

# **REDDIFORD SCHOOL**

Including EYFS

## **EQUAL OPPORTUNITIES POLICY**

### **Incorporating Disability Inclusion and Reasonable Adjustments**

*Including the provisions of  
the Equality Act 2010*

To be used in conjunction with;

Able & Talented Policy

Accessibility Plan

Admissions Policy

Anti-bullying Policy

Behaviour Policy

Curriculum Policy

EAL Policy

Learning Support (SEND) and Disabilities Policy

Preventing Sexual Harassment in the Workplace Policy

PSHE Policy

RSHE Policy

Safer Recruitment Policy

SMSC Policy

Staff Code of Practice & Expectations

Wellbeing & Mental Health Policy

## **Introduction**

Promoting equal opportunities is fundamental to the aims and ethos of Reddiford School and we are committed to equality of opportunity for all members of our community. The School's welcoming environment embraces individuals and promotes a community spirit in which both pupils and staff can flourish and feel valued. As positive role models staff prepare pupils for participation in society by instilling a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others.

Using a whole-school approach, we will ensure that we do not inadvertently discriminate. This includes all protected characteristics but also associated discrimination and perception discrimination. We will achieve this by monitoring and reviewing our practice, planning within the curriculum to foster Equal Opportunities and dealing with incidents effectively. We will implement our strategies for dealing with incidents in accordance with known best practice for supporting all children, parents, staff and visitors to the school.

## **Aims of this policy**

- To promote positive attitudes to diversity, inclusion and equality.
- To develop awareness of the diversity of society in which we all live and to learn to value diversity in others.
- To acknowledge differences in a way which is open, welcoming, enquiring and respectful.
- To promote mutual respect and tolerance so that a positive attitude towards self and others is encouraged and maintained.
- To assist children to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.
- To provide information on how the individual needs of all children will be met.
- To ensure that every child is included and not disadvantaged.
- To ensure that all stakeholders are not disadvantaged due to ethnicity, race, colour, nationality, gender, age, disability, sexual orientation, religion or belief, social background, special educational needs, part time or fixed term employment.
- To provide a safe and caring environment, free from discrimination and to promote equality of access and opportunity for all members of the school community.
- To be aware of and sensitive to different family structures, backgrounds and values.
- To promote equal opportunities, celebrate diversity and eliminate racial discrimination – being actively anti-racist in our schools, whilst continuing to promote and uphold the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- To ensure that all 'protected characteristics' including marriage, civil partnerships, trans-gender, pregnancy and maternity/paternity leave are given due consideration at all times.
- To reduce and eliminate barriers, to access the curriculum and full participation in the school community for pupils, prospective pupils and adult users with a disability.
- This policy will, of course, include the combination of multiple characteristics.

## **Roles and responsibilities of Head Teacher, other staff, Governors**

The **Head Teacher** will ensure that:

- The curriculum promotes positive attitudes to disability, ethnic, racial, gender, age and cultural diversity.
- The school recognises the importance of language to a person's sense of identity and belonging.
- Communication with parents recognises and responds to disability, ethnic, racial, gender, age and cultural differences.
- Appropriate methods of communication are used to enable all staff, pupils, parents and governors to understand their rights and responsibilities in relation to equal opportunities.
- All staff are informed of their responsibilities and receive appropriate training and support to deal effectively with any kind of prejudice and stereotyping.
- All incidents are investigated and recorded for future monitoring and reporting.
- A sensitive and structured system of support is available to victims of discrimination.
- The school has clear procedures for dealing with perpetrators of discrimination.

All **staff** are expected to:

- Actively and positively promote equal opportunities.
- Avoid any form of discrimination.
- Follow the guidelines for dealing with perpetrators of discrimination and secure appropriate support for the victims.
- Address incidents that are reported to them following agreed procedures stated in the school behaviour and anti-bullying policies.

The **Governing Body** will:

- Use its power to co-opt governors to ensure its composition reflects the community it serves.
- Apply the principles of best value without discrimination when purchasing goods and services.
- Monitor and evaluate the implementation and impact of this policy.

We expect all members of the school community to be committed to this policy and that visitors will comply with it. We accept responsibility for ensuring that this policy is implemented in every aspect of school life. If there is a breach of the policy, the school will take appropriate action. This may include the following:

In the case of **pupils** breaching the policy:

- Staff dealing with the incident will complete an incident form.
- The perpetrator will be dealt with in accordance with the Behaviour policy.
- The consequences of any further breach of conduct will be clearly stated with the ultimate sanction of exclusion.

In the case of staff breaching the policy the relevant procedures outlined in the staff discipline and grievance policy will be instigated.

In the case of **parents, visitors or contractors** breaching the policy:

They will be reminded of the school's commitment to equality and asked to desist. Further incidents may lead to individuals being requested to leave the premises.

