



'Our School is a Christian community in which pupils, staff, parents, governors and parishioners are working together, within a safe, healthy and stimulating learning environment, to achieve education of the highest possible quality, in order to prepare pupils to meet the challenge of their futures.'

'We celebrate the value of each child and set high expectations of them in our endeavours to sustain and develop their gifts and talents.'

Date Adopted	
Signed (Governors)	
Signed (Headteacher)	
Date for review	

Context

- 221 pupils on roll in school with a Standard Admission Number of 30.
- Of the school population 47% are girls and 53% boys.
- Pre-school has places for both full time and part time pupils.
- Of the Pre-school population 52% are boys and 48% girls.
- 92% of pupils and 96% staff are of white ethnic origin in 2023.
- The vast majority of pupils have English as their first language.
- There are 20 children identified with SEN, including 6 children with Educational, Health, Care plans, 3 are at High priority SEN support, 11 are at SEN support.
- There are 4 children with specific disabilities who requires reasonable adjustments including extra funding.
- The school is able to accommodate pupils needing wheelchair access though none currently need such facilities.
- The majority of pupils live in the village of Dobcross or Saddleworth villages close by. They are generally well motivated, articulate learners.
- Parents are interested, supportive and challenging.

Introduction

- As a school working within the Borough of Oldham, we share the Oldham Council's Mission, Values and Priorities as described in The Oldham Corporate Plan.

'The Council's mission is to make Oldham a better place which local people will be proud to call home.

This mission is supported by the following core values:

Empowerment
Fairness
Openness
Respect
Sustainability'

Aims

Our aim is to provide inclusive and equal education for all pupils in our school and is a manifest in our Mission Statement.

'Our school is a Christian Community in which pupils, staff, governors and parishioners are working together to achieve education of the highest possible quality, in order to prepare pupils to meet the challenge of their futures.

We celebrate the value of each child and set high expectations of them in our endeavour to sustain and develop their talents.

- Every child should have access to the skills, knowledge and understanding which are valuable to social, political and economic life in our global society and we aim to provide strong foundations for our children's lifelong learning.
- Our school aims and targets have been devised with pupils, staff, parents and governors. They should enable each child to achieve as much as they can and make the most out of what is on offer based on their individual needs.

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- We aim to embed our current good practise within the curriculum and extracurricular activities in order to address the needs of all our pupils and to address new issues with further initiatives and school improvement projects.

Organising for Inclusion and Equality

1. Admission Policy to School and Pre-School

Admission to the Reception Class is administered by the LA in line with the Oldham Borough Admission arrangements for Primary Schools. (see LA documentation issued annually) Admission arrangements are reviewed annually by the Governors as an LA agenda item at their Autumn Meeting. Currently priority is given to SEN, those with siblings in school and those with greatest proximity to school and ease of access. Appeals are dealt with through the Independent Appeals Panel.

Pre-school Admissions are the responsibility of the Governing Body and the policy was drawn up in consultation with the LA. Due regard has been given to the needs of all Pre-school aged pupils in the Saddleworth area.

2. Curriculum

People, most importantly pupils, take priority in our school. It is policy to minimize bureaucracy in order to work effectively as teachers and learners.

In order to achieve inclusive and equal education for our pupils and embed good practice within the curriculum, initiatives are planned and undertaken within our School Development Plan. All policies are devised with stakeholders as a result of ongoing reviews and self evaluation.

Within school it is policy to work on projects link teams or as a whole staff so that fruitful, challenging and sustainable change occurs throughout school. In this way staff are supportive of one another and training and resources are most effectively deployed.

Specific documentation has been produced for particular groups which is referred to later in this policy.

