnel

School personnel will:

- comply with and implement this policy;
- take into account the abilities of all pupils with work being differentiated to fit the needs of everyone;
- use a variety of teaching styles to deliver a broad and balanced curriculum;
- create a positive classroom environment by having high expectations, encouraging pupils, involving pupils, and respecting their feelings;
- assist in the monitoring and tracking of pupils;
- work closely with the inclusion leader, assessment leader and outside agencies;
- ensure SEND pupils have the correct support they require to address their specific needs;
- ensure disabled pupils take a full part in all school activities both on and off the school site;
- ensure early intervention programmes support pupils eligible for free school meals;
- ensure pupils who are gifted and talented are identified and that their needs are met;
- ensure the needs of all new arrivals are identified and the appropriate support is allocated.

6. Role of Pupils

Pupils will be aware of and comply with this policy and help to make new arrivals welcome to the school.

7. Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;
- support the school code of conduct and guidance necessary to ensure smooth running of the school.

8. Raising Awareness of this Policy

We will raise awareness of this policy via:

- School website;
- Staff handbook;
- Headteacher reports to the governing body;
- Email;
- Meetings with parents

9. Training

We:

- have in place appropriate training for this policy that is undertaken by a registered training provider that covers (DCC, National College):



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- All aspects of this policy.
- Special Educational Needs.
- Pupil Behaviour and Discipline.
- Equal Opportunities.
- Inclusion.

- ensure the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;

10. Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

11. Race Disparity Audit



We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system. The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

12. Linked Policies

- Anti-bullying.
- Pupil Behaviour and Discipline.
- Special Educational Needs.
- Teaching and Learning.
- Equality and Diversity

We believe that this school policy:

- is an essential part of the school;
- supports staff in managing certain situations;
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- provides a roadmap for day-to-day operations;
- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- stems from the school's vision and objectives which are formed in strategic management meetings.

Headteacher:		J Cunningham	Date:	May 2024
Chair of Governing Body:		A Farrow	Date:	May 2024