### **Arrangements for monitoring and evaluation**

The Governing Body will monitor the pattern and frequency of incidents. It will receive reports from the Head Teacher and staff that enable evaluation on the relevance of provision for:

- Dealing with incidents – defined as “any incident which is perceived to be discriminate by the victim or any other person”. Serious breaches constitute criminal offences.
- Behaviour, discipline and exclusion
- Curriculum content
- Teaching, learning
- Assessment of attainment and progress – including special educational needs
- Admissions and attendance
- Recruitment, promotion and professional development of staff
- Disciplinary and grievance procedures relating to staff.
- Personal and social education and pastoral care
- Attitudes, wellbeing and personal development
- Ethos and environment
- Communications with parents, governors and the community
- Use of the school premises
- Purchasing goods and services

All pupils, parents, (and prospective parents), staff (and prospective staff), Governors and visitors are treated in accordance with the current Equalities Act.

### **Employment**

The School aims to ensure that no job applicant receives less favourable treatment because of a protected characteristic. Selection criteria and procedures for staff will be designed and reviewed to ensure staff are recruited and selected on the basis of their merits, abilities and potential for the particular educational provision of the School. We welcome applications from candidates with as diverse a range of backgrounds as possible to enrich our community and will continue to ensure equality of opportunity and treatment in the recruitment, selection, training, development and promotion of staff at all levels.

### **Curriculum and Learning**

Promoting and practising inclusion during school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds. Strategies are adopted by all teaching staff to ensure equality across the School in terms of access to lessons, activities, resources and support.

Teaching and learning methods and resources should:

- Depict a world view as seen by all genders and from differing racial or cultural perspectives.
- Be factually accurate and use contemporary text, illustrations, maps etc.

- Not stereotype individuals or groups or perpetuate stereotypical ideas.
- Show the achievements of all genders, past and present.
- Show the achievements and attributes of different societies, past and present.
- Accurately reflect the diverse population of Britain today.
- Use dialect appropriately and avoid ridicule.
- Develop critical thinking skills and understanding of bias.
- Replace inappropriate or out-of-date material.

Please refer to the Equality, Diversity and Inclusion Curriculum Overview for further information (Appendix 1).

### **Pupils with English as an Additional Language**

Pupils with English as an Additional Language (EAL) are expected to be able to access the curriculum in English. The School will consult with the parents as appropriate and advise them if additional language support is required for their child. Please refer to the English as an Additional Language Policy for further guidance.

### **Special Educational Needs and Disability**

The School welcomes pupils with special educational needs and disabilities. The School maintains and drives a positive culture towards inclusion of pupils with special educational needs and disabilities, in all activities of the School, and will not treat a pupil differently unless appropriate to their special need and / or their disability.

At present, the School's physical facilities for the disabled reflect the needs of the current cohort. The School will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies and procedures are made accessible to children who have disabilities and comply with our legal and moral responsibilities under the Equality Act 2010. Please refer to the Learning Support (SEND) & Disabilities Policy and Accessibility Plan for further information.

### **Religious Belief**

Reddiford Schools' religious ethos is based on Christian values and tradition but we are an inclusive School and welcome and respect the rights and freedoms of individuals from other religions and faiths (or with no religion or faith) subject to considerations of safety and welfare and the rights and freedoms of other members of the School community. The Governing Body, through the senior management team, actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. It is fully understood and accepted that pupils may be required to be absent on occasion during the course of the school year in order to observe religious holidays. Absence requests for religious observance must be submitted to the Head Teacher in advance.

### **Dietary Requirements**

The School employs an outside catering company who provide a nutritious and balanced meal with plenty of choice at lunch times. Provision is made for children and staff who have special dietary requirements based on preference, religion or medical advice.

## **Bullying**

The School will not tolerate bullying or cyberbullying for any reason. Specific types of bullying include:

- Bullying relating to race, religion, belief or culture.
- Bullying related to special educational needs or disabilities.
- Bullying related to appearance or health conditions.
- Bullying relating to sexual orientation.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.

The School's Anti-bullying Policy contains more details about the School's anti-bullying practices.

## **School Uniform**

Parents should be aware that all pupils are required to wear a uniform until the end of Year 6. The Head Teacher will consider requests from parents for variations in the uniform for reasons related to disability and/or on religious grounds provided they are consistent with the Schools' policy on health and safety and it is reasonable in all the circumstances including in light of the Schools' obligations under the Equality Act 2010.

## **Admission**

As an academically selective school we welcome all applicants from diverse backgrounds who meet the entry requirements. We believe that the educational experience can only be enriched if children are exposed to as wide a range of cultural experiences as possible whilst they are developing. We also welcome applications from children with individual needs and disabilities. Further information can be found in the Admission and Learning Support (SEND) and Disabilities policies. Parents must inform the School when submitting the Registration Form of any special circumstances relating to their child which may affect their child's performance in the admissions process and/or ability to fully participate in the education provided by the School.

## **Disability Inclusion**

At Reddiford School we are committed to ensuring equality of education and opportunity for pupils and staff with disabilities and all those coming into contact with the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. There may also be some overlap with the definitions of 'Special Educational Needs' in the Children and Families Act 2014. Therefore, this policy includes anyone who cannot make full use of the educational facilities.

We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Reddiford School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. See Reasonable Adjustments section.

