



Rudston Primary School and Bright Stars Nursery

Inclusion and Equality Policy

Date: September 2025

(To be read in conjunction with the SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY, EQUALITY OBJECTIVES and SAFEGUARDING POLICY)

Approved: September 2025

**Review Date: Autumn
Term 2027**

Rudston Primary School wants to be recognised as a school at the heart of the community, providing an inclusive, safe, caring and stimulating environment in which to learn.

Inclusion and Equality Statement

Inclusion is an approach and attitude that will help to give all children opportunities for success and development at school, both academically and socially, and will ensure they are valued as part of the school community. We strive to ensure that pupils' unique needs, differing learning styles and requirements are recognised, valued and supported. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that all pupils can engage in school activities with others. We acknowledge the need for high expectations for all children. We actively seek to encourage equity and equality through our teaching. No gender, race, ethnicity, social and economic background, Special Educational Need or Disability will be discriminated against.

Rationale

At Rudston Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith, SEND or social background. We aim to develop a culture of inclusion and equality in which all those connected to the school feel proud of their identity and able to participate fully in school life.

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

The achievement of pupils will be monitored by social background, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

At Rudston Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Aims and Objectives

Our school aims to be a fully inclusive school. We actively seek to:

- remove barriers to learning and participation that might hinder or exclude individual pupils, or groups of pupils, thereby making equality of opportunity a reality for our children;

- plan a curriculum that meets the specific needs of individuals and groups of children;
- set suitable learning challenges for all;
- respond appropriately to children's diverse learning needs;
- provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children (this might include speech and language therapy or sensory circuits).
- To develop a feeling of belonging for pupils, staff and families who feel valued and represented in school.

We ensure the achievement and well-being of different groups of children within our school:

- children of all genders;
- children with Special Educational Needs and/or Disabilities (SEND) [see SEND policy];
- children who speak English as an Additional Language (EAL);
- minority ethnic groups and faiths;
- children from low income families who are entitled to Free School Meals (FSM);
- asylum seekers;
- service children;
- Children who are Looked After (CLA);
- vulnerable and safeguarded pupils included children with or previously known to a social worker.

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any individual)
- Prepare and publish equality objectives which we will review on an annual basis
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis

In order to do this effectively we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school, we will pay particular attention to the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers

Teaching and Learning

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make on-going assessments of each child's progress. Teachers use this information when planning their lessons and interventions. It enables them to take into account the abilities and experiences of all their children and to plan appropriate, well-matched learning activities for all.

When the attainment of a child falls significantly below the expected age-related level,

teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers offer greater challenges, the opportunity to work at greater depth and enriching opportunities within the area or areas for which the child shows particular aptitude.

Teachers ensure that all children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- observe any particular religious practices in relation to their clothing or daily routines;
- use learning resources which 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 individual needs.

Responsibility

We believe that promoting Inclusion and Equality is the whole school's responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives. Ensuring that staff have access to appropriate training and resources
Head Teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all of the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice related incidents.
Senior Management Team	To support the Head Teacher as above: Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be

	treated. Implement and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record, report and respond appropriately to prejudice related incidents.
Non -Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that you are aware of your responsibility to record, report and respond appropriately to prejudice related incidents.
Parents/Carers	Take an active part in identifying barriers for the school community and in supporting the governing body to take actions to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in supporting the governing body to take actions to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

Inclusion Team

The SENDCo meets with the Inclusion team on a regular basis to discuss and continuously try to improve best practice and in turn raise standards for all pupils. The Inclusion Team consists of the Special Educational Needs Co-ordinator (SENDCo), the Designated Senior Mental Health Lead and The Learning and Well Being Mentor.

Safeguarding Team

The DSL meets with the Safeguarding team half term to discuss open cases, individuals and school procedures to ensure the needs of all children are met and all relevant staff are aware of any children who may require further support. The Safeguarding Team consists of Designated Safeguarding Lead (DHT), Deputy Designated Safeguarding Lead (HT) , EYFS Phase Leader (AHT), KS2 Phase Leader (AHT) , Learning and Wellbeing Mentor and School Business and Operations manager (SBOM).

