



# Montgomery High School

## Inclusion Policy: Equality of Opportunity for all Students

Approved by the Personnel Committee under powers delegated by the Governing Body

20/11/13

Review period

3 years

## **Introduction**

The school values the individuality of all students. We are committed to giving every student every opportunity to achieve the highest of standards within the context of a diversity of provision. This policy helps to ensure that this happens for all the students in the school and college - regardless of their background or circumstances: age, gender, ethnicity, sexual orientation, attainment or background.

## **Aims and objectives**

The school aims to be an inclusive school. This means that equality of opportunity must be a reality for our students. This is made a reality through the attention we pay to the different groups of students within the school including in relation to:

- Ethnicity
- Religion or belief
- Socio-economic background
- Gender and gender identity
- Disability
- Sexual orientation
- Age
- Marriage/civil partnership
- Pregnancy
- Young carers
- Students who need support to learn English as an additional language
- Looked after children
- Students with special educational needs
- Gifted and talented students
- Any student who is at risk of disaffection or exclusion

The National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of students. We aim to:

- deal with bullying and discrimination
- keep students safe
- set suitable learning challenges,
- respond to students' diverse learning needs;
- overcome potential barriers to learning and assessment for individuals and groups of pupils;
- provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of students.;
- ensure attendance;
- give students a voice in their school
- be a Healthy School
- include parents in the process.

The school achieves educational inclusion by continually reviewing what it does, through asking these key questions:

- do all our students achieve as much as they can?
- are there differences in the achievement of different groups of students?
- what is done for those students who are known not to be achieving their best?
- are the actions effective?
- does the curriculum plan provide a range of courses and provision to suit the needs of all students?

### **Teaching and learning style**

The school aims to give all our students the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their students.

When the attainment of a student falls significantly below the expected level, teachers enable the student to succeed by planning work that is in line with that student's individual needs.

Where the attainment of a student significantly exceeds the expected level of attainment, teachers use materials to extend the breadth of work within the area or areas for which the student shows particular aptitude.

The school provides additional support for students who need it. A range of Gifted and Talented opportunities are offered to individuals identified as needing it.

Teachers are made familiar with the relevant equal opportunities legislation covering ethnicity, religion or belief, socio-economic background, gender and gender identity, disability, sexual orientation, age, marriage/civil partnerships, pregnancy, young carers, students who need support to learn English as an additional language, looked after children, students with special educational needs, gifted and talented students and any student who is at risk of disaffection or exclusion;

### **Teachers ensure that students:**

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- participate safely in clothing that is appropriate to their religious beliefs;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have access to a curriculum experience best suited to their individual ability and capability and that allows for a range of different learning styles
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs;
- are safe, with regard to Health & Safety policy in school activities and risk assessment procedures.

### **Students with disabilities**

Provision for a student with SEN should match the nature of their needs. Some students in the school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these students full access to all areas of learning. Teachers modify teaching and learning as appropriate for these students.

Teachers ensure that the work for these students:

- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where students are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- uses assessment techniques that reflect individual needs and abilities.

### **Curriculum modification**

The school makes every effort to meet the learning needs of all its students. This is achieved through greater differentiation of the student's work, or through the provision of additional learning resources. When necessary, the school supports learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the student.

In exceptional circumstances the school may decide that curriculum modification is the correct procedure to follow. The school would only do this after detailed consultation with parents and would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

### **Making a positive contribution**

The school has many appropriate opportunities to involve a variety of students in age, gender and ability in discussion and decision making. We value students' opinions and believe this contributes to positive relationships with the school and wider community.

### **Achieve economic well-being**

Both through the curriculum and social activities, the school actively prepares students for the world of work, for further training and education. Part of this is to train students to meet the challenge of financial awareness needed in adult life.

### **Summary**

In our school the teaching and learning, achievements, attitudes and well-being of every student are important. The school follows the necessary regulations to ensure that we take the experiences and needs of all our students into account when planning for learning.

## Equity and Diversity Impact Assessment

<b>Date:</b> 21/10/13	<b>Policy/Activity:</b> Inclusion Policy: Equality of Opportunity for All Students	<b>Assessor:</b> HT
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Number	Protected Characteristics	Any Concerns Arising?	Details of Concerns	Recommendations
<b>1</b>	<b>Disability</b>			
	Example: physical disabilities, learning difficulties or medical needs			
	Young carers/carers			
<b>2</b>	<b>Gender</b>			
	Females/Males			
<b>3</b>	<b>Sexual Orientation</b>			
	Example: Gay, lesbian			
<b>4</b>	<b>Gender Reassignment</b>			
	Gender Reassignment			
<b>5</b>	<b>Race/Ethnic Group</b>			
	Example: Black, Asian, Chinese, etc			
<b>6</b>	<b>Pregnancy/Maternity</b>			
	Pregnancy or maternity/paternity			
<b>7</b>	<b>Marriage/Civil partnership</b>			
	Marriage/Civil Partnership			
<b>8</b>	<b>Religion or Beliefs</b>			
	Example: Jewish, Muslim, Christian etc			
<b>9</b>	<b>Age</b>			
	Age			