This plan is drawn up in accordance with the planning duty in schedule 10 of the Equality Act 2010, which states;

Schedule 10:

3. (1) The responsible body of a school in England and Wales must prepare—
    - (a) an accessibility plan;
    - (b) further such plans at such times as may be prescribed.
  - (2) An accessibility plan is a plan for, over a prescribed period—
    - (a) increasing the extent to which pupils with disabilities can participate in the school's curriculum,
    - (b) improving the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities can take advantage of education and benefits, facilities or services provided or offered by the school, and
    - (c) improving the delivery to pupils of information which is readily accessible to pupils who do not have disabilities.
  - (3) The delivery in sub-paragraph (2)(c) must be—
    - (a) within a reasonable time;
    - (b) in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.
  - (4) An accessibility plan must be in writing.
  - (5) The responsible body must keep its accessibility plan under review during the period to which it relates and, if necessary, revise it.
  - (6) The responsible body must implement its accessibility plan.
4. (1) in preparing an accessibility plan, the responsible body must have regard to the need to allocate adequate resources for implementing the plan.

## Principles

- Compliance with the Disability Discrimination Act (DDA) is consistent with the school's aims and equal opportunities policy, and the operation of the school's Special Educational Needs and Disability (SEND) policy.
- The school recognises its duty under the DDA (as amended by the SEND Act):
- Not to discriminate against pupils with disabilities in their admissions and exclusions, and provision of education and associated services
- Not to treat pupils with disabilities less favourably
- To make reasonable adjustments to avoid putting pupils with disabilities at a substantial disadvantage
- To publish an Accessibility Plan
- In performing their duties, Governors and staff will have regard to the Disability Rights Commission Code of Practice (2002)
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and children's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. It achieves this by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individual and groups of pupils.
- Give due regard to suggestions contained in the advice documents.  
Ensuring a good education for children who cannot attend school 2013  
Supporting pupils at school with medical conditions 2015.  
Mental health and behaviour in school 2018.  
Preventing & Tackling Bullying 2017.

All are available from [www.gov.uk](http://www.gov.uk)

### **Delivery of the curriculum**

School staff receive training in making the curriculum accessible to all pupils and are aware of its importance. The school will continue to seek and follow the advice of appropriate health professionals and parents.

### **Physical environment**

The school will take account of the needs of pupils and other users with physical difficulties including sensory, cognitive, visual and auditory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. These will be outlined in Reddiford School's Accessibility Plan.

### **Linked Policies**

This Plan will contribute to the review and revision of related school policies, eg:

- Learning Support (SEND) & Disabilities Policy
- Curriculum Policy
- Admission Policy
- Accessibility Plan

### **Reasonable Adjustments**

Reddiford School will make reasonable adjustments to ensure that all children with disabilities are not disadvantaged in their access to the learning and development offered. Each pupil with a disability requires special consideration and treatment. If appropriate, adjustments will need to be put in place. We will discuss thoroughly with parents and their medical advisers (with parents' permission) the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before they become a pupil at the School.

We recognise that some pupils with disabilities may also require specialist support from our Learning Support Department, and we would normally discuss this issue with parents before their child enters the School. Copies of the School's **Learning Support (SEND) & Disabilities Policy** may be downloaded from our website.



## Physical Accessibility

Parents and prospective parents of children with disabilities may wish to obtain copies of the School's **Accessibility Plan**. From the school office. This shows the ways in which we plan to make our buildings progressively more accessible to pupils, parents and visitors with disabilities.

The School will do its best to make adjustments to take account of an individual pupil's needs, within the constraints imposed by its historic buildings, scattered site and resources.

Although we have a duty to make reasonable adjustments for pupils and applicants with disabilities under the Equality Act 2010, when they are put at a substantial disadvantage compared with pupils and applicants who do not have disabilities, we are not required to remove or alter physical features to comply with the duty to make reasonable adjustments for pupils with disabilities. Similarly, we do not need to provide auxiliary aids for personal purposes unconnected with the education and services provided by the school. However, we will always endeavour to anticipate whether there is any adjustment we could make to overcome any substantial disadvantage suffered by an applicant or pupil with disabilities.

If the parents of a pupil with disabilities believe that they are being put at a substantial disadvantage compared with pupils without disabilities and there is an adjustment that we could make which would overcome this, they may write to the Head Teacher setting out in full the adjustment they are suggesting.

Regarding whether to make the adjustment the School will generally follow a decision making process outlined in the *Disability/Reasonable Adjustments Decision Checklist* below.

Once the School has determined whether the relevant adjustment is reasonable, we will inform the parents in writing (which may be Email), setting out the decision and the reasons.

If they are not happy with the School's decision about the reasonableness of the adjustment, they may lodge a complaint using the School's **Complaints Procedure**.

## Charging for Adjustments

Reasonable adjustments for a pupil with disabilities will be made at the School's cost.

The School may pass on the cost of an adjustment, service or aid to parents if:

- the School has concluded that the adjustment identified for a pupil with disabilities is not reasonable, but agrees to go ahead and make the adjustment or provide the service/aid; or
- A pupil has a mental or physical impairment which does not fully satisfy the disability criteria (e.g. it is temporary) but a reasonable adjustment has been identified (using the criteria as above) that would assist in reducing the impact of the impairment that the School is willing and able to implement.