- Staff and pupils, have worked together to devise a Teaching and Learning Policy in which both parties have very clear responsibilities. (see Teaching and Learning Policy)
- Following a review of our curriculum our topic areas are linked together to provide a more coherent and sequential learning process.
- Pupils continue to participate in gaining responsibilities and year 5 and 6 pupils are trained as young leaders.
- Within the curriculum, careful consideration is given to the purchase of relevant resources. Specific needs are addressed. For example
 - In creative areas such as Literature, Poetry, Drama, Dance, Music and Arts and in PSHE resources have been bought which reflect our global society and the cultural needs of our school population.
 - Reading materials have been bought specifically to address the needs of boys, SEN groups and a range of disabilities.
 - Sporting and play developments enable participation by a range of disabilities and gender.
 - ICT programs, eg Boardmaker, Lexia, times table rock stars.
- Within Religious Education, Islam, Hinduism, Buddhism and Judaism are studied alongside Christianity.

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- No child is prevented from attending music tuition or school trips through their parent's financial status.
- See appendix 1 for a full list of Curriculum and Extra-Curricular activities, which enhance our children's learning.

SEN

- All children and staff within school are on a continuum of learning. At certain times children and staff may experience particular needs which must be addressed.
- There are practices in school by which staff and parents work together to identify SEN children and address their needs. Support is sought from the LA and other agencies as necessary, in order to meet the special needs of these pupils. (See SEND offer)
- Consideration is given annually to all children achieving below average levels for their year group in the National Curriculum and to those children who have not progressed well during the year. The deployment of our SEN support hours for the following year is based on our prioritisation of these children.
- Through regular monitoring and annual appraisal staff needs are identified and addressed. Support again is sought for the LA or outside agencies as necessary.
- Reference should also be made to the Performance Management, Staff Development, Monitoring and Recruitment, Assessment, Safer Recruitment policies.
- Within School the current designated teacher for Special Needs receives the Special Needs Allowance.

Disabilities

- The definition used within school to identify children with disabilities is a child who has "a physical or mental impairment which has a substantial and long-term (likely to last more than 12 months), adverse effect on his or her ability to carry out normal day to day activities' taken from 'Implementing the Disability Discrimination Act in Schools and Early Year Setting' – page 5, 15-18.
- Currently we have 28 children identified with a variety of disabilities including Asthma/Eczema, Diabetes, Dyslexia, Dyspraxia and Aspergers, speech and language.
- A CPD programme for teaching and support staff has been developed to ensure necessary training is undertaken so that reasonable adjustments are taken to meet the needs of children and staff with disabilities.
- All class teachers and support staff are aware of children with disabilities in their class and take appropriate steps to adjust the curriculum as necessary.
- We have also written and implemented our Disability Equality Scheme.
- Within school the SEN coordinator is responsible for disabled pupils.

Gifted and Talented

- Every child within our school has gifts and talents which we endeavour to identify, sustain and develop.
- Pupils participate in Oldham Borough wide activities as available and through our cluster and collaborative groups when organised.
- Are most able pupils are monitored closely through our assessment process.
- The Headteacher is the coordinator for Gifted and Talented.

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Gender equality

- Within PSHE and across the whole school ethos every attempt is made to look at a child's individual needs and provision is made regardless of gender.
- Most staff are female except the Caretaker.
- Because of the imbalance in teaching staff gender we make special effort to use male role models for mentors and volunteers in class whenever possible, and are very fortunate to have several male members of our Governing Body who regularly attend and participate in curriculum and extracurricular activities.
- Staff make a conscious effort to ensure equal access to the curriculum for boy and girls – sometimes this means groups all girls/all boys together for some activities so that all have equal opportunities.
- Stringent analysis of data and monitoring of progress on gender is done throughout the year and at year end with Foundation Stage Profile, SATs and KS1/2, QCA test in KS2 and Teacher Assessments.

Race Equality

Of the School population 96% are of British White Ethnicity.

As a school with very little ethnic diversity amongst its pupils and local village community, but part of a multicultural borough and multicultural nation, it is imperative that we address the issue of Race Quality "in order to prepare pupils to meet the challenge of their futures."

