

Dunmow St. Mary's Primary School Equality, Diversity and Inclusion Policy



March 2022

Introduction

Dunmow St Mary's is a caring school which is committed to a broad, balanced curriculum and to a continual raising of standards. We aim to contribute to the spiritual, moral, cultural, mental and physical needs of every individual. We are a Church of England school, with a commitment to the teaching of Christianity whilst supporting a multi-faith approach to the curriculum. We recognise, value and celebrate the cultural diversity that exists in our school. We believe that effective learning takes place when children work in a purposeful and stimulating environment that supports a wide range of learning styles.

Mutual respect between adults and children promotes excellent behaviour and well developed social skills. With this approach we seek to achieve high academic standards. We aim to cater for each individual, taking particular account of any specific needs or abilities.

We endeavour to ensure that all our children fulfil their potential and, within this context, we emphasise health and safety, enjoyment and achievement and the beginnings of responsibility for themselves and others. These skills will be carried forward to the next phase of education and throughout life. The whole school community is committed to a collective responsibility for the implementation of the values inherent in this statement.

Dunmow St. Mary's Primary School is committed to a policy of inclusion, equality and justice for all pupils and members of staff.

Equality Act

The Equality Act has three main aims for schools.

- Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- Advancing equality of opportunity between people who share a protected characteristic and people who do not
- Fostering good relations between people who share a protected characteristic and those who do not.

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

At Dunmow St. Mary's, these aims are incorporated into our current policies on Inclusion, Anti-bullying, Behaviour, Special Educational Needs, and Equality and Diversity in Employment.

Aims and Objectives

As a fully 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 children. We make this a reality through the attention that we pay to the different groups of children within our school:

- girls and boys;
- disadvantaged pupils (Free School Meals and Ever6)
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs; children with disabilities or medical needs
- gifted and talented children;
- children who are at risk of disaffection or exclusion;
- travellers;

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

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils,
- recognising these groups may be fluid and responding with flexibility;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children (such as speech and language therapy)

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

- do all our 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 pupils to live in a diverse society?

The data we gather annually, using the school's system of progress trackers, help us to review our children's progress against these criteria.

Teaching and Learning

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils termly to ensure that all pupils are achieving as much as they can. We also make ongoing assessments

of each child's progress. SLT and teachers use this information when planning their lessons and for interventions. It enables them to take into account the abilities of all their children. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school. The SENDCos plan evidence-based interventions for pupils who need support to 'close the gap' and teachers plan for pupils working at greater depth to make even more progress and achieve their full potential.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Learning Plans (called One Plans) are implemented and targets set at a suitable level. Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area or areas for which the child shows particular aptitude.

Dunmow St Mary's teachers provide quality first teaching to ensure all pupils make progress. Teachers are familiar with the equal opportunities legislation covering race, gender and disability.

Teachers ensure that all 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;
- 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;
- participate fully, regardless of disabilities or medical needs.

Children with Disabilities

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the amended Disability Discrimination Acts that came into effect in 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

At Dunmow St Mary's we:

- respond to pupils' diverse needs by adapting the physical environment to increase the extent to which disabled pupils can be included
- overcome potential barriers to learning and assessment for individuals and groups of pupils by differentiation, providing suitable support and seeking advice from specialist teachers where appropriate.
- seek to eliminate discrimination and promote equal opportunities for disabled members of staff, parents/carers and the users of the school
- ensure that disabled pupils participate fully in school trips, visits and out of school activities

Disapplication

The school can, where necessary, modify or disapply 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 children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, 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 specialists to support the child.

School information

- Pupils with physical impairment have no access to upstairs classes (usually Yr 5/6) but arrangements have been made in the past to accommodate the class downstairs with suitable access to toilets and outdoor playgrounds and any pupil who is unable to use the stairs will be accommodated in this way in the future.
- Children with social communication difficulties can find lunch and break time challenging. The school has a system of trained Play Leaders to support vulnerable children in the playground.
- Children with Speech and Language difficulties are quickly identified through screening programmes and supported through special programmes designed in liaison with Specialist teachers and Speech and Language Therapist.
- Advice from Specialist teachers for children with Education Care Health Plans is regularly sought and implemented in the child's Individual Education Plan.
- Office staff and class teachers have all received specialist training to support children with specific medical needs. Staff are made aware of children with specialist needs by a pictorial record of the child displayed centrally and a brief description of the child's needs and how to proceed in an emergency.
- Specific members of staff have received training in administering drugs and appropriate support for children who have epilepsy and diabetes.
- There is an extensive Mentoring programme in place to support children with social and emotional needs.

Summary

In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and ensure that we meet all statutory requirements related to matters of inclusion.

Monitoring and review

This policy is monitored by the governing body, and will be reviewed every year.