

SS PETER AND PAUL CATHOLIC PRIMARY SCHOOL
(Little Learners and Kids' Club)
Equality Policy and Objectives



Mission Statement

With Jesus as our guide, we learn, pray and live together, in a safe and happy way.

Adopted by *Governors* : November 2017

Reviewed by the catholic life committee: October 2021

Date for next review : October 2023

SS Peter and Paul Catholic Primary School Equality Policy and Objectives, October 2019

Introduction

Staff and Governors at this school are committed to giving every member of the school community the opportunity to achieve to the highest standards, and achieve their God given potential, as created in the image and likeness of God.

Aims and Objectives

Our school aims to be an inclusive school. We are committed to promoting equality and good relationships. We will always tackle any discrimination quickly and firmly. We aim to make equality of opportunity a reality for our children and their families. We achieve this by recognising and paying attention to the different groups of learners within our school including :

- Minority ethnic and faith groups
- Learners with English as an additional language
- Learners with special educational needs
- Learners with disability
- Provide challenge for all pupils
- Learners who are at risk of disaffection or exclusion
- Vulnerable learners

Curriculum:

We plan and deliver a curriculum which meets the needs of all learners through:

- Setting suitable learning challenges.
- Responding to the children's individual and diverse learning needs.
- Providing support for children who find it difficult to access all areas of the curriculum.
- Providing challenge for children who are gifted and talented.
- Recognising and addressing potential barriers to learning.
- Providing additional curriculum opportunities outside the National Curriculum to meet the needs of learners (this may include speech and language therapy and sensory needs).

We achieve educational inclusion by continually reviewing our provision and monitoring the wellbeing and progress of every child.

There are always opportunities for informal discussions regarding the provision for learners to ensure inclusion for all.

Teachers ensure that children:

- Feel secure and know that their contributions are welcomed and valued.
- Appreciate and value the differences they see in others.
- Are supported in learning to take responsibility for their own actions.
- Are able to experience success in their learning.
- Use materials that reflect a range of social and cultural backgrounds without stereotyping.
- Are encouraged, and are able, to participate fully in all areas of school life.

- Are encouraged to work independently

Disability:

Some learners have disabilities and may require additional support and resources in order to access the curriculum. We endeavour to make reasonable adjustments to improve the extent to which learners with disabilities can access the curriculum and to improve the physical environment for members of the school community who are disabled.

Roles and responsibilities:

Governing Body:

- Work with the Headteacher and SENCO to monitor inclusion and equal opportunities in school.
- Review policy and practice in this area.
- Headteacher:
 - Work with the SENCO and SLT to monitor inclusion and equal opportunities in school.
- Keep records of incidents of bullying, racial or otherwise, and deal with these incidents quickly and firmly.

SENCO:

- Lead the staff to develop aspects of inclusion in the curriculum and monitor and evaluate the impact.
- Meet with parents of children with disabilities and/or special educational needs annually to discuss progress and plan for continued support.
- Keep records of groups of children requiring additional support (SEND register and class provision maps).
- Liaise with classroom staff to monitor and review progress and support for children requiring additional support.

Class teachers:

- Ensure all staff working within the classroom are aware of the individual needs of children.
- Ensure all staff working in the classroom are aware of their roles and responsibilities in supporting children who may need additional support or resources to access the curriculum.
- Keep up to date records of progress for all children.

This policy will be reviewed every 2 years.

Adopted by Governors October 2021

Review date: October 2023

EQUALITY OBJECTIVES 2019-2021

- To close the gap between SEND and non-SEND pupils so that all pupils, regardless of their individual starting points, make at least expected progress across a school year.
- To ensure our school is inclusive to children with physical and sensory impairment.
- To ensure that children with a SEND or disability make at least expected progress in all areas of the curriculum.
- Any child showing signs of SEMH are assigned a keyworker and a WRAP (wellbeing recovery action plan) is drawn up with the child and shared with the parents.