Children with Special Educational Needs and/or Disabilities (SEND) [refer to separate SEND policy]

Rudston Primary School adopts the definition of special education needs as stated in the Special Educational Needs and Disability Code of Practice: 0-25 years (DfE, January 2015). Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. Children must not be registered as having a learning difficulty solely because their home language is different from the language in which they will be taught.

The Special Educational Needs Co-ordinator (SENDCo) is responsible for the day-to-day operation of the school's SEND policy and maintaining the SEND registers. They will co-ordinate provision for pupils with SEND as part of the Inclusion Team.

All children are entitled to their full curriculum offer. At Rudston, we have a broad and balanced curriculum, in line with the National Curriculum, which starts in the Early Years. Where pupils have special educational needs and/or disabilities, a graduated response will be implemented. The school will, other than in exceptional cases, make full use of classroom and school resources before drawing on external support.

For pupils working significantly below their chronological year group, teachers consult with the SENDCo and parents to support the identification, provision and tracking of progress for these pupils with cognition and learning difficulties.

Children with English as an Additional Language (EAL)

We are committed to providing appropriate provision of teaching and resources for children for whom English is an Additional Language (EAL) and for raising the achievement of children from ethnic minorities. We identify individual children's needs, recognise the skills they bring to school and ensure equality of access to the curriculum. We have a separate EAL register to the SEND register. Children are not registered as having a learning difficulty solely because their home language is different from the language in which they are taught.

We aim to ensure that all EAL children are able to:

- use English confidently and competently;
- use English as a means of learning across the curriculum;
- where appropriate, make use of their knowledge of other languages.

Key Principles for Additional Language Acquisition

- Language rich environment is evident across EYFS.
- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each

curriculum area. Meanings and understandings cannot always be assumed but need to be explored.

- Teachers have a crucial role in modelling uses of language.
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- All children have entitlement to the National Curriculum.
- A distinction is made between EAL and Special Educational Needs and/or Disabilities.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of children's home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on, and benefit from, well-developed home language and literacy in the home.
- All languages, dialects, accents and cultures are equally valued.

Strategies

Staff use a range of support strategies to ensure curriculum access including:

- collaborative group work;
- enhanced opportunities for speaking and listening in class with a focus on Oracy skills (e.g. Talk Partners);
- effective role models for speaking, reading and writing;
- a buddy system can be used to pair pupils across school speaking the same language;
- additional verbal support-repetition, alternative phrasing, extension of responses, and peer support;
- additional visual support e.g. posters, objects, non-verbal clues, pictures, routine boards, visuals, demonstration, use of gesture etc.;
- writing frames, directed activities related to texts;
- opportunities for role play;
- children receiving regular feedback from staff;
- opportunities to involve children from ethnic minorities in discussions about the similarities and differences in cultures as shown in texts/visual images etc.;
- discussion provided before and during reading and writing activities;
- further support for children's social language development provided outside the formal curriculum e.g. in assemblies, school clubs, homework clubs etc.

Special Educational Needs and EAL Children

The school recognises that most EAL children needing additional support do not have special educational needs. However, should special educational needs be identified during assessment, EAL children will have equal access to school's SEND provision.

Similarly, the school recognises that there may be EAL children who are working at Greater Depth, even though English is not their first language.

Ethnic Minority Groups

The diversity of our society and community is addressed through our broad and balanced Curriculum which reflects the Programmes of Study of the National Curriculum and respects all faiths and beliefs. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of race, faith or ethnic background.

All racist incidents are recorded on CPOMS and reported to the Senior Leadership Team and Governing Body by the Head teacher. The school contacts parents/carers of those pupils involved in racist incidents.

Vulnerable and Safeguarded Children [refer to the separate Safeguarding Policy]

The Designated Safeguarding Lead (DSL) is the Deputy Head teacher, who has received the appropriate up to date safeguarding training and follows the procedures set out by the Liverpool Safeguarding Children Board (LSCB), taking account of guidance issued by the Department for Education (DfE) and in line with Keeping Children Safe in Education (2025). The DSL will co-ordinate action on safeguarding and promoting the welfare of children within the school. The Headteacher and both Assistant Headteachers are also trained as Safeguarding Leads. All staff members have annual safeguarding training and this forms part of all new staff members induction. The important message is reinforced with all staff within the safeguarding training that pupils with SEND could be more vulnerable to abuse due to their level of need. Therefore, this training ensures that all staff can competently identify signs of abuse, harm, neglect and other dangers which a child with SEN may not be able to communicate.