If a pupil with disabilities requires a dedicated carer in School, for example, to assist with personal care, writing, etc this can be accommodated provided that the carer has an enhanced DBS check arranged by the School and complies with the School's Safeguarding Policy and all other School policies.

### Disability/Reasonable Adjustments Decision Checklist

**A Is the pupil disabled within the guidance given by the Equality and Human Rights Commission?**

*If the answer to each of the following questions is "yes", a pupil has a disability for the purpose of this policy*

**A1 Does the pupil have a physical or mental impairment?**

If this is not obvious, consideration may be made of:

- Government Equality Act (EA) 2010 Guidance
- The views of the parents and/or pupil
- Professional advice e.g. medical, Educational Psychologist, legal.

**A2 Does the impairment have an adverse effect on their ability to carry out normal day-to-day activities, including accessing education?**

Reference may be made to the EA Guidance for examples of "normal day-to-day activities"

**A3 Is the impact substantial?**

More than the normal differences between people, and more than minor or trivial. Account may be taken of, for example, the time taken to carry out an activity, the way in which it is carried out, cumulative effects of impairment, how far a person can reasonably be expected to modify his behaviour, effects of environment.

**A4 Is it long-term? (Over 12 months.)**

**B If the pupil has a disability, has the duty to make reasonable adjustments arisen?**

*If the answer to each of the following questions is "yes" then the duty to make reasonable adjustments has arisen.*

**B1 Will the pupil be put, or is the pupil being put, at a disadvantage at school in comparison with pupils who do not have disabilities?**

**B2 Is the disadvantage substantial? (More than minor or trivial)**

**B3 Is the disadvantage caused by:**

(a) a provision, criterion or practice of the school? AND/OR

(b) the lack of an auxiliary aid or service?

If the answers to sections A and B above are both "yes", **consider what reasonable steps could be taken to (a) avoid putting the pupil at the substantial disadvantage(s) identified? AND/OR (b) to provide auxiliary aid or service.**

**C What is reasonable?**

Note that "reasonableness" is a context specific judgement. Just because it might be reasonable for one school to have to do something, does not mean that it is reasonable for another to have to do it as the two schools might be operating in quite different circumstances.

**Considerations may include**

- The effect of the disability on the individual
- Effectiveness of step(s) to avoid or overcome the disadvantage
- The practicability of the adjustment(s)
- Financial or other cost of making the adjustment(s) or providing the aid or service
- Overall resources of the school and the availability of financial or other assistance
- Health and safety requirements
- The need to maintain academic, musical, sporting and other standards
- Interests of other pupils or prospective pupils
- Interests of and impact on the staff e.g. physical or mental health or working hours
- Overall charging policy of the school e.g. are charges levied on other categories of pupil for what may be seen as equivalent services
- Other regulatory or legal requirements
- If the parent or pupil has requested that the existence or nature of the disability be treated as confidential by the school

**Appendix 1 - Equality, Diversity & Inclusion Curriculum Overview**

Pedagogy & Curriculum	Equality, Diversity & Inclusion Examples
Schemes of work are inclusive and demonstrate that planning and resources in all subjects consider the needs of all ability groups.	<p><b>EYFS:</b> Activities in EYD are planned for different learning styles. Concrete objects are used as well as learning using visual aids, songs and rhymes.</p> <p><b>Learning Support:</b> All schemes of work are differentiated for all ability levels. Key visuals, word banks and sentence starters are given to those who require it. Certain fonts are recommended for Dyslexic students.</p> <p><b>PE:</b> Where appropriate children participate in some activities in ability groups. Fixtures are arranged to challenge the most able pupils. Individualised support from teaching assistants is provided where necessary, modified rules for less confident children, leadership roles for more able pupils.</p> <p><b>Geography:</b> All lessons have clear support and extension tasks. Tasks and resources are planned to support all children.</p> <p><b>History:</b> All lessons have clear support and extension tasks. Tasks and resources are planned to support all children e.g. timelines and visual aids for context, in depth research tasks and use of primary resources for advanced learners to analyse.</p> <p><b>Science:</b> Inclusive schemes of work ensure that teaching and learning activities cater to the needs of all learners, regardless of their ability levels, backgrounds, or learning styles. Resources are adapted e.g. videos and animations for visual learners, word banks to help frame discussions and written tasks or mixed ability groups to explain observations. Extension tasks challenge children to predict outcomes of experiments under different circumstances to deepen their understanding.</p> <p><b>Mathematics:</b> Resources selected form a range of sources. Manipulative resources to support concept formation. Challenges deepen understanding and extend all children including the more able.</p> <p><b>Wellbeing</b> prepares students for the future. In today’s global society it is essential our Wellbeing Curriculum prepares the children to live and work in diverse environments.</p> <p><b>PSHE:</b> Schemes of work are inclusive. All lessons have clear support and extension tasks. Tasks and resources are planned to support all children.</p> <p><b>RE/Philosophy:</b> all ability groups are catered for with differentiated work. Children who are reluctant to articulate their views are encouraged to do so - often initially to the teacher alone or in</p>

