

## **Equality Objectives**

### **Educational Inclusion**

In our school we aim to offer excellence and choice to all our pupils, whatever their ability or needs. We have high expectations of all our pupils no matter what their ability and want them to feel that they are a valued part of the school, and the wider community.

- Teachers provide High Quality Teaching within the normal day to day lessons and provide differentiated learning opportunities for all children and all have full access to the curriculum.
- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their needs.
- SEND may be used to explain when children are delayed or slower in their progress but is never used as an excuse for not making excellent progress linked to each child's potential. We make every effort to narrow the gap in attainment between vulnerable and disadvantaged groups compared to others.

### **Full Access To The Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is suitably differentiated to meet their needs and it is for this reason that the SENCO and her Inclusion team ensures that staff all across the school are apprised of SEND needs and the most effective strategies for addressing them.

Teacher's use a range of strategies to meet children's SEND needs as all lessons must have clear learning objectives inclusive of a SEND objective; we differentiate work appropriately to challenge all abilities inclusive of SEND and we use assessment to inform the next steps for learning.

Individual education plans, which employ a small-step-by-step approach feature significantly in the provision that we make across the school daily for SEND. By breaking down the existing levels of attainment into graded steps and targets, we ensure that our SEND children experience greater success with meeting and (some with the ability to) surpassing National Standards.

We support children in a manner that acknowledges their entitlement to share the same high quality learning experiences their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. However, there are times when one to one or group support outside the classroom environment is appropriate and even necessary.