

# **ST JAMES' R.C. PRIMARY SCHOOL** **EQUAL OPPORTUNITIES – INCLUSION** **POLICY STATEMENT**

## **AIM**

At St James' School we are committed to providing a broad and balanced curriculum for all pupils. We do not tolerate any form of discrimination and ensure that we demonstrate respect and tolerance for all. This includes people of different faiths, cultures, backgrounds, gender, sexual orientation and any persons with transgender or non- binary characteristics. It is important that our community prepares the pupils well, for the complex society in which they live and will grow up; they must be guided to live as harmoniously as possible with people of all descriptions in order to build respect and tolerance demonstrating FAITH IN ACTION. We are committed to the delivery of the 'Equalities Act 2010'.

## **DELIVERY**

At St James', teachers provide effective learning opportunities for all pupils by matching the learning and modifying the teaching, as necessary, in order to provide all pupils with relevant and appropriately challenging work at each key stage.

The following three principles are essential to develop a more inclusive curriculum.

- Setting suitable learning challenges that are aspirational.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## **SETTING SUITABLE LEARNING CHALLENGES**

- Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. Teachers should teach the knowledge, skills and understanding in ways that suit their pupils' abilities. This may mean embedding skills covered previously in order to build a strong base of learning, from which progress can be accelerated. A similarly flexible approach will be needed to take account of any differences in pupils' learning, resulting from missed or interrupted schooling (for example, that may be experienced by travellers, refugees, those in care or those with long-term medical conditions, including pupils with neurological problems, such as head injuries, and those with degenerative conditions).
- For pupils whose attainment falls significantly below the expected standard in a particular year group and key stage, a much greater degree of differentiation will be necessary. In these circumstances, teachers will need to adopt a style of teaching that motivates and reinforces the learning.
- For pupils whose attainment significantly exceeds the expected level of attainment within one or more subjects during a particular key stage, teachers will need to plan suitably challenging work. extending the breadth and depth of study within individual subjects or by planning work which draws on the content of different subjects.
- The Foundation Stage curriculum is also bound by inclusion and equal opportunities legislation.

## **OBJECTIVES**

- At St James' in order to provide equality of opportunity we will ensure that individual needs are assessed. Abilities, talents, present and previous experiences are monitored to give each child their full and appropriate entitlement to educational and spiritual provision.
- All staff, both teaching and non-teaching, should responsibly transmit the values of equality and justice by developing an ethos with a multicultural, anti-racial perspective and by fostering an awareness of gender, sexual orientation, trans-gender and non-binary characteristics, disability and social background.
- Staff should encourage the children to think for themselves by critically analysing and evaluating evidence and information, thus helping to avoid judgements based on prejudice.
- Staff should be aware of and take steps to avoid cultural, gender and social bias in assessment and evaluation.
- All school curriculum decisions should have equal opportunities as a base as should all initiatives on the School Development and Improvement Plan.

## **SCHOOL PRACTICE**

**In order to implement the aims and objectives outlined in our Equal Opportunities Policy statement we looked at specific areas in our school.**

- **Assemblies**  
We meet as a Catholic community to celebrate our cultural and personal identities and those of other faiths and cultures. We remind ourselves of the principles of Christ's gospel and how we observe these principles at work in the school.
- **Display**  
Displays, where possible, will emphasise our commitment to celebrating each child's worth, showing an awareness of culture, language, gender and ability.
- **Staff**  
In recruiting staff, age, sexual orientation, gender, ethnic origin, disability, married or single status should not be a consideration – only qualifications, suitability and experience to the proper discharge of duties should be considerations. All staff are entitled to professional development.

Pupils and their families must be made aware of the aims and objectives of the Church and school, including policies on equality of opportunities and undertake to support them. (See admissions Policy).

- **Parents**  
The school will strive to involve all parents in their children's education in the following ways:
  - Open evenings
  - Goal Sharing day
  - Reports
  - Regular newsletters
  - Evening workshops
  - Internet Safety
  - Review meetings for pupils with additional needs

- **Curriculum**

All pupils should have planned access to a broad and balanced curriculum. The curriculum should take account of the school's responsibility to prepare the children for life in a diverse society.

## **IN THE CLASSROOM**

- All pupils should be aware that the teacher has very high expectations of them, and are continually challenged to reach higher standards.
- The classroom is managed in such a way that all pupils feel engaged in learning and are all motivated to persevere and contribute.
- The teacher fosters a positive atmosphere of mutual respect and trust amongst pupils.
- On class outings and when receiving visiting speakers, pupils learn from a diversity of experiences, perspectives and viewpoints.
- Staff will answer any questions relating to sexuality, openly, factually and without judgement or prejudice.
- Pupils who express the necessity to change for PE separately from their class mates should be given a space to do so if they have concerns about changes to their body.