We recognise that children who have suffered any form of abuse or witnessed violence may find it difficult to develop a sense of self-worth due to the trauma they may have experienced. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school, their behaviour may be challenging and defiant or they may be withdrawn. The school will offer immediate emotional support for the pupil in various ways.

Children who are Looked After (CLA)

The school's named person for Children Looked After is the Head Teacher who is responsible for:

- co-ordinating provision for CLA and monitoring their progress both academically and socially;
- liaising with carers, other schools, class teachers and other external agencies;
- reporting to the Governing body termly on provision and progress for CLA;
- ensuring all CLA have a personal education plan (PEP) completed by the CLA team.

Children in the Looked After system are vulnerable children and, while they may have no special needs in relation to learning or behaviour, they are in need of support initially when joining the school, where their academic and personal progress is carefully monitored to enable them to make the best progress possible. Contact is made immediately with the

Virtual School to further support if required.

Disadvantaged

At Rudston Primary School we identify that disadvantage can extend beyond those pupils that are eligible for Pupil Premium funding.

We consider that all pupils should be considered as individuals and therefore consciously avoid labelling, generalisations and stereotyping disadvantaged pupils by referring to them as a group.

Not all disadvantaged pupils face similar barriers or have less potential to succeed but it is important to note that when things don't go to plan then they are impacted the most. When things go well, they reap the greatest benefits.

Disadvantaged pupils are defined as those:

- With special educational needs and disabilities (SEND) – See above and SEND Policy
- Who meet the definition of children in need of help and protection - assessed by social workers as needing help and protection as a result of risks to their development or health, or who have a disability
- Receiving statutory local authority support from a social worker
- Who meet the criteria for pupil premium funding (See PPG Statement), including:
 - Pupils claiming free school meals at any point in the last 6 years
 - Looked-after children or previously looked-after children
 - Children who left care through adoption or another formal route

Disadvantage at Rudston Primary School

In addition to these definitions, we are aware that some families may suffer social isolation, across the socio-economic spectrum:

- Pupils who are from low income families but not eligible for Pupil Premium.
- Pupils who are young carers.
- Children with a parent in prison
- Siblings of children with SEND
- Pupils who have long term health conditions.
- Pupils who, although not on the SEND register, do suffer with mental–health difficulties which can impact their learning.

Our aim for our disadvantaged pupils is to:

- Provide a whole school ethos of attainment for all.
- Ensure that all pupils are exposed to high quality first teaching meeting individualised learning needs.
- Give pupils the knowledge, responsibilities and cultural capital they need to succeed in life.
- Give pupils experiences which are as broad as possible for as long as possible.

- Ensure that disadvantaged pupils are experiencing meaningful success and thriving on a day-to-day basis.

Ways that we support our disadvantaged pupils

1. Collaborative Partnerships: Build strong partnerships with external agencies. These partnerships can provide additional support and expertise to meet the needs of our disadvantaged students.
2. Pupil Profiles (PPs): Develop PPs for each SEND student, outlining their specific needs, goals, and strategies for support. We regularly review and update these plans to ensure they are tailored to the individual student's progress (three times a year).
3. Adaptive Teaching: Implement strategies to cater to the diverse learning needs of our disadvantaged students. This may involve providing additional resources, adapting teaching methods, and offering alternative assessments to accommodate their individual abilities.
4. Use of Technology: Where appropriate we use assistive technology and digital resources to support our disadvantaged students in their learning.
5. Staff Professional Development: We provide ongoing professional development opportunities for teachers and support staff to enhance their understanding and give ideas to implement effective strategies for supporting these students. This can include training on specific learning difficulties, behaviour management techniques, and inclusive teaching practices.
6. Parent and Community Engagement: We foster strong partnerships with parents and the wider community to ensure a holistic approach to supporting our disadvantaged students. Regular communication and parent workshops can help create a supportive network for these students.
7. Inclusion and Positive School Culture: We foster an inclusive and positive school culture that values and celebrates the achievements of all students. We promote a sense of belonging and ensure that all students are fully included in all aspects of school life.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitor and Review

Every two years, we will review our objectives in relation to any changes in our school profile.