

Victory Primary school



Victory for all!

Inclusion and Equality Policy

December 2020

EQUALITY AND INCLUSION POLICY

Every child has the right to a good education irrespective of race, social class, gender or disability.

Children should have opportunities to develop intellectually, socially and physically and to acquire concepts, skills and attitudes suitable to their level of development. They should have the opportunity to acquire different sorts of knowledge.

Children should be helped to develop morally and to acquire an understanding of their own rights and responsibilities as well as the rights and responsibilities of other people, taking more responsibility for their own lives.

Every child should be able to learn and play in an environment in which they feel safe and supported. The school will not tolerate any form of bullying, discrimination or abuse whatsoever and adheres to local authority guidelines when handling any such incidents.

Declaration of Children's Rights

These rights should be enjoyed by every child in Victory school regardless of race, gender, religion or nationality.

- Every child has the right to grow as a child.
- Every child has the right to be and feel safe.
- Every child has the right to be happy.
- Every child has the right to receive the broadest and highest quality education possible.
- Every child has the right to be respected and valued.
- Every child has the right to have her/his language and cultural background acknowledged, respected and reflected in the day to day life of the school.
- Every child has the right to the highest possible expectation of their ability and potential, in accordance with their particular needs.
- Every child has the right to have the greater understanding of themselves and others and of their own and wider community.
- Every child has the right to develop the knowledge, skills and understanding necessary to participate and contribute to a rich, complex and socially diverse society.
- Every child has the right to be involved as far as possible in decisions/discussions about their educational needs.

Aims

- We aim to foster an atmosphere of mutual respect between all children and adults who are involved in the life of our school and to ensure that our curriculum is reflective and relevant to the diverse community in which we live.
- We believe that children should be educated in a safe and harmonious environment; therefore, we will challenge racist and sexist assumptions or any attitudes, actions or behaviours which may cause fear, harm or offence.

- We believe that all children, regardless of race, gender, class, religion, culture, creed or disability, should have equal access to the curriculum to meet their academic, social and emotional needs.
- We expect high levels of achievement for all of our pupils and as they go through school, we encourage them to take more responsibility for their learning, generate a sense of purpose which raises aspirations, develops skills, and encourages excellence.
- We believe that it is important to develop effective parental support, foster good home school links and provide an extended service that encourages a shared understanding of learning and community. We aim to promote community cohesion and encourage parents and families to have a greater understanding of our local community, developing a strong respect for diversity, as well as awareness of what they all hold in common.

Objectives

Equality

- To ensure the school ethos and vision is inclusion and promotes equality.
- To recognise and value all languages, religions and cultures, and welcome them in our school community.
- To provide equality of opportunity for all of our pupils to be involved in out of school activities.
- To challenge any discrimination or unacceptable behaviour including bullying.
- To provide resources which avoid stereotyping, discrimination and reflect the diversity of the school population.
- To provide an environment which is welcoming to all and allows the discussing and challenging of stereotyping and discrimination based on gender, disability or race.
- To ensure that the pupils language, learning and pastoral needs are met through the schools policies and practices.
- To provide an environment where pupils feel safe and supported.

Expectations

- To enable pupils to become high achieving, confident learners, with high levels of self esteem.
- To enable users to become independent learners, who are also able to work in collaboration with others.
- To ensure that all children are aware of the school's expectations with regard to their relationship with others

Curriculum

- To provide a balanced curriculum which not only meets the requirements of the national curriculum, but also engenders respect between individuals, values our children's diversity and gives positive images of traditionally disadvantaged groups.
- To offer an inclusive curriculum that focuses on small steps in achievement and celebrates success

- To provide a curriculum and environment that meets the needs of all our pupils and to ensure that all pupils can access their curriculum.
- To review the curriculum provision regularly and use assessments and data analysis to support improvements.

The community

- To make every attempt to ensure that the make up of the staff and governors reflects the community of the school.
- To make every effort to welcome all parents and encourage them to play an active part in their children's education and to keep them fully informed of their progress.
- To actively encourage parental input, from the initial enrolment meeting, throughout the child's education.
- To encourage interaction between the school and the community.
- To provide access to information about outside agencies which can benefit children where necessary.
- To maintain a system of assessment and recording which constantly monitors the level of achievement and behaviour of each child and to keep parents informed.
- To develop mutual respect and supportive relationships with all members of the community.

