Non-Discrimination and Inclusion Policy Including EYFS

Abbotsford Preparatory School

1. Introduction

Our policy reflects the DfE guidance, in particular 'Keeping Children Safe in Education' (DfE, 2025), 'Special educational needs and disability code of practice: 0 to 25 years' (DfE, 2024), 'Supporting pupils at school with medical conditions' (DfE, 2015), 'Promoting the education of looked-after children and previously looked-after children' (DfE, 2018) and 'The Equality Act 2010 and schools' (DfE, 2014).

From October 2010, The Equality Act replaced most of the previous Disability Discrimination Acts (DDA), the Race Relations Act, Sex Discrimination Act, Equal Pay Act, Employment Equality Regulations and the Civil Partnership Act). The Equality Act 2010 protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. In valuing diversity, the School is committed to going beyond the legal minimum regarding equality.

This policy should be read in conjunction with the policies listed below:

- Anti-Bullying
- Behaviour and Discipline
- Curriculum
- PSHCE
- RSE
- Safeguarding and Child Protection
- Teaching and Learning

We are committed to giving all our students every opportunity to achieve the highest of standards. We do this by taking account of students' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all students. The achievements, attitudes and well-being of all our students matters. This policy helps to ensure that this school promotes the individuality of all our students, irrespective of ethnicity, attainment, age, disability, gender or background.

The education we offer our students is based on the following principals:

- it builds on what our students already know and can do;
- it ensures that no student is excluded or disadvantaged;
- it offers a structure for learning that has a range of starting points, content that matches the needs of young students, and activities that provide opportunities for learning both indoors and outdoors;
- it provides a rich and stimulating environment.

2. Aims and Objectives

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual students, or groups of students. This means that equality of opportunity must be a reality for our students. We make this a reality through the attention that we pay to the different groups of students within our school:

- Girls and boys and other gender identities

- Students with a disability or impairment
- Minority ethnic and faith groups
- Students who need support to learn English as an additional language
- Students with special educational needs
- Able, gifted and talented students
- Students who are at risk of disaffection or exclusion
- Lesbian, Gay, bisexual and transgender (as well as any other gender or sexual identities) students
- Those members of the School who are experiencing homophobic, biphobic or transphobic (HBT) bullying

3. SEN and Inclusion

We give our students every opportunity to achieve their best. We do this by taking account of our student's range of life experiences when we are planning for their learning.

At School we set realistic, challenging and achievable expectations keyed to the needs of our students. Some students progress beyond this point. We help them to do this by planning to meet the needs of both boys and girls, of students with special educational needs, of students who are more able, of students with disabilities, of students from social and cultural backgrounds, of students from different ethnic groups, and of those from diverse linguistic backgrounds.

We meet the needs of all our students through:

- planning opportunities that build on and extend the student's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a variety of teaching strategies that are based on student's learning needs;
- providing a wide range of opportunities to motivate and support the students, and to help themto learn effectively;
- offering a safe and supportive learning environment, in which the contribution of all students is valued
- employing resources that reflect diversity, and that avoid discrimination and stereotyping;
- planning challenging activities for students whose ability and understanding are in advance of their language and communication skills;
- monitoring student's progress, providing support (such as speech therapy) as necessary;
- adapting the physical environment through improvements and refurbishments where required.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of students. We meet these needs through:

- setting suitable learning challenges;
- responding to student's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups ofstudents;
- providing other curricular opportunities outside the National Curriculum to meet the needsof individuals or groups of students.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our students achieve their best?
- are there differences in the achievement of different groups of students?
- what are we doing for those students who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting racial harmony and preparing students to live in a diverse society?

4. Teaching and Learning Style

We aim to give all our students the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of students to ensure that all students are achieving as much as they can. We also make ongoing assessments of each student's progress. Teachers use this information when planning their lessons. It enables them to take account the abilities of all their students. For some students, we use the programmes of study from earlier key stages. This enables some of our students to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

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 from a later key stage, or extend the breadth and/or depth of work within the area or areas for which the student shows particular aptitude. Teachers are familiar with the equal opportunities legislation covering race, gender and disability.

Teachers ensure that all 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 a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- participate fully, regardless of disabilities or medical needs.

5. Students with Disabilities

We are committed to meeting the needs of all groups of students within our school. The School fully meets the requirements of the amended Disability Discrimination Act. All reasonable steps are taken to ensure that these students are not placed at a substantial disadvantage compared with any other student.

The School has an accessibility plan to support the inclusion of all pupils, The School is committed to providing an environment that allows disabled students access to the areas of learning where possible. We can provide specialist desks and chairs for students with limited motor-coordination skills.

Teachers modify teaching and learning expectations as appropriate for students with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning, teachers ensure that they give students with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work undertaken by disabled students:

- takes account of their pace of learning and the equipment they use;
- 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 in which 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;
- includes approaches that allow hearing-impaired students to learn about sound in science and music, and visually impaired students both to learn about light in science, and also to use visual

resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

6. Looked After Children

Looked-After Children (LAC) and Previously Looked-After Children (PLAC) may (or may not) have some or all the following issues:

- Low self esteem
- Poor education standards due to time out of school
- Delayed social/emotional/cognitive development
- Bullying (either victim or perpetrator)
- Prone to mental health issues
- Isolated with few friends
- Behavioural difficulties
- Poor attachments to others
- A need to be very private

This makes them an extremely vulnerable group in terms of education and future life- chances. We are committed to ensuring that these children are supported as fully as possible.

