

# LION HOUSE SCHOOL

## EQUAL OPPORTUNITIES POLICY AND INCLUSION

### GENERAL STATEMENT

**Lion House School** aims to maintain the principle of equality for all children and staff across all areas of the curriculum and in all aspects of school life.

It is school policy to accept children of all abilities and to provide a curriculum suitable to their needs, interests and expectations.

The school requires all employees to abide by this general principle and to follow the Codes of Practice issued by the Equal Opportunities Commission and the Commission for Racial Equality. These documents are available on request.

### AIMS

Lion House School aims to secure for every child, regardless of gender, ethnic origin, disability, social or educational deprivation, an entitlement to the full range of learning encompassed by the school.

Lion House School will endeavour to promote equal opportunities and anti-discriminatory practice for all the children in its' care by:

- ◆ Understanding that all children need to develop a sense of identity and self-worth, which comes through relating positively to family tradition, culture, ethnic and social groups, religion, language, disability and gender
- ◆ Providing activities that teach the children to understand and value each other's similarities and differences
- ◆ Providing activities and materials that reflect diversity and which show positive images of girls, boys, men and women from different cultural and social backgrounds and with varying needs
- ◆ Challenging discriminatory attitudes and behaviour
- ◆ Working closely with parents and outside agencies to learn more about the children's cultural and specific needs
- ◆ Praise and affirmation

At the time of writing the school building may present some physical constraints due to being listed. There are estimates available for the installation of a stair lift should it be required.

# INCLUSION

## GENERAL

Lion House School is committed to providing a broad and balanced curriculum for all pupils. We recognise that the needs of individuals and groups of pupils are many and varied and can be met through planning to provide opportunities for all pupils to be challenged and included.

## Aims

The school aims to make all staff members aware of the three principles for inclusion and to modify programmes of study as appropriate to allow all pupils to achieve as high a standard as possible.

### 1<sup>st</sup> Principle : Setting suitable learning challenges

- ◆ Knowledge, skills and understanding should be taught in ways that suit the pupils' abilities
- ◆ Teachers should be flexible in planning to accommodate learning needs at earlier or later stages of the curriculum than that planned for the majority of pupils
- ◆ Pupils should be given opportunities to show what they can achieve
- ◆ Where attainment falls significantly below expected levels a greater degree of differentiation will be necessary. Equally, where attainment exceeds expected levels suitably challenging work and extension will be planned

### 2<sup>nd</sup> Principle : Responding to pupils' diverse learning needs

- ◆ Teachers should be aware of diverse experiences, interests and strengths that their pupils bring to their classroom and which may affect their learning
- ◆ Teachers will take all the above into account and try to create a supportive and effective learning environment
- ◆ Teachers will ensure that all pupils are motivated and challenged
- ◆ Teachers will use a range of teaching styles and methodologies to ensure quality of opportunity
- ◆ Teachers will set targets for learning

### 3<sup>rd</sup> Principle: Overcoming potential barriers to learning and assessment for individuals and groups of pupils

For pupils with special educational needs, a disability or who have specific needs regarding learning English as an additional language; teachers have a duty to take into account their difficulties and to help and support them so that they can effectively access the curriculum. (See Special Educational Needs Policy)

Teachers will:

- ◆ Have a regard for the SEN policy
- ◆ Cooperate with the SENCO and any outside agencies
- ◆ Plan differentiated work where necessary
- ◆ Help pupils manage their behaviour and emotions
- ◆ Support the use of any equipment required to help pupils access the curriculum

## English as an Additional Language

For those pupils for whom English is an additional language opportunities will be given to help develop their spoken and written English both within the classroom and where necessary in small groups with a dedicated TEFL teacher.

This Statement will be reviewed annually

Reviewed Autumn Term 2015	by	Susan Chappell	No Changes
Reviewed Autumn Term 2016	By	Susan Chappell	No changes
Next review Autumn Term 2017			