	<p>a small group in order to increase their confidence, as discussion is an integral part of this subject.</p> <p><b>Music:</b> The children’s ability in music covers a vast range as some children play instruments and take music grade both theory and practical and other children have limited knowledge. Therefore, music theory lessons have to be widely differentiated. Advanced theory papers are use and support for the lower ability children is also provided by the teacher and teaching assistant.</p> <p><b>English:</b> in English, all lessons are planned to support all types of learners. The teaching is adaptive and regular scaffolding is available for those who require it. Challenge tasks are available for the more able and all pupils are given the opportunity to extend their learning in lessons. Modelling of texts enables pupils to work independently.</p> <p><b>ADT:</b> Schemes of work are inclusive and have been designed to give equality and opportunity for all. Lessons have clear support and extension opportunities. Tasks and resources are planned to support all abilities.</p> <p><b>Reasoning:</b> Lessons are planned and resourced to cater for all ability groups, e.g. visuals, adult support and challenge tasks.</p> <p><b>Languages:</b> All lessons and all units have graded tasks; scaffolding is provided to support the less able and extension tasks challenge the most able. Teacher questioning reflects each child level of ability and support staff are deployed as and when required.</p>
Subject curriculum reviews identify ‘gaps’ and actions required to improve equality, diversity and inclusion across the curriculum.	<p><b>EYFS:</b> in EYD baseline data and termly tracking data assess progress and highlights areas for development. Children are added to learning support for extra 1:1 booster group sessions where necessary.</p> <p><b>Learning Support:</b> Reading Age data is analysed and pupils with low scores are given additional support with their reading to help close the gap in attainment. All assessment data is reviewed and children are added on or removed for additional support each term. Analysis of whole school data and progress for children who receive Learning Support is closely tracked.</p> <p><b>Science:</b> diverse scientists’ contributions are explored in lessons, discussions around how global issues e.g. climate change can affect marginalised groups expanded. Space engineer (female) visit organised. Assessment data is analysed and teaching plans are adapted as required.</p> <p><b>Mathematics:</b> Analysis of results includes comparison of genders to identify where action may be required.</p> <p><b>History:</b> African and Asian civilisation topics introduced, wider range of diverse resources and historical people explored to hear balanced perspectives and ensure non-Western histories are not</p>

	<p>marginalised.</p> <p><b>Computing:</b> Self-evaluation and assessment data help identify gaps in equality, diversity, and inclusion, ensuring the curriculum remains accessible, representative, and inclusive for all learners.</p> <p><b>English:</b> Assessment data is analysed and reviewed. Pupils are encouraged to review their own learning with regular self-evaluation during lessons.</p> <p><b>Geography:</b> explore how indigenous communities sustainably manage resources and are impacted by global issues.</p> <p><b>Wellbeing:</b> makes children feel included and valued, they will be more likely to engage in their learning and perform better academically.</p> <p><b>PSHE:</b> lesson reviews are carried out regularly to identify gaps and actions required. Self-assessment forms are completed and reviewed by the teacher.</p> <p><b>ADT</b> is reviewed and assessed regularly and amendments are made to improve equality, diversity and inclusion. Adaptive tools are provided when required. More diverse artists work and influence explored. Use art to look at social issues e.g. identity, migration and equality. Pupil’s self-assessment forms are reviewed on a regular basis.</p> <p><b>Languages:</b> The Language Angels platform is constantly amended and improved to ensure equality, diversity and inclusion issues are addressed.</p> <p>Ongoing reviews are undertaken in <b>RE and Philosophy</b> on a regular basis.</p> <p><b>Reasoning:</b> data from assessments are reviewed and analysed. The reports generated identify pupils requiring support and in which areas, e.g. spatial reasoning questions. They also identify possible preferable learning styles for pupils, e.g. discussion, visual.</p> <p><b>PE:</b> discuss barriers to participation for people with disabilities. Undertake activities with a para athlete.</p> <p><b>Music:</b> Regular check-up tests are undertaken in music every half term to ensure the overall ability of the child is established and works reviewed to ensure it is set at the appropriate level.</p>
Improvement targets specify the needs of different learner groups, e.g. SEND, EAL, A&T, gender, ethnicity, etc.	<p><b>Learning Support</b> children have targets set on a half termly basis. These are set by the class teacher. In EYD next step targets are shared with parents at termly parent’s evenings. SEND pupils progress increased in core subjects.</p> <p><b>Computing:</b> the curriculum sets improvement targets that address the needs of different learner groups, including SEND, EAL, A&amp;T, gender, and ethnicity. Lessons are adapted to ensure accessibility, challenge, and representation, supporting all pupils to achieve their full potential.</p>