Environment and resources

The school will ensure the following:

- Attractive displays which reflect the working life of the school, the cultural diversity of the school population, avoid stereotyping and give positive images of traditionally disadvantaged groups.
- Work should be displayed by children, showing a variety of levels of abilities.
- Access throughout should be easy as our school building allows. Access to school polices will be via the school office and website.
- Shared areas and classroom environments will reflect the cultural, religious, spiritual, racial and linguistic diversity of the school population in its displays, decoration, signs and labels
- Learning materials will be used that positively reflect all sections of the community.
- Equipment will be identified which allows those with disabilities to have the opportunity to participate in all aspects of the learning experience.

Curriculum

- To provide a curriculum that is broad and balanced, differentiated and relevant to all.
- To provide learning opportunities, which both supports and challenges children.
- Assemblies will be used to promote the school's ethos and vision and to reflect our cultural diverse society. Religious festivals and anniversaries of all cultures will be covered.

- Events such as international week and Black History Month are part of our integrated curriculum.
- PSHE sessions, Circle time, Art therapy, Play therapy and counselling sessions give the children opportunities to explore a range of issues in a safe environment.

Children

- We encourage children to respect and care for all those involved in the life of the school.
- Children are encouraged to report any forms of bullying to staff and know that it will be dealt with.
- Discussion is valued as an important opportunity to listen and respect each other's views.
- Classroom organisation is under constant review to ensure strategies, which avoid domination of resources by one group.
- Integration within the class is encouraged, and social mixing of groups is promoted.
- Children with SEN or disabilities will have an IEP and/or Behaviour Plan to ensure their individual needs are met
- Children are elected to school council to encourage whole school awareness and be involved in decision making that affects them.
- Philosophy for children sessions take place to encourage questioning and thinking skills. They also give staff an opportunity to challenge racial, gender and other stereotypes.

Staff

- Staff are expected to set an example by showing that they value the contributions made by all children and adults involved in the life of the school.
- There are regular discussions and monitoring of levels of achievement and behaviour in light of gender, race and disability.
- Staff are required to report any homophobic or racial incidents, which will be fully dealt with.
- Staff are required to report any incidents of bullying which will be fully dealt with.
- Staff will discuss and challenge all stereotypes.
- Training needs of the school and individual staff members are monitored and evaluated to ensure that INSET and staff development reflects our aim of providing a high quality education.
- Staff will work as a team to ensure that the school ethos will be one of respect for and celebration of diversity, open and honest communication and trust.
- Monitoring meetings take place to discuss the levels of achievement in light of gender, race, class or disability. Results are analysed according to achievement by groups, for example, gender, race, English as a second language, free school meals, mobility within this country.
- Staff should feel safe at work.
- Staff are made aware of the whistle blowing policy and procedures.

Parents and community

- We encourage the partnership between parents and school.
- Parents are kept informed using newsletters and a notice board.
- Parents are invited to parent conferences to discuss their child's progress in school.
- Parents are regularly invited to performances by their children.
- Letters are regularly sent home that inform parents of both good and bad behaviour.
- We encourage the recruitment of members of the local community to talk to children on appropriate topics.

Governors

We are a committed equal opportunities employer and follow LA guidelines to encourage parents from different groups to become governors and support them fully on appointment.

Governors also :-

- Monitor termly any incidents of bullying or discriminatory incidents that are reported to Southwark LA.
- Ensure that school improvement targets reflect the requirements for all groups and support official guidance

Admissions

We use the Southwark criteria when carrying out admissions for mid term admissions. Admissions for reception places are carried out by the LA.

Anti-racist statement

The governors of victory school aim to:-

- Be aware of and challenge racism (both covert and overt) and the discriminatory practises to which it gives rise.
- Be aware of and to address the particular needs of pupils, having regards to their ethnic, cultural, historical, linguistic and religious backgrounds.
- Help children to develop their unique cultural pride and highlight the strength of a culturally diverse society.
- Prepare all pupils for life in our culturally diverse society, by acknowledging and respecting cultural similarities and differences

In order to achieve these aims, we commit ourselves to:-

- Recording all racist incidents and ensure that these are reported to the full governing body and the LA incidents should be reported to parents/carers as appropriate.

