**Churchfield Primary School**

**Inclusion, Equalities and Disability Policy**

**POLICY STATEMENT**

It is the policy of Churchfield Primary School to promote all aspects of equality and diversity in all areas of the school. The requirement to meet the duties and responsibilities of the Equalities Act 2010 will also ensure that anybody with a disability/additional requirements will be treated in an inclusive manner.

The school maintains a commitment to ensuring that the individual needs of all pupils and staff are met taking into account their cultural needs, physical and mental health, race and religion.

The school has an ethos and commitment to ensuring that the environment enables all to thrive and develop by making reasonable adjustments to meet the needs of pupils/staff with a disability and a culture where diverse needs are welcomed and absorbed into the school culture.

**Objectives:**

* Ensure that all learners have equal access to broad, balanced and relevant curriculum.
* Ensure that teaching and learning promotes equity, celebrates diversity and promotes community cohesion.
* Ensure that provision for learners with a disability is central to curriculum planning, teaching and learning.
* Ensure that no-one is treated unfairly or disadvantaged as a consequence of gender, colour, race, age, ethnic origin, disability or religious beliefs.
* Recognise, celebrate and record all learners’ achievements, progress and successes in order to encourage a positive self image.
* Ensure that those with management responsibility and the staff team accept responsibility for planning the organisation and delivery of appropriate educational material that reflects cultural diversity and the needs of all pupils.
* Fully involve parents and learners in the activities in school which reflect the inclusive approach of the school to meeting everybody’s needs.

**Actions:**

The termly monitoring, evaluation and review process completed by the Leadership Team will ensure that all the procedures and practices within the school give all learners access to the whole curriculum in a way which meets their needs taking account of their cultural, physical, emotional requirements. Parents will be consulted annually about the provision being offered by the school. If there are concerns raised parents will be involved in any plans which are put into place to address the needs of their child.

The Inclusion Development Leader and SENCo will be responsible for the identification and assessment of its education needs of learners and effective liaison with appropriate agencies may be identified and accessed through the CAF process.

A flexible approach to learning will be used for pupils with special needs as identified through the statementing process or through their specific cultural needs (e.g. English is second language).

The whole curriculum will be available to all learners unless a specific exemption has been requested and agreed in consultation with the parents/relevant agencies.

Inset opportunities will be available for all staff where suitable curricular materials can be considered and the staff’s learning needs can also be addressed.

The positive achievements of all pupils will be celebrated and recognised.

**Outcomes**:

All staff will adopt this policy as it plays an important role in the development of individual learners.

These principles included in practice will ensure that all pupils are treated equally and fairly with appropriate adjustments being made to avoid disadvantaging disabled pupils and those who have a culturally diverse background/life experiences. This will reflect the core value of the school that learners from all backgrounds with diverse needs will be treated with respect as equal and valued members of the school.

Agreed Nov 18

Next review Nov 19