TROEDYRHIW COMMUNITY PRIMARY SCHOOL

POLICY FOR PROMOTING SOCIAL AND EDUCATIONAL INCLUSION AND EQUALITY

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1. Our School

'Equity and Accessibility for all'

Troedyrhiw Community Primary School is situated in the village of Troedyrhiw approximately 3 miles south of the town centre of Merthyr Tydfil. The community is largely disadvantaged with high levels of unemployment.
MTCBC, Housing Association and private landlords own approximately 60% of households. The remaining houses are privately owner occupied. We have a small number of pupils from ethnic backgrounds

2. Inclusion Summary

The staff and governors of Troedyrhiw Community Primary School have approved this inclusion policy.

We believe that every pupil has an entitlement to develop to their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality.

Diversity is valued as a rich resource, which supports the learning of all.

In this school, inclusion recognizes a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

3. Aims of the Inclusion Policy

We aim to be an inclusive school and offer equality of opportunity and diversity to all groups of pupils within the school.

These groups include

- Pupils who have additional learning needs (ALN), as defined within the Additional Learning Needs and Education Tribunal (Wales) Act (2018) - ALNET
- Pupils who are more able and talented
- Pupils who are learning English as an additional language
- Pupils that are disabled, as defined within the Disability Discrimination Act 1995
- Pupils that have medical needs
- Pupils who are at risk of disaffection or exclusion and have emotional, social and behavioural difficulties
- Pupils from minority faiths, ethnicities, travellers, asylum seekers and refugees

- Pupils who are young carers, sick children, children from families under permanent or temporary stress.

4. Objectives of the Inclusion Policy

- Ensure the implementation of government and LA inclusion recommendations.
- Ensure all staff implement the school's inclusion policy consistently.
- Ensure any discrimination or prejudice is eradicated.
- Identify barriers to learning and participation, and provide appropriately to meet a diversity of needs.
- Ensure all pupils have access to an appropriately differentiated curriculum.
- Recognise, value and celebrate pupils' achievements, however small.
- Work in partnership with parents/carers in supporting their child's education.
- Guide and support all school staff, governors and parents in inclusion issues.

5. Definition of inclusion

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any pupils, irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

The Public Sector Equality Duty (OPESD) is a vital tool in the development and implementation of the Curriculum for Wales. The PSED is a legal requirement placed on all maintained schools in Wales and requires schools to eliminate discrimination and advance equality of opportunity. Our Inclusion Policy also ensures the PSED is implemented and adhered to.

6. Co-ordinating Inclusion

The ALNCOs, Mrs James and Miss Richards are also the INCO (Inclusion Co-ordinator). Their role is to monitor the inclusion policy; monitor and assess inclusive provision; identify barriers to learning and provide staff with appropriate strategies; share inclusive expertise with, and support the professional development of classroom teachers and teaching assistants; purchase appropriate resources; monitor pupil progress; liaise with parents; coordinate cross phase/cross school transition; coordinate external specialist provision. The INCO is responsible for keeping the Head teacher regularly informed about inclusive provision in the school. All teachers are also responsible for meeting the needs of all pupils in their class.

7. Inclusive provision

Certain factors exist in children and young people's lives which place them at a greater risk of disengagement from school and in turn also increase their risk of social exclusion. The Welsh Assembly Government has highlighted the concept of Additional Learning Needs (ALN) in recognition of the diverse and complex needs of learners and to reflect a more holistic approach to meeting individual pupils' needs. The term additional learning needs, covers a very broad range of needs. Estyn uses the term ALN in relation to learners whose needs are additional to those of the majority of their peers, for a number of different reasons.

Troedyrhiw Community Primary School aims to give all our pupils the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all their children. When the attainment or achievement of a pupil falls significantly below that expected level, teachers enable the pupil to succeed by planning work that is in line with their individual needs. In the case of "more able and talented" pupils, where the attainment of the child significantly exceeds the expected level of attainment teachers extend the breadth of work within the area or areas for which the child shows particular aptitude.

The school offers a continuum of provision to meet a diversity of pupils' needs. Although all classes are mixed ability, class teachers have the flexibility to set smaller ability groups, within their class, for a range of lessons and activities.Where additional in-class support is available, in the form of support staff, this may be targeted at individual pupils and small groups of pupils who may need additional support or challenge in their learning. Support is also given to pupils with emotional and behavioural difficulties as well as to pupils who are gifted and talented. Chrome books and iPads are available to support learning in every classroom a, with pupils from Year 2 - 6 having one-to-one devices.

Bespoke interventions are available for those with with Additional Learning Needs (ALN) and requiring Additional Learning Provision (ALP).

