

## **Introduction**

This policy follows the guidance in the **Disability Discrimination Act (DDA) 2005**, the **Equality Act 2010** and **Keeping Children Safe in Education 2020**.

The **Disability Discrimination Act (DDA) 2005** works to protect people with **disabilities** – including blind and partially sighted people – from **discrimination**.

The definition of disability under the Equality Act 2010 is, 'You're disabled if you have a **physical** or **mental** impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

(This policy is to be read in conjunction with the following school policies: Special Educational Needs, Equal Opportunities; Gifted and Talented Pupils and Accessibility Plan).

- 1.1** The mission statement of our school talks of valuing the individuality of all of our pupils. We are committed to giving all of our pupils 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 pupils. The achievements, attitudes and well-being of all our pupils matter. This policy helps to ensure that this school promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background.

## **2 Aims and Objectives**

- 2.1** 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 pupils. We make this a reality through the attention we pay to the different groups of pupils within our school:

- girls and boys;
- minority ethnic and faith groups;
- pupils who need support to learn English as an additional language (EAL);
- pupils with special educational needs and/or disabilities (SEN-D);
- gifted and talented pupils (G&T);
- pupils who are at risk of disaffection or exclusion;
- travellers, refugees and asylum seekers;
- looked after children or child in care (LAC/CiC);
- post looked after children (SGO)
- pupil premium pupils (PPG), disadvantaged;
- free school meals (FSM).

- 2.2** The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. We meet these needs through:

- setting suitable learning challenges (Chilli Challenges) in the mastery curriculum;
- responding to pupils' 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 pupils (this includes speech and language therapy and mobility training).

**2.3** We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all of our pupils achieve their best?
- Are there differences in the achievement of different groups of pupils?
- What are we doing for those pupils 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?

### **3 Teaching and Learning Style**

**3.1** We aim to give all our pupils 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 on-going teacher assessments of each pupil's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their pupils. For some pupils, we use the programmes of study and milestones from earlier key stages. This enables some of our pupils to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

**3.2** When the attainment of a pupil falls significantly below age related expectations, teachers enable the pupil to succeed by planning work that is in line with that pupil's individual needs and to diminish the gaps. Where the attainment of a pupil exceeds age related expectations teachers use materials to broaden and master the curriculum, by extending the breadth of work within the area or areas for which the pupil shows particular aptitude.

**3.3** Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

**3.4** Teachers ensure pupils:

- have high quality teaching;
- 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 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, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles (VAK - visual, auditory or kinaesthetic) and stages of development;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs;
- use self-assessment and peer assessment;
- are taught collaborative skills and can peer critique and peer mentor others.

## **4 Pupils with Disabilities**

- 4.1 Any pupil in our school who has a disability, consequently, will need additional resources. The school is committed to providing an environment that allows these pupils full access to all areas of learning.
- 4.2 Teachers modify teaching and learning as appropriate for these pupils; for example, they may give additional time to pupils with disabilities to complete certain activities and in their planning teachers ensure that they give pupils with disabilities the opportunity to develop skills in practical aspects of the curriculum.
- 4.3 Teachers ensure that the work for these pupils:
- 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 pupils 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;
  - includes approaches that allow hearing-impaired pupils to learn about sound in science and music, and visually-impaired pupils to learn about light in science, and to use visual resources and images in art and design and in design and technology;
  - uses assessment techniques that reflect their individual needs and abilities.
- 4.4 This policy relates to the Disability Discrimination Act 2005 and Equality Act 2010. The governing body has agreed a 3-year Accessibility Plan, which is reviewed annually taking into consideration pupil voice through the inclusion of the school council in this process.

## **5 Disapplication and Modification**

- 5.1 The school can, where necessary, modify or dis-apply 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 pupils, without recourse to disapplication or modification. We achieve this through greater differentiation of the pupil's work supported by a skills based creative curriculum, 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 agencies to support the pupil.
- 5.2 In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents/carers and the Local Authority. The school's governor with responsibility for special educational needs would also be closely 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.
- 5.3 Should we go ahead with modification or disapplication, we would do so through:
- The Education Act 2011. This allows modification or disapplication of the National Curriculum, or elements of it, through an Education, Health Care Plan (EHCP) of special educational needs.

## **6 Racism and Inclusion**

- 6.1** The diversity of our society is addressed through our long and medium term planning, which reflect the programmes of study of the National Curriculum and a creative curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to the governing body and Local Authority by the Headteacher. The school contacts parents/carers of those pupils involved in racist incidents.

## **7 Summary**

- 7.1** In our school the teaching and learning, achievements, attitudes and well-being of every pupil are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our pupils into account when planning for learning.

Reviewed: March 2022

Signed: L Thorpe/J. Fanthorpe