The School will support LAC and PLAC in multiple ways.

- Ensuring an effective induction for the child & carer when joining the School, or for the carer when a child who is already on the school roll comes into care.
- Balancing high levels of teaching and learning support with academic challenge.
- Ensuring that each student has a high quality Personal Education Plan (PEP).
- Linking each student to a key person they relate well to.
- Making it a priority to know the children well and to build strong relationships.
- Developing strong relationships with carers, local authorities (including specialist agencies).
- Encouraging LAC and PLAC to take responsibility for their learning, and giving them the necessary support.
- Engaging LAC and PLAC in learning, outside the classroom and in after-school activities.
- Intervening promptly if a problem emerges (e.g. behaviour or attendance).
- Giving integrated but low-profile support in school to each LAC and PLAC so that they are not made to feel different from other children.
- Planning for future transitions (e.g. to secondary school).

7. Disapplication and Modification

The School can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The School makes every effort to meet the learning needs of all its students, without recourse to disapplication or modification. We achieve this through greater differentiation of the student's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the student.

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

8. Gifted and Talented Students

In the national guidelines, the terms are distinguished as follows:

- 'Gifted' refers to a student who has a broad range of achievement at a level well above average, typically in the more academic subjects;
- 'Talented' refers to a student who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

A range of strategies to identify gifted and talented students are used. The identification process is ongoing and begins when the student joins our school. Each student's pre-school or school records give baseline assessment data and details of achievements and interests in particular areas. Discussions with parents and carers enable will us to add further details to these records.
Gifted and talented students are identified by making a judgement based on an analysis of various sources of information including.

The following are offered on a regular basis and, although these benefit all students, give opportunities for gifted and talented students to practice and extend their skills:

- Enrichment days and outside speakers
- School clubs – sporting, academic, crafts and music
- Sporting competitions
- Educational visits that enrich and develop learning

We also identify where outside clubs and groups should be contacted and encourage parents to make links with them.

We aim to create an ethos where gender stereotypes are dismantled and transcended and to be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement.

The Headteacher will coordinate the monitoring of progress of students on the gifted and talented students.

The Headteacher will ensure that the professional development program includes relevant aspects of gifted and talented provision.

9. English as an Additional Language

A number of our students have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English as an additional language.

Students who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking students. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English. Equally learning difficulties may exist in English as well as non-English speaking students.

Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is associated with success. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

In our school, teachers use various methods to help students who are learning English as an additional language, developing their spoken and written English by:

- working with parents to ensure that they are fully developing and utilising a wider vocabulary, expression etc within their own mother tongue is the best way to extend and develop the English language;
- ensuring that vocabulary work covers the technical as well as the everyday meanings;

- covering not just key words, but also metaphors and idioms;
- explaining how spoken and written English have different usages for different purposes
- providing them with a range of reading materials, to exemplify the different ways in which English is used;
- giving them appropriate opportunities for talking, and using talking to support writing;
- providing specialised courses in phonics, reading and spelling as necessary.

Ensuring their access to the curriculum and to assessment by:

- using texts and materials that suit their ages and learning stages;
- providing support through ICT, video and audio materials, dictionaries and translators, readers, and amanuenses;

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for students who are learning English as an additional language.

For the written mathematics test at Key Stage 2, we provide verbal or written translations of words or phrases in the test papers which we think are likely to prove difficult to students for whom English is an additional language. For the mental arithmetic test at Key Stage 2, we provide a verbal translation of the test to students who have limited English.

10. Racial Equality

In our school we:

- Strive to eliminate all forms of racism and racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial and ethnic groups

It is the right of all students to receive the best education the School can provide, with access to all educational activities organised by the School. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures.

We endeavour to make our school welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the students, and we reflect this in the displays of work shown around the School.

Our curriculum reflects the attitudes, values, and respect that we have for minority ethnic groups. So, for example, in the curriculum topic on religious festivals, the students learn the importance of Diwali to Hindus and Sikhs.

11. Gender Equality

We recognise that nationally there is evidence of inequality of performance between boys and girls in schools. We are committed to seeing all individuals and groups of students making the best progress possible in our school.

We have put in place a number of measures to raise the achievement of both boys and girls. These include:

- dealing with negative aspects of any student's behaviour, including bullying and name-calling;
- removing gender bias from our resources;
- making sure that our displays reflect both boys/girls and men/women as effective learners and achievers.

12. LGBT+

The Equality Act 2010 states schools are required to eliminate discrimination on the grounds of sexual orientation, gender identity and gender reassignment. This includes HBT bullying. The School promotes equal opportunities and fostering of good relationships. This means the School takes proactive stepsto promote, respect and understand LGBT+ people and issues.

The School aims:

- to provide an inclusive environment in which LGBT+ students and staff are valued and respected;
- to promote understanding of and support the needs of LGBT+ students and staff;
- to enhance LGBT+ awareness and issues through the provision of an inclusive curriculum;
- to monitor and tackle HBT language and bullying.

13. Summary

In our school, we value each student as a unique individual. We will strive to meet the needs of all our students and seek to ensure that we meet all statutory requirements related to matters of inclusion.

This policy is monitored by the senior management team and owners of the School, and will be reviewed every year, or earlier if necessary.

Date	Position	Name of Reviewer	Date of Next Review
August 2025	Headteacher	C Howard	August 2026
August 2025	Proprietor	Mr A. Khan	August 2026