## **RESOURCES**

Alongside the accepted standards by which we select books, we will consider the following criteria:

- We should seek books that illustrate the positive contribution that people from ethnic minorities, women, those with 'protected characteristics' and people with disabilities have made and are making in society.
- Look closely at illustrations. Good illustrations depict particular people in particular settings, avoiding the pitfall of caricature.
- The experiences of all pupils must be reflected in the resources used for class teaching.

## **MONITORING AND EVALUATING**

Staff will meet to evaluate the effectiveness of the Policy.

Information gained at these meetings will inform future action on policy review and development of appropriate resources and INSET needs.

## **RESPONDING TO PUPILS' DIVERSE NEEDS**

- When planning, teachers should set high expectations and provide opportunities for all pupils to achieve, including the more able, boys and girls, those with protected characteristics', pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. Teachers need to be aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers should plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.
- To ensure that they meet the full range of pupils' needs, teachers should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability.

Teachers should take specific action to respond to pupils' diverse needs by:

- Creating effective learning environments.
- Securing their motivation and concentration.
- Providing equality of opportunity through teaching approaches.

- Using appropriate assessment approaches.
- Setting targets for learning.

### **Creating effective learning environments**

Teachers create effective learning environments in which;

- The contribution of all pupils is valued.
- All pupils can feel secure and are able to contribute appropriately.
- Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others from themselves, whether arising from race, gender, sexual orientation, ability or disability.
- Pupils learn to take responsibility for their actions and behaviours both in school and in the wider community.
- All forms of bullying and harassment, including racial harassment, are challenged.
- Pupils must be enabled to participate safely in activities by wearing appropriate clothing in subjects such as science, design and technology and physical education; any adaptations due to special circumstances would be considered with safety as the main focus.

### **Securing motivation and concentration**

Teachers secure pupils' motivation and concentration by:

- Using teaching approaches appropriate to different learning styles.
- Using, where appropriate, a range of approaches, such as setting, grouping or individual work, to ensure that learning needs are properly addressed.
- Varying subject content and presentation so that this matches their learning needs.
- Planning work which builds on their interests and cultural experiences.
- Planning appropriately challenging work for those whose ability and understanding are in advance of their language skills.
- Using materials which reflect social and cultural diversity and provide positive images of race, gender, sexual orientation and disability.
- Taking action to maintain interest and continuity of learning for pupils who may be absent for extended periods of time.

### **Providing equality of opportunity**

Teaching approaches that provide equality of opportunity include:

- Ensuring that boys and girls are able to participate in the same curriculum, particularly in science, design and technology and physical education.
- Taking account of the interests and concerns of boys and girls using a range of activities and contexts for work, allowing a variety of interpretations and outcomes, particularly in English, science, design and technology, Computing, art and design, music and physical education.
- Avoiding gender stereotyping when organising pupils and groups, assigning them to activities or arranging access to equipment, particularly in science, design and technology, Computing, music and physical education.
- Enabling the fullest possible participation of pupils with disabilities or particular medical needs in all subjects, offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate study aids or adaptations. (See 'Overcoming potential barriers to learning and assessment for individuals and groups of pupils'.)

### **Using appropriate assessment approaches**

#### **Setting targets for learning**

Teachers set targets for learning that:

- Build on pupils' knowledge, experiences, interests and strengths to improve areas of weakness and demonstrate progression over time.
- Are attainable and yet challenging and help pupils to develop their self-esteem and confidence in their ability to learn.

### **OVERCOMING POTENTIAL BARRIERS TO LEARNING AND ASSESSMENT FOR INDIVIDUALS AND GROUPS OF PUPILS**

Teachers should take specific action to provide access to learning for pupils with Special Educational Needs by –

- providing for pupils who need help with communications, language and literacy.
- planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences.
- ensuring pupils' full participation in learning and in physical and practical activities.
- helping pupils to manage their behaviour, to take part in learning effectively and safely and prepare themselves for the future world of work.
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

#### **Helping with communication, language and literacy**

Teachers provide for pupils who need help with communication, language and literacy through:

- Using texts that pupils can read and understand.
- Using visual and written materials in different formats, including large print, symbol text and Braille.
- Using computers, other technological aids and taped materials.
- Using alternative and augmentative communication, including signs and symbols.
- Using translators, communicators and amanuenses.

#### **Developing understanding**

Teachers develop pupils' understanding through the use of all available senses and experiences, by:

- Using materials and resources that pupils can access through sight, touch, sound, taste or smell.
- Using word descriptions and other stimuli to make up for a lack of first-hand experiences.
- Using Computers, visual and other materials to increase pupils' knowledge of the wider world.
- Encouraging pupils to take part in everyday activities such as play, drama, class visits and exploring the environment.

#### **Planning for full participation**

Teachers plan for pupils' full participation in learning and in physical and practical activities through:

- Using specialist aids and equipment.
- Providing support from adults or peers when needed.
- Adapting tasks or environments.

