

Equal Opportunities Policy

1. The Governors Statement of Equal Opportunities:

When children come to school, every child is different. Within our school we cater for the whole ability range taking into account race, gender, disability, religion, creed, age, stage of development.

2. Special Educational Needs

Nottinghamshire has a Policy of promoting a high level of inclusive education. This is reflected in our school where we meet a wide range of needs.

When children are approaching admission to Nursery or School age, an assessment of needs will be made. We will work with other agencies to assess those needs and produce an Individual Education Plan where necessary. This will set targets for development and note requirements for resources. It does not constitute a contract or replace a Statement of Special Education Need.

The school receives additional funding for Special Educational Needs and can bid for additional funds to support individual pupils. These funds are targeted towards those children with the greatest need.

Teachers plan work to ensure there are ranges of activities suitably matched to the abilities of all children. They monitor achievement to ensure all children are making progress.

The school has a named Special Needs Coordinator who monitors the progress of all children with special needs. The Senco also maintains a Special Needs Register. The Senco attends reviews of children from Action Plus onwards and frequently will contribute towards IEP targets. They liaise across the school and ensure all staff whether class teacher or Teaching Assistant, are working towards common objectives.

The Senco prioritises need within the school and is responsible for preparing the bid for Main Stream Group support. These monies are allocated across the QE family of schools according to the most need.

3. The Governors Statement concerning Provision for Disabilities:

We have been actively creating a more disability friendly building. Critical parts of the building now have low-level access. There are three toilets designed for adult and child disabled use, two of which include showers. There is ramped access to the main entrance. There is one short set of internal steps that would require modification for certain mobility needs. It would be necessary to modify classroom entry/exits to improve wheelchair access.

4. The Curriculum

We have the general aim to give every child access to the whole curriculum as far as possible. There is an Equal Opportunities Statement contained within every curriculum policy. As an example the Geography policy contains the following:

We recognize that all children must have an equal opportunity to progress and achieve success. This is addressed by having access to the same materials, resources and opportunities within the classroom irrespective of gender, race, disability or ability. There are a range of additional and adapted materials and equipment, to give access to as wide a curriculum as possible.

We are very careful to avoid stereotyping when choosing resources. We wish to show all groups of people in a positive light.

We positively encourage certain groups of children by selecting resources and using teaching methods that favour them. An example of this is in reading where we are investing in books that have particular appeal to boys. We are also trying to use a variety of methods, which appeal to children that learn in different ways. We are aware of kinaesthetic, visual and aural learning styles.

We support children with particular needs. In Physical Education for example, Teaching Assistants support children with individual needs.

5. Targeted Support

Children from this school benefit from various national and local “Catch-up” schemes. These include Early Years Literacy Support at Year 1, Additional Literacy at Years 3 and 4, Springboard Numeracy at Year 3, 4 and possibly 5, and finally Booster classes at Year 6. These schemes enable children slightly behind National Norms of Achievement to catch up with their peers.

6. Racial Equality

We wish to prepare our children to take their place in a multicultural society. Our context is within an overwhelming monoculture; we have to work hard to ensure that our children experience a range of enriching activities and positive role models that are representative of other cultures.

We analyse achievement to ensure that minority groups are progressing in line with their peers. Should we identify this is not taking place, we will put an action plan into place to address identified issues.

We have arrangements in place to support children with English as an additional language. Nottinghamshire has a team of specialist teachers to give appropriate support to the child and school. We adopt a range of strategies to support children with this need.

We are aware of racism. We believe that children should work without fear of racism. We monitor racism, we are a Racial Incident Reporting Centre, and take appropriate action.

Through our Personal, Social, Health Education and Citizenship programmes we promote racial harmony and aim to develop empathy with other cultures.

All children understand the procedures for reporting their fears to staff.

At the time of writing the Governing Body are considering the Commission for Racial Equality’s “Learning for All”.

7. Bullying

We take our pastoral responsibilities very seriously. All children should be able to attend school without fear of bullying. The school has in place measures to tackle incidents of bullying. These are detailed within the school Behaviour Policy.

8. Gifted and Talented Children

We have a range of different types of assessment to identify children who are gifted and talented. These include assessment of work outcomes, standardised tests and talking with parents.

We recognise that children can be gifted across the curriculum and also that children may be talented in one particular area, music or art for instance. We aim to construct a climate where gifted and talented children are sufficiently challenged and stretched intellectually.

Teachers take this into account when planning. Teachers are able to call on the support of colleagues who have subject responsibility.

Nottinghamshire has guidance available in a document entitled, "Able pupils, providing for able pupils and those with exceptional talent".

9. Gender

We will regular monitor the curriculum to ensure equal opportunities for both genders. In our regular assessment of educational standards, we will look for patterns of attainment between the genders. This will be recorded in our annual document *Self Evaluation Form* for Ofsted.

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