	<p><b>PE:</b> extra conditions may be added to games to provide tougher challenges for either individuals or teams. Children are supported when preparing for Sports Scholarship Assessment Days. Additionally, boys and girls both have opportunities to partake in activities together e.g. boys can go to netball club and girls can go to football / cricket club.</p> <p><b>Wellbeing:</b> helps children to feel like they belong, leading to better mental health and wellbeing. Children who feel they belong are more likely to attend school regularly and have better outcomes.</p> <p><b>ADT:</b> individual improvement targets are given at the beginning of lessons and throughout. Pupils work is individually assessed and targets are given.</p> <p><b>English:</b> Pupils are encouraged to focus on their own personal targets. These are reviewed regularly during lessons and are based on verbal feedback given, self-evaluation and teacher marking.</p> <p><b>PSHE:</b> each child is treated as an individual and their personal needs are always taken into account. Pupils are encouraged to be independent thinkers who are respectful and foster good relationships.</p> <p><b>Music:</b> children are actively encouraged to critic their music performance and establish how they can be improved.</p> <p><b>Reasoning:</b> tasks are tailored to provide appropriate support or challenge, fostering an inclusive environment where all students, regardless of their background or ability, can develop critical thinking and problem-solving skills.</p> <p><b>Science:</b> individualised tasks support and stretch pupils, extension tasks and enrichment activities challenge pupils to think outside of the box and be more creative e.g. in Science Magazine Club.</p>
Diverse programmes, people and abilities are showcased and celebrated.	<p><i>Special Assemblies to celebrate Black History Month, Celiac Awareness, Cultural Week. Mental Health Awareness Week (wear traditional attire, share cultural foods, and participate in music, dance, or art activities representing various countries), Fitness Day (para athlete), Multilingual Performances (songs).</i></p> <p><b>PE:</b> The children’s own achievements are celebrated in assemblies. In EYD assemblies the children are awarded star of the week, birthdays are celebrated and any out of school achievements. Para athlete invited to inspire children, share her story and promote empathy and understanding surrounding physical disabilities.</p> <p><b>Geography:</b> The children study certain areas within a country/continent and highlight how different parts of the world live, work and interact with their environment.</p>

	<p><b>Music:</b> as a large part of this subject involves practical work, every effort is made to ensure all groups of children are enabled to participate. This includes children playing instruments from their own culture at concerts. Also, all ability children are encouraged to take part in concerts and in the music lessons.</p> <p><b>Computing:</b> the curriculum highlights diverse programs, innovators, and abilities, showcasing contributions from different backgrounds and ensuring accessibility for all. This fosters an inclusive environment where every pupil feels represented and valued.</p> <p><b>English:</b> Pupils are given the opportunity to share their work with their peers. Exemplar work is celebrated.</p> <p><b>RE/Philosophy:</b> all religions and cultures are celebrated in special events assemblies and all children are encouraged to discuss their beliefs in the lessons.</p> <p><b>History:</b> Children learn about notable historical people and are learning about British history as well as world history.</p> <p><b>Science:</b> All children regardless of their gender and/or ability actively participate in competitions and whole school events and their achievements are celebrated, e.g. Science Quiz, BSA Poster competition.</p> <p><b>PSHE:</b> all children are showcased and celebrated in their achievements in all aspects of school and home life they take part in assemblies talks drama etc.</p> <p><b>ADT:</b> children's abilities are showcased and celebrated. Their work is displayed in the classroom, on the walls in the corridors, framed in special areas, competitions are entered. It is published on the school's social media, postcards are sent home, Heads Honours are given, certificates are presented. Work is shown to visitors and used to decorate festivals. Children are encouraged to bring in work they have completed at home, to show their teachers and peers.</p> <p><b>Mathematics:</b> All children are celebrated for their participation in the First, Primary and Junior Mathematical Challenges regardless of outcome.</p> <p>Wellbeing promotes respect, understanding and acceptance. It fosters a sense of community where children feel valued and appreciated leading to better outcomes for everyone.</p> <p><b>Languages:</b> the subject naturally lends itself to the celebration of different languages and cultures; units in the scheme of work showcase people with disabilities, different ethnicities and cultural backgrounds.</p> <p><b>Reasoning:</b> all learners feel valued and engaged in developing their critical thinking and reasoning</p>
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	skills. E.g. design own flags in a group to reflect a common thread. This could include common interests and backgrounds.
Schemes of work foster personal and social outcomes (e.g. leadership skills, wellbeing), as well as educational outcomes.	<p><b>EYFS:</b> In EYD the children have special responsibilities line leader, fruit monitors and role play area monitors. The children take part in weekly circle times to discuss feelings and emotions and use the class worry monster.</p> <p><b>PE:</b> The children develop leadership and officiating skills and in Year 6 those who show a particular aptitude are bestowed the additional responsibility of being "House Captains" to extend the learning. Responsibilities of House Captains include organising teams for Interhouse Competitions and assisting with the running of the Lower School Sports Day to allow them to set a good example to younger pupils. Yoga Club also helps to promote the connection between the mental and physical effects of exercise and an increased sense of wellbeing.</p> <p><b>Geography:</b> Activities are varied to encourage teamwork, leadership skills, debate etc.</p> <p><b>Computing:</b> the curriculum develops personal and social skills alongside academic learning. Pupils build leadership through collaborative projects, enhance wellbeing with creative problem-solving, and develop resilience by tackling challenges. This fosters confidence, teamwork, and a positive digital mindset.</p> <p><b>Music:</b> children are often expected to work in groups to create music composition. Leadership skills are involved and the children discuss how they were able to work collaboratively to achieve the desired outcome.</p> <p><b>Science:</b> children are encouraged to lead investigations and work collaboratively to ensure all opinions are heard and respected.</p> <p><b>Mathematics:</b> group work includes roles such as Leader, Communicator, Calculator, for example, to develop personal skills.</p> <p><b>RE/Philosophy:</b> regular discussion takes place where the children are required to challenge their own views and consider whether they are still held or have changed- self-analysis.</p> <p><b>PSHE:</b> fosters informed decisions and the ability to debate improving self-confidence and listening skills, teamwork and leadership skills.</p> <p><b>ADT:</b> children learn respect, to work as an individual, without disturbing others. They also work in small groups and have to help each other achieve the directive. They are also encouraged to give advice and help to children who may need it. They have monitor positions and on occasions lead projects.</p>