- Developing our understanding of the principles and practises of equalising opportunities and implementing them.
- Active consideration of our own practises in order to ensure they are fair to all cultural groups.
- Empathise with the challenges, needs, aspirations and demands of the black, Asian and other ethnic minority communities and responding sensitively to them.
- Encourage the participation of black and ethnic representation and participation in all decision making processes.
- Monitor staffing and staff development, in order to encourage applicants from black, Asian and other ethnic minority groups and ensure training and career needs are met.
- Encourage the recruitment of black, Asian and other ethnic minority governors.
- When reviewing the curriculum ensure that it is culturally rich and appropriate, historically accurate, reflects the positive contributions and achievements of black, Asian and other ethnic minority community and is relevant to all who attend our school.
- Ensure that this curriculum is structured in such a way that all members of the school community have equal access and ability to succeed.
- Enable all our pupils to recognise and learn from Britain's rich and cultural diverse society and develop positive responses.
- Review the ethnicity of excluded pupils to ensure that exclusion is not culturally biased.
- Ensure all staff have access to diversity awareness training as necessary.

We expect the following practice from all adults involved in the school:-

- Work together to prevent racial harassment.
- Be actively opposed to racism and any form of harassment.
- Take full responsibility for dealing with any form of racism and report the incident to the relevant line manager.
- Provide support and counselling for victims of racism.
- Zero tolerance regarding any racist comments, literature and graffiti within the school premises.
- Challenge racist attitudes, structures and practises of external organisations with which the school has dealing.
- Work sensitively to ensure that every child is able to value his/her uniqueness and cultural traditions.
- Represent our culturally diverse society through displays and planning.
- Use the taught curriculum, particularly in terms of history, geography, RE and PSHE to develop critical thinking to challenge bias, racial stereotypes, scapegoating and prejudices.
- Recognise and share in the celebration of a variety of festivals.

Disability Statement

The DDA 2005 defines a disabled person as someone who has a 'physical or mental impairment, which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities.' In line with the DDA 2005, we aim to:

- Promote quality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Disability Discrimination Act (1995)
- Eliminate harassment of disabled persons that is related to their disabilities

We are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life.

We will make reasonable adjustments to make sure that the school environment is as accessible as possible. We believe that diversity is a strength of the school, which should be respected and celebrated by all those who learn, teach and visit here.

In order to achieve this we will

- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in the life of the school
- Take steps to take account of disabled persons more favourably than other persons

We will not tolerate disability related harassment and will deal with it through our relevant established procedures. All staff are responsible for ensuring that incidents of disability related harassment or disability discrimination are recorded and referred to the relevant member of the senior leadership group. We will monitor and report on such incidents on a regular basis. Breaches of our policy on disability equality will be dealt with in accordance with the disciplinary provisions set out in the relevant school policy.

We plan to increase access to education for disabled pupils by:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the environment within the limitations of the school building, to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery of information to disabled pupils, to the standard of which is provided in writing for pupils who are not disabled

Gender Statement

We welcome the requirements of the Gender Equality Duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation

- Promote equality of opportunity between woman and men in all our functions

Special Education Needs

Children with special educational needs should be offered access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and National Curriculum.

Close regard is paid to the three key principles of inclusive education.

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and provide continuous assessment of children's needs and provision.

To achieve our aims we will:

- Identify need as early as possible and provide effective support
- Adopt a whole school approach to the identification, assessment and provision for children with special educational needs
- View our special needs provision as an ongoing, developing process
- Provide appropriate in-class support which enable children to have access to the curriculum, including the National Curriculum and Early Years foundation stage
- Incorporate special educational needs procedures including individual education plans (IEPs) into curriculum planning
- Develop an effective partnership between school and home
- Encourage children and parents/carers to participate in decision-making about provision to meet their special educational needs
- Ensure that assessment and record-keeping systems provide adequate means of recording attainment and achievement and gives sufficient information for carefully planned progression at every stage
- Involve the governing body and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines
- Ensure all those involved with children with special educational needs work as a team to support the child's learning
- Track and monitor provision and procedures which have been put into place, to ensure children with SEN make appropriate progress as they move through the school

Definition of Special Needs and the Four Areas of Need

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made

generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. (Code of Practice 2014)

Children's needs and requirements may fall into at least one of four areas, though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed.