A range of extra-curricular activities is available during lunchtime and after school, for example: dance club, science club, music club, drama club, Pyramid Club.

8. Inclusion and Equality and Curriculum for Wales

"The Curriculum for Wales is the curriculum that will be taught at all levels of state-funded education in Wales to pupils aged between three and 16 years by 2026. It has been a statutory requirement in in primary and nursery education since 2022.

The PSED will be key to making sure that every school's curriculum is able to fulfil the four purposes of the Curriculum for Wales, supporting learners to become:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world, and
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

The PSED can help schools identify and take action on both persistent educational inequalities such as underperformance and poor progression, and some of the contributory factors such as sexual harassment and bullying. It also provides an opportunity to understand and embed eliminating discrimination, advancing equality of opportunity and fostering good relations in the Curriculum for Wales's Six Areas of Learning and Experience, and pedagogical principles,

For example:

- mathematics and numeracy – using statistics and databases relating to inequality
- humanities – learning and understanding the different barriers people have faced because of who they are e.g. Gypsy, Roma and Traveller communities
- expressive arts – including dance works by disabled dancers and wheelchair performers, including mouth and foot artists
- science and technology – show casing and talking about women in science and challenging any gender biases that might arise
- health and wellbeing – learning about laws that protect people from discrimination, victimisation and harassment, and
- language, literacy and communications – discussing stereotypes, highlighting stereotypical images and role models in text books. Embedding the PSED in their curriculum will help schools to deliver Religion, Values and Ethics and the cross-cutting themes of the Curriculum for Wales such as relationships and sexuality education, diversity and human rights"

9. External support

Troedyrhiw Community Primary accesses support from external agencies and other professionals to support pupils and their families. These services help to ensure the curriculum and experiences are accessible to all.
Services include:

- Educational Psychologist
- School's Well-being Team (SWT)
- Speech and Language Team (SALT)
- Occupational Therapists
- Neuro Development Team (NDT) / CAMHS
- Health Visitor / School Nurse
- English Additional Language Team (EAL)
- Ethnic Minority Achievement Service and the Travellers Education Service.
- Education Welfare Service
- Greenfield's Outreach services

Where specific needs arose, school may also contact other suitable organisations to assist and support pupils.

10. Resource allocation

Troedyrhiw Community Primary ensures it allocates resources (both physical and human(to support education inclusion.

11. Assessment procedures

All children deserve to have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved.

Inline with Curriculum for Wales, the school's assessment procedures palace the pupils at the heart of the process. Robusts systems are in place to support learner progress, so that the school tracks and monitors pupils' achievements.

A range of assessment strategies are incorporated into the school curriculum (see Assessment Policy. The use of summative assessments is used alongside the day to day teacher assessments that take place.Together, these are used to track and monitor the progress all learners make. Underachievement is identified early to ensure strategies are out in place to support learners. barriers to learning are identified and supported.

PSED - Assessing the Implementation of the PSED

“In its ‘Supplementary guidance: equality, human rights and English as an Additional Language’, Estyn sets out how aspects of equality and human rights are covered across the five inspection areas of the common inspection framework. It reinforces the importance of the PSED and the need for inspectors to look for evidence – such as equality objectives and published relevant information – that providers are addressing key issues affecting different protected groups and have taken effective steps to address the disadvantages they may experience.

This resource does not address how schools are required to meet the PSED as employers. Neither does it cover how schools have to take account of the PSED when purchasing goods and services. These requirements are covered in separate guidance by the Equality and Human Rights Commission”.

12. Professional development

The Head teacher, Mrs J Roome, oversees the professional development of all teaching staff and support assistants. Staff are kept fully informed about LA, national and regional training courses, seminars and networks that relate to inclusive educational practice. Staff attending any courses are expected to disseminate and share their knowledge with other staff within the school. Staff are also encouraged to observe good inclusive practice within school, and also in other schools.

13. Parent partnership

The knowledge, views and first-hand experience parents have regarding their children are valued for the contribution it makes to their child’s education. Parents are seen as partners in the educational process. All parents are welcome to contact the school if they have any concerns about inclusive educational provision. Parents are also strongly encouraged to keep in regular contact with the school regarding their child’s progress. The home-school agreement outlines how parents can support their child’s learning at home.

14. Evaluating the inclusion policy

The inclusion policy is reviewed regularly. Policy evaluation focuses on: establishing how far the aims and objectives of the policy have been met; how effective the inclusion provision has been in relation to the resources allocated and the attainment and achievement of all pupils. In the light of the findings, the policy is revised and amended accordingly.