	<p><b>Languages:</b> pair and group work (e.g. Greek Myths recital) promotes leadership skill and mutual support. Pupils enjoy sharing personal information about themselves, their family, any pets they may own, in a different language. A residential trip to France is designed to foster independence, sense of adventure and discovery, appreciation of different cultures, and enjoyment, as well as educational outcomes.</p> <p><b>Reasoning:</b> schemes of work foster both personal and social outcomes—such as leadership skills and wellbeing—by encouraging collaboration, critical thinking, and problem-solving in group activities. These experiences help students develop confidence, resilience, and the ability to work effectively with others, alongside achieving educational goals in reasoning.</p> <p><b>English:</b> in English, structured and meaningful learning experiences are offered to all pupils. Schemes of work ensure progression in reading, writing, speaking and listening. Writing stories, poems or plays encourage pupils to think creatively and explore new ideas, fostering individuality and self-expression. Pupils learn how to work together, respect others’ opinions and develop interpersonal skills.</p>
The curriculum is informed by EDI objectives e.g. protected characteristics.	<p><b>Mathematics, Music, Reasoning, RE/Philosophy ADT and PSHE:</b> Children work with all pupils regardless of protected characteristics. Conscious effort is given to avoid stereotyping, and unconscious bias in learning activities and problem contexts.</p> <p><b>Languages:</b> Various units and materials support teaching of the protected characteristics when and where it is age-appropriate to do so, aligning with school requirements and expectations. Pupils will see a variety of ages, disabilities, different types of families, ethnic minorities, religions and beliefs represented positively throughout all resources. No reference to sex and sex education, but pupils will see many gender-neutral characters positively represented in resources.</p> <p><b>English:</b> in English, books and resource are selected to ensure that pupils encounter characters of different races, abilities, genders and family structures. The focus on protected characteristics ensures that all pupils feel seen valued and empowered, while learning to appreciate and respect diversity in their communities and beyond.</p>
All pupils feel reflected in what they see and learn.	<p><b>Mathematics:</b> All children learn about the base 10 number system we use and relate to the number of digits they have.</p> <p><b>Computing:</b> the curriculum reflects all pupils by showcasing diverse role models, inclusive content, and personalised projects. It promotes accessibility and encourages critical thinking on representation in technology, ensuring every student feels valued and included.</p>

	<p><b>Wellbeing</b> creates an environment where all individuals feel valued and respected and where everyone has a sense of belonging.</p> <p><b>History:</b> All children are encouraged to share their knowledge and understanding of historical events and why certain things of the past happened.</p> <p><b>ADT:</b> there is an environment where all individuals feel valued and respected and where everyone has a sense of belonging. The schemes of work ensure that everyone has the opportunity to do their best and be valued.</p> <p><b>PSHE:</b> there is an environment where all children feel valued and respected and where everyone has a sense of belonging, where everyone is respected, safe and has a valued opinion on what they see and learn.</p> <p><b>Music:</b> all pupils have the opportunity to choose a favourite piece of music to listen to and this lead on to music form different cultures and countries being listens to and discussed.</p> <p><b>RE/Philosophy:</b> the schemes of work ensure that all religions and cultures and given a place and voice in this subject.</p> <p><b>Science:</b> work of diverse scientists is highlighted. Children are encouraged to interview professional scientists who are family members to gain further insights in their daily work practice and skills utilised.</p> <p><b>English:</b> in English, texts selected ensures that every pupil can see themselves reflected in what they read. Incorporating works by authors from diverse communities broadens pupils understanding and provides role models for aspiring young writers. By incorporating diverse voices and stories every pupil's identity is acknowledged and celebrated.</p>
Teaching includes the contribution of people from diverse backgrounds to enable pupils to actively build their understanding of a topic or concept through exploration, reflection and interaction.	<p><b>PE:</b> They have the chance to watch videos of professionals in a variety of sports (including Paralympians) to inspire them.</p> <p><b>Geography:</b> Children learn about a range of countries and their people, for example India, South America etc.</p> <p><b>History:</b> Children learn about history in other parts of the world and in Year 6 a lot of work on migration is done so children understand how Britain looked different after WW2.</p> <p><b>Mathematics:</b> Learn about how mathematics developed from culture to culture, building on advancements from other culture into what we use today, and people from diverse cultures continue to develop it further.</p> <p><b>Wellbeing</b> ensures that the curriculum reflects a range of experiences, backgrounds and</p>