The areas of need are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

Behaviour is no longer a SEN category; behaviour is believed to be a symptom of another area.

Communication and Interaction Difficulties

Children may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, hearing impairments or autistic spectrum disorder.

Cognition and Learning Difficulties

Children may demonstrate features of moderate, severe or profound learning difficulties; specific learning difficulties e.g. dyslexia, dyspraxia and require specific programmes to aid progression in cognition and learning. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder.

Social, Mental and Emotional Difficulties

Children may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, present with immature social skills and/or present challenging behaviours.

Sensory and/or Physical Difficulties

Children may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Children experiencing difficulties in any one or a combination of these areas will be entered on the school's SEN list. Children whose difficulties are solely due to the home language differing from the language in which s/he is taught are not identified as having SEN.

Procedures

School Request for Statutory Assessment or Education Health and Care Plans (from September 2014)

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

SEN Support

When a teacher who works day-to-day with the child, or SENCO, identifies a child with special educational needs, they should devise interventions that are additional to/ or different from those provided as part of the setting's usual curriculum offer and strategies. This should be monitored over a half term period before the child referred to the SENCO for further support. However, the severity of a child's needs will dictate the period of monitoring needed.

The triggers for intervention includes the child :-

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

Below is a list of strategies which might be used to support a child within school:-

- Classroom organisation and management
- In-class support by teacher/teacher assistant
- Withdrawal for individual/small group work
- Home/school reading schemes
- Behaviour modification programmes

- Use of specialist equipment
- Alternative teaching strategies
- Modified curriculum or organisation of the school day
- External support services may also be used to provide additional support and/or advice. They can also provide more specialist assessments that can inform planning and the measurement of a pupil's progress.

The triggers for external support could be that, despite receiving an individualised programme and/or concentrated support, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues to work substantially below National Curriculum year group expectations
- Has emotional or behavioural difficulties which substantially and regularly interferes with the child's own learning or that of the class or group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Assessment

P levels should be used to assess the progress and achievement of children in KS1 and 2 who are not reaching National Curriculum year group expectations.

Writing Individual Education Plans

To coordinate the support a child will receive to address the concerns raised, an Individual Education Plan (IEP) will be created. All key stakeholders contribute to the creation of the IEP, and it is used to record all the strategies which will be used. IEP's also enable the school, the child and their parents/carers to monitor the progress their child has made towards the strategies employed. IEPs are written and reviewed three times a year.

IEPs include:-

- The child's strengths, successes, difficulties and current attainment
- Short-term targets relating to addressing the key barriers to learning for the child
- Success criteria
- The teaching strategies to be used
- The provision to be put into place
- Timescales to achieve targets
- When the plan is to be reviewed
- Outcomes (to be recorded when the IEP is reviewed)

Conducting IEP Reviews

At the IEP review meeting, the child's progress towards meeting the targets set are discussed and new targets identified. The meeting should consider the following questions:-

- What are the child's current levels of attainment relating to IEP targets?
- What progress has the child made towards meeting the overall targets set out in the IEP?
- What are the parent's/carer's views of the child's progress
- Does the provision need to be adjusted?
- What targets should be set?
- Have there been any significant changes to the child's circumstances?
- Have there been any significant changes in the child's special educational needs and therefore do they need to move within the graduated stage?
- How will future targets be assessed?
- Are there any particular strategies that have led to improvement?

Statutory Annual Reviews

For a child who has a Statement of Educational Needs EHC Plan, the LA has a statutory duty to formally review his/her statement / plan, at least annually. Annual Review Meetings are organised in school by the SENCO.