- As stated in the curriculum section consideration is given to the use of a wide variety of multi-cultural resources. Visits to and from school are also important elements which give our white children real first hand experiences of children and adults from different cultural backgrounds. Direct links and experience promote tolerance and understanding and lead to changes in values and attitudes.
- Steps have been taken with our involvement with the Link Scheme in Oldham in order to improve the attainment and involvement of our pupils and the good practise of staff and governors at both schools.

Children in Public Care

- Currently we have 2 children in public care.
- Special attention is given to pupils in Public Care to ensure that their needs are met particularly in relationship to the curriculum, pastoral care and any special needs.
- Every effort is made to work effectively in conjunction with the carers, social workers and LA support services to develop their personal education plan and to monitor their progress across targets identified in the plan.
- The Headteacher is currently the designated teacher for all pupils in Public Care and for Child Protection in School.

Parental Involvement

- Parents are essential partners in our learning environment and they contribute a great deal to the success of the school by supporting learning in school and at home.

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- Working with parents, we have together devised a Home School Agreement, in which we contract with one another, and our pupils to work together.
- We aim to develop good communication systems with all our parents and the Headteacher and class teachers have an open door policy which encourages parents to discuss any difficulties their child may be experiencing before they develop into huge problems.
- Parents are invited to parents' meetings each term and to any special meetings held for their child in school. The SENCO minutes all PCR meetings and sends copies of minutes and targets to parents.
- Class teachers record targets and interventions for all SC meetings.

Applying the inclusivity test to key areas of school policy

- It is necessary for the Governing Body to undertake a thorough review of all key policies in areas of
 - Employment
 - Performance management
 - Parents/Guardians
 - Curriculum
 - Teaching, Learning and Assessment
 - Pastoral Care
 - Community Involvement
 - Resource Management

To ensure that they provide equal opportunities for all, regardless of race, religion, gender, disability, culture and background.

Assessing impact of Inclusion and Equality Policy

- Within our school staff have the opportunity to get to know individual pupils very well. Their day to day progress is well monitored and evaluated by experience teachers, support staff and the Headteacher. Immediate concerns are discussed and the SENCO is involved as necessary.
- Each summer staff write a summary report for parents on their child's attainment and achievements over the last year. Pupils and parents also contribute to this report. Staff endeavour to give parents and pupils clear, relevant information on all areas of the curriculum, including PSHE and behaviour. Sometimes, if issues have not been addressed during the year, they are focussed upon at this point. However most issues have been dealt with throughout the year, either informally or at the termly parents' meetings.
- Each summer transfer documentation, teacher assessments and internal tests relating to National Curriculum expectations are analysed and information passed between staff.
- Annually staff and governors undertake a monitoring session together to consider the progress within an area of the curriculum highlighted in the SDP.
- The Governors regularly monitor the policies and practised in school through half-termly meetings, one based on an LA agenda, considering wider issues, and one school-based agenda and through their regular committee meetings.
- Governors also link with members of staff responsible for the different targets set out in the SDP.
- Baseline test results and SATs results are given to parents and the data is analysed within school in a variety of ways including:
 - Individual basis
 - Year group basis
 - Gender

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- SEN
- Disability
- Race
- Age, particularly summer birthdays
- Benchmark groups
- Reviews are undertaken annually within staff meetings, for Maths, English, ICT, SEN and PSHE including behaviour.
- Following analysis and review, management, administration or curriculum changes may be implemented. Decisions are made with all staff and plans are included in the SDP. Each summer the main focus for curriculum change is chosen for the School Development plan. Any necessary training is undertaken and plans are implemented to improve the service given to pupils.

Appendix 1

List of Current Extra Curricular Activities for pupils

Day	Time	Activity	Open to which year groups
Monday	3.30-4.15pm	Netball	KS1
Tuesday	3.30-4.15pm	Netball	KS2
Thursday	3.15-4.15pm	Choir	KS2
	3.15-4.15pm	Football	KS1
Friday	3.15-4.15pm	Football	KS2