

Chiswick & Bedford Park Preparatory School

Inclusion and Equal Opportunities Policy

Introduction

Chiswick and Bedford Park Preparatory School (“the School”) values the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest standards. We do this by taking account of children’s varied life experiences and needs. We offer a broad and balanced curriculum and high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that the School promotes individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

We recognise and apply *the Equality Act 2010* and the *SEND Code of Practice 2014* where two core duties apply to our setting:

- Not to treat a child or an adult with disability “less favourably”; and
- To make “reasonable adjustments” for children and adults with a disability.

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 children, or groups of children. 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 within our School:

- Girls and boys;
- Minority ethnic and faith groups;
- Children who need support to learn English as an Additional Language;
- Children with Special Educational Needs;
- Gifted and talented children;
- Children who are at risk of disaffection or exclusion;
- ‘Looked after’ children; and/or
- Vulnerable groups of children.

Teachers plan a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- Setting suitable learning challenges;
- Including and valuing the contribution of all families to our understanding of equality and diversity;
- Encouraging positive role models, displayed through toys and wall displays;
- Responding to children’s diverse learning needs; and
- Overcoming potential barriers to learning and assessment for individuals and groups of children.
- At the School we achieve educational inclusion by continually reviewing what we do, through asking ourselves these questions:
- Do all 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 children to live in a diverse society?

Teaching and Learning Style

At the School we aim to give all children the opportunity to succeed and reach the highest level of personal achievement. We strive to ensure that all children are achieving as much as they can. We also make ongoing assessments of each child's progress and act on data inputted termly into a progress tracker. Staff use this information when planning. It enables staff to take into account the abilities of all the children in the setting and support individuals through tailored teaching and learning. This may be in the form of small intervention learning groups.

When the attainment of a child falls significantly below the expected level, staff enables 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, staff use appropriate resources and learning styles, and extend the breadth of work within the area or areas for which the child shows particular aptitude.

Staff ensure 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 clothing that is appropriate for 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;
- Have challenging targets that enable them to succeed; and
- Are encouraged to participate fully, regardless of disabilities or medical needs.

Children with disabilities

Some children in the School may have disabilities and consequently may need additional resources. We are committed to providing an environment that allows these children full access to all areas of learning.

All staff modify learning as appropriate for these children. For example, additional time may be given for completing an activity. In planning, staff ensure that children with disabilities are given the opportunity to develop skills in practical aspects of the curriculum.

All staff ensure that activities for these children:

- Take account of their pace of learning and the equipment they use;
- Take account of the effort and concentration needed in oral work, or when using, for example, visual aids;
- Are adapted or offers alternative activities in those areas of learning where children are unable to manipulate tools or equipment, or use certain types of materials;

- Allow opportunities for them to take part in educational visits and other activities linked to their learning;
- Include opportunities that allow hearing-impaired children to learn about sound and music, and visually-impaired children to learn about light using visual resources and images; and/or
- Use assessment techniques that reflect their individual needs and abilities.

Racism and Inclusion

The School actively discourages bullying and name calling, the parents of both children would be informed immediately and we would discuss appropriate action. If it was believed that there is inappropriate practice or discrimination, a member of staff would talk to the child and explain that the behaviour was unkind, we would take into account the maturity of the child, the parent of the child would be told of his/her inappropriate behaviour and we would work together to redeem the situation.