The annual is in four parts:

1. Collection and collation of information
2. Annual Review Meeting
3. SENCO's report of the annual review
4. LA Review

Annual Review Procedure

The aims of the review is to:

- Assess the child's progress towards meeting the objectives within the statement
- Review the educational progress made by the child
- Consider the effectiveness of the statement in light of the child's progress
- Sets new targets for the coming year, or determine whether amendments to the statement are necessary.
- Record information which the school and other professionals can use the plan provision and support the child

The SENCO will:-

- Maintains a calendar of review dates
- Determines who should be invited to attend each meeting (at a minimum this would include the SENCO, parents/carers, LA representative and designated medical officer)
- Seeks the view of the child and invites him/her to all or part of the meeting

- Plans Annual Review Meetings in advance and contacts professionals by letter
- Seeks written advice on the child's progress from all invited to the meeting, including the parents/carers
- Sends out formal invitations to parents/carers by letter, giving suitable notice
- Co-ordinates receipt of all reports and ensures copies are circulated to each person invited to attend the review

Reporting of the Annual Review Meeting

During and after the meeting the views of the parents/carers in terms of the aims for the child and provision to be made are recorded and the SENCO records the outcomes of the meeting on the Statutory Assessment Review Record form. Copies of all reports and any additional materials including the most recent IEP are forwarded to all those present at the meeting; all those invited to the meeting but who were unable to attend; and, the LA's Named Officer responsible for SEN.

Gifted and Talented

At Victory Primary School we believe that all children are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social.

At Victory Primary School we are also committed to providing a sufficiently challenging curriculum for all our pupils, and provide opportunities to identify and nurture children's exceptional abilities.

Definition

In defining what is meant by the term 'more able', we have adapted the following definitions:-

- Those who show an exceptional ability in 'the arts', i.e. music, dance, sports or art.
- Children who possess an academic learning ability and understanding that is significantly higher than their peers.

Identification

No one method of identification can be entirely accurate since specific subject criteria will develop. Therefore, we endeavour to obtain as much information about individual pupils as possible. The methods employed are as follows:-

- Information from any previous school
- Internal and external assessment and testing
- Specific criteria developed by subject leaders or professional associations
- Internal or external nominations

Evaluation

As with all our school policies, consistent practice across the school is of paramount importance and thus we must evaluate our progress. The responsibility of the evaluation will fall to the G&T co - ordinator, who will report directly to the senior management team. Results of the evaluation will be discussed annually at senior team meetings and shared with the appropriate staff.

Arrangements for coordinating provision

- The appointment of a named individual to coordinate and champion the needs of more able pupils
- Establishing mechanisms for monitoring progress of more able pupils.
- All schemes of work are planned by teachers to include specific enrichment materials.
- An awareness amongst all staff of their role in the identification of more able pupils, based on subject-specific criteria and the need to make the curriculum sufficiently challenging.
- The establishment of a register of more able pupils established by the G&T coordinator.
- Continuing professional development for staff that addresses the implications of more able pupils for senior management, within individual subject areas and develops teaching and learning styles that take account of differentiation, enrichment and extension.
- The effective assessment of pupils potential and performance. An audit of enrichment and extension opportunities provided by the wider extra curricular programmes, led by the G&T coordinator.
- The provision of discreet pastoral care (where required) on an individual basis.
- Opportunities for more able pupils to work together.
- Recognition, celebration and rewarding of achievement of all pupils.
- Mechanisms to identify and address underachievements.

Responsibilities

Class teachers

- To identify pupils who meet the criteria

- To pass these names onto the curriculum coordinator and to the G&T coordinator
- To provide schemes of work that contain enrichment/extension material for identified pupils

Deputy Head teacher

- To monitor the schemes of work
- To work with the G&T coordinator to oversee the process and activity monitoring agendas

G&T coordinator/leading teacher

- To prepare and maintain a GT register from prior attainment data
- To categorise this information in a way agreed with the senior management team
- To prepare additional activities for who are identified as GT
- To monitor the provision for more able pupils
- To evaluate the progress made by pupils and provision generally on an annual basis

Communication

The assessment will: -

- Highlight training and support needed by staff to enable them to ensure the quality and equality of the service they provide
- Identify what is working well and what needs to be improved
- Focus on outcomes and tangible improvements
- Establish equality issues within the school's wider review and decision-making processes

Reviewed December 2022