- Providing alternative activities, where necessary.

### **Managing behaviour**

Teachers help pupils to manage their behaviour, take part in learning effectively and safely by:

- Setting realistic demands and stating them explicitly.
- Using positive behaviour management, including a clear structure of rewards and sanctions.
- Giving pupils every chance and encouragement to develop the skills they need to work well with a partner or a group.
- Teaching pupils to value and respect the contribution of others.
- Encouraging and teaching independent working skills.
- Teaching essential safety rules.

### **Managing emotions**

Teachers help individuals manage their emotions and take part in learning through:

- Identifying aspects of learning in which the pupil will engage and plan short-term, easily achievable goals in selected activities.
- Providing positive feedback to reinforce and encourage learning and build self-esteem.
- Selecting tasks and materials sensitively to avoid unnecessary stress for the pupil.
- Creating a supportive learning environment in which the pupil feels safe and is able to engage with learning.
- Allowing time for the pupil to engage with learning and gradually increasing the range of activities and demands.

### **PUPILS WITH PHYSICAL DISABILITIES**

Not all pupils with physical disabilities will necessarily have Special Educational Needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid, or equipment to aid vision. Teachers must take action, however, in their planning to ensure these pupils are enabled to participate as fully and effectively as possible within the curriculum and the statutory assessment arrangements. Potential areas of difficulty should be identified and addressed at the outset of work, without recourse to the formal provisions for disapplication.

Teachers should take specific action to enable the effective participation of pupils with disabilities by:

- Planning appropriate amounts of time to allow for the satisfactory completion of tasks.
- Planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum.
- Identifying aspects of the curriculum that may present specific difficulties for an individual.
- Using the audio system available for assisting the partially deaf.

### **Planning to complete tasks**

Teachers plan appropriate amounts of time to allow pupils to complete tasks satisfactorily through:

- Taking account of the very slow pace at which some pupils will be able to record work, either manually or with special equipment, and of the physical effort required.
- Being aware of the high levels of concentration necessary for some pupils when following or interpreting text or graphics, particularly when using vision aids or tactile methods, and of the tiredness which may result.

- Allocating sufficient time, opportunity and access to equipment for pupils to gain information through experimental work and detailed observation, including the use of microscopes.
- Being aware of the effort required by some pupils to follow oral work, whether through use of residual hearing, lip reading or a signer, and of the tiredness or loss of concentration which may occur.

### **Developing skills in practical aspects**

Teachers create opportunities for the development of skills in practical aspects of the curriculum through:

- Providing adapted, modified or alternative activities or approaches to learning in physical education and ensuring these have integrity and equivalence to the National Curriculum and enable pupils to make appropriate progress.
- Providing alternative or adapted activities in science, art and design and design and technology for pupils who are unable to manipulate tools, equipment or materials or who may be allergic to certain types of materials.
- Ensuring that all pupils can be included and participate safely in geography fieldwork, local studies and visits to museums, historic buildings and sites.

### **Overcoming specific difficulties**

Teachers overcome specific difficulties for individuals presented by aspects of the curriculum by:

- Using approaches to enable hearing impaired pupils to learn about sound in science and music.
- Helping visually impaired pupils to learn about light in science, to access maps and visual resources in geography and to evaluate different products in design and technology and images in art and design.
- Providing opportunities for pupils to develop strength in depth where they cannot meet the particular requirements of a subject, such as the visual requirements in art and design and the singing requirements in music.

## **PUPILS WHO ARE LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE**

Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning should take account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding will be necessary to confirm learning difficulties are present.

The ability of pupils for whom English is an additional language to take part in the National Curriculum may be affected by their communication skills in English. Teachers should plan learning opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subject areas.

Teachers should take specific action to help pupils who are learning English as an additional language by:

- Developing their spoken and written English.
- Ensuring access to the curriculum and to assessment.

### **Developing spoken and written English**

Teachers develop pupils' spoken and written English through:

- Ensuring that vocabulary work covers both the technical and everyday meaning of key words, metaphors and idiom.

- Explaining clearly how speaking and writing in English are structured to achieve different purposes, across a range of subjects.
- Providing a variety of reading material (for example, pupils' own work, the media, Computing, literature, reference books) highlight the different ways English is used, especially those that help pupils to understand society and culture.
- Ensuring that there are effective opportunities for talk and that talk is used to support writing in all subjects.
- Where appropriate, encouraging pupils to transfer their knowledge, skills and understanding of one language to pointing out similarities and differences between languages.
- Building on pupils' experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

### **Ensuring access**

Teachers make sure pupils have access to the curriculum and to assessment through:

- Using accessible texts and materials that suit pupils' ages and levels of learning.
- Providing support by using computers or video or audio materials, dictionaries and translators, readers and amanuenses.
- Using home or first language, where appropriate.

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