



## SOMPTING ABBOTTS SCHOOL

**Note: This policy applies to all sections of the school including EYFS**

### 1. Introduction

This policy has been written with regard to the Code of Practice for Special Educational needs: DFES/581/2001, the Disability Discrimination Act 1995 (DDA), the Statutory Framework for the Early Years Foundation Stage (EYFS); the school's Disability Policy and the whole school Behaviour Policy.

Equality of opportunity requires that everyone has an equal chance to develop themselves to their full potential and be safe and free from harm. The Early Years Foundation Stage states that "children should be treated fairly regardless of race, religion or abilities". Consequently, equality of opportunity implies that:

- equality of access exists for all
- social inclusion exists for all
- life choices are widened, not restricted
- talents are fostered, not suppressed
- no one experiences disadvantage or discrimination
- stereotypes are challenged
- all forms of bullying and harassment are condemned and challenged
- change is managed for the benefit of all
- individual and community needs are responded to in a sympathetic and imaginative manner
- individuals and groups are allocated appropriate levels of support to ensure that their potential is fulfilled
- the principle of equity applies.

In relation to its more restricted role in the curriculum, equality of opportunity is defined as a cross-curricular dimension that should be woven through the life and work of the school, enlighten every area of the curriculum and be addressed by every teacher.

### Policy Aims

Sompting Abbots School teaches mutual tolerance and our aim is for everyone to feel valued within the organisation.

By actively promoting equal opportunities and not discriminating either directly or indirectly against anyone on the grounds of special educational needs, race, nationality, beliefs, disability, class, sexual orientation or gender we can ensure that:

- All staff can perform their duties in a calm and respectful environment.
- All visitors can expect the school community to respond to them in a considered and balanced way.
- All pupils have opportunities to achieve their potential.
- Expectations of all pupils are high.
- All pupils have access to, and can make full use of, the school's facilities and resources.
- All pupils are prepared for life in a diverse and multi-ethnic society, valuing and respecting others.
- We have a positive ethos and environment.

- Racist and discriminatory incidents are dealt with effectively (see Behaviour Policy and Anti-Bullying Policy). The School's Equal Opportunities Policy has been drafted in accordance with the conditions set out in the Equality Act 2010. It recognises the nine protected characteristics, those who are directly affected by them and those who, by association, also require protection.

**The nine characteristics are:**

- **Age**
- **Disability/special educational needs**
- **Gender reassignment**
- **Marriage & civil partnership**
- **Pregnancy & maternity/paternity**
- **Race**
- **Religion & belief**
- **Sex and sexual orientation.**

## **1. Special Educational Needs and Support**

The school's policy on educational needs focuses attention to the learning of children across the full ability/age range. Pupils identified as having Special Educational Needs and Disabilities (SEND) at Sompting Abbots School are defined as:-

- Pupils with a moderate or a Specific Learning Difficulty.
- Pupils with emotional or behavioural difficulties.
- Pupils with physical disabilities.
- Gifted and Talented pupils.

## **2. Learning support**

The Learning Support Coordinator (LSC) is Mrs Cathy Camfield.

The LSC is responsible for overseeing the provision of education for pupils with SEND at Sompting Abbots School. This includes:

- Seeing that all children with special needs are being helped appropriately, ensuring liaison with parents and other professionals.
- Talking to and advising any member of staff who is concerned about a child.
- Coordinating provision for children with SEND.
- Making sure all written records are completed and appropriate Individual Education Plans (IEPs) are in place.
- Ensuring relevant background information about individual children is collected, recorded and up-dated.
- Acting in a professional and ethical manner with due regard to confidentiality, data protection and human rights.

## **3. Individual needs of all children**

Sompting Abbots School strives to create an environment where each pupil can achieve to their own potential no matter what their ability. Through adult support and varying degrees of differentiation, all

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sections of the school seek to provide the opportunity for each pupil to access the curriculum, join in lesson activities and achieve success.

### 3.1 **How these needs are met**

In order to meet the individual needs of all children we:

- Use the EYFS framework as a starting point for planning our curriculum as well as meet the needs of individuals by:
- Setting suitable learning challenges.
- Responding to children's diverse needs.
- Responding to different learning styles and intelligences.
- Providing opportunities to develop knowledge of preferred learning styles and approaches to work and tasks.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- Using the outdoor learning environment to motivate and challenge all learners.
- Providing curricular opportunities to meet the needs of individuals or groups.
- Ensuring the unique skills and abilities of all pupils are recognised, valued and developed.

### 3.2 **Modifying the teaching styles**

- Planning work which takes into account the needs of all children and makes reference to schemes of work relating to older or younger age groups where appropriate
- Preparing and following IEPs where required
- Providing relevant and challenging extension materials for more able and talented children.
- Being familiar with equal opportunities legislation
- Providing a common curriculum experience that allows for a range of learning styles
- Setting challenging targets that enable all to succeed at appropriate levels
- Encouraging all to participate fully, regardless of disabilities or medical needs, giving due regard to the restrictions imposed by such needs

## 4. **Reviewing, monitoring and evaluating inclusive practices**

We continually review our practice by asking the following questions:

- Do all the children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we feel are not achieving their best?
- Are our actions effective?
- Are we providing learning opportunities for the full diverse range of our pupils?

## 5. **Challenging inappropriate attitudes and practices**

In order that inappropriate attitudes and practices will be challenged:

- All staff are briefed on the EYFS and whole-school Equal Opportunities Policies.
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- Regular discussions are held to update staff on new legislation and items relating to equal opportunities.
- Staff Meeting time is used to discuss the avoidance of stereotypes and ensure staff have regard to minimise issues relating to gender, racial diversity and SEN.
- Observations of the Staff as part of the appraisal schedule in EYFS and school allows the Headmaster to challenge any behaviour seen to promote inequality or discrimination.
- Care is taken to ensure that the curriculum content and design is not discriminatory either in the manner in which it is presented, or the way in which children are afforded access to a particular course of study. Particular attention is given to ensuring that children of both sexes have equal access in mathematics, science and technology (e.g. use of construction equipment) and children of both sexes are afforded equal opportunities in language-based activities (e.g. choice of and access to role play areas and reading books).
- In line with our School aims we encourage the following:
  - i) All children may audition for drama roles/choir regardless of their abilities and backgrounds.
  - ii) The development of children's awareness of traditions, religions and customs from different cultures. This is done through stories, visitors, celebrations and menus.
  - iii) The RS curriculum is expansive and all-inclusive.
  - iv) Arrangements for reviewing monitoring and evaluating are carried out by relevant Heads of Department through planning and observation.

## **6. Encouraging children to value and respect others**

We will encourage children to value and respect others by:

- Using materials that reflect a range of social and cultural backgrounds without stereotyping.
- Providing a climate in which the contributions of all are valued.
- Encouraging children to appreciate and value the differences they see in others.

## **7. Admissions**

Pupils are admitted to Sompting Abbotts School on a "first come first served basis" which takes no account of race, sex, religion or class.

## **8. Registers**

Registers are written in alphabetical order and/or by date of entry

S Douch January 2019

Reviewed January 2015 (SD); March 2016; Feb 2018; January 2019