	<p>perspectives.</p> <p><b>RE/Philosophy:</b> all children are given the opportunity to express their views and reflect on them, whilst learning about different religions.</p> <p><b>PSHE:</b> children meet people and hear about situations from many diverse backgrounds and ages. It enables the pupils to freely build their understanding of topics through listening to other people’s opinions, debates and visits.</p> <p><b>Computing:</b> pupils explore the contributions of diverse inventors and creators of software and hardware. Through reflection, discussion, and interactive projects, they build their understanding of how different perspectives shape technology and its impact on society.</p> <p><b>ADT:</b> children learn about many different artists from many diverse backgrounds and cultures. They also have visits to gallery's and experience the work of visiting artists.</p> <p><b>Science:</b> a diverse range of innovators and scientists’ work is explored to further develop children’s understanding.</p> <p><b>Music:</b> children work collaboratively in a number of practical activities and practical participation which is then reflected on.</p> <p><b>Reasoning:</b> teaching includes the contributions of people from diverse backgrounds, helping students explore and reflect on concepts through different perspectives. This approach encourages interaction and deepens their understanding of reasoning by considering varied viewpoints and real-world examples.</p> <p><b>English:</b> In English, this is achieved by including works by authors such as Benjamin Zephaniah, Grace Nichols or Michael Rosen allows pupils to encounter a variety of voices and styles. Stories that reflect different cultural traditions, beliefs and histories provide rich ideas and experiences, enabling pupils to explore the world beyond their immediate environment. Connecting English lessons with subjects like history and geography enables a deeper exploration of topics such as migration and colonisation.</p>
Reading lists and written resources have been audited across all subjects and genuinely broaden the knowledge production landscape of pupils, e.g. include diverse ethnic, racial, social and cultural perspectives.	<p><b>Mathematics:</b> Resources reflect diverse ethnic, racial, social and cultural perspectives.</p> <p><b>ADT and PSHE:</b> resources reflect equality, diversity, ethnic, racial, social and cultural perspectives and the children are encouraged to read them. First News is also delivered weekly and is available in the Art Room and classrooms.</p> <p><b>English:</b> In English, incorporating works by authors from a range of ethnic racial and cultural backgrounds provides pupils with access to variety of voices and perspectives. Exposure to stories,</p>

	<p>poems, plays and non-fiction with varied genres and themes ensure a rich and varied English curriculum. This approach not only enhances academic learning but also prepares pupils to thrive in a multicultural world.</p> <p><b>Science:</b> age appropriate resources (clips/texts) from diverse scientists and environmentalist are used to teach concepts.</p>
The curriculum in all subjects prepares pupils for an increasingly diverse world.	<p><b>EYFS:</b> dressing up in multicultural clothes in EYD and acting out stories. Activities with multicultural toys, puzzles books and dolls.</p> <p><b>Geography:</b> teaches children about the world and the people in it which is diverse. For example, Chembakoli in India, Rich and Poor in Brazil, Africa and misconceptions.</p> <p><b>History:</b> Topics such as The Olympics, Ancient Egypt, Ancient Greece, Benin, The Mayans teach children about other countries and civilisations.</p> <p><b>Computing:</b> the curriculum prepares pupils for a diverse world by teaching digital literacy, ethical technology use, and global collaboration. It explores topics like AI bias, accessibility, and the digital divide, encouraging inclusivity and critical thinking. Pupils learn to navigate a range of online spaces safely and knowledgeably on different devices.</p> <p><b>Science:</b> concepts taught reflect global perspectives, inclusivity, and skills for respectful interaction in multicultural societies. Children investigate global issues like deforestation, pollution, and climate change, and their effects on different communities. Also the use of renewable energy like solar power or wind farms in different regions.</p> <p><b>Mathematics:</b> Learn about how mathematics developed from culture to culture, building on advancements from other culture into what we use today, and people from diverse cultures continue to develop it further. Resources reflect diverse ethnic, racial, social and cultural perspectives.</p> <p><b>Wellbeing</b> is about celebrating differences, including race, gender, religion, disability or sexual orientation.</p> <p><b>RE/Philosophy:</b> our diverse world is reflected in the schemes of work which study different religions.</p> <p><b>Music</b> for all cultures is listened to and celebrated. Children ae encouraged to create their own music inspired by global rhythms and play instruments from various cultures.</p> <p><b>Wellbeing</b> promotes equality diversity and inclusion as essential elements of a healthy school culture and should be seen to underpin every element of school life.</p>

	<p><b>PSHE</b> reflects diverse ethnic, racial, social and cultural perspectives and is taught and discussed in age-appropriate language throughout the school.</p> <p><b>ADT</b> the curriculum reflects diverse, ethnic, racial, social and cultural perspectives through the topics and cultures taught and through the diverse collection of artist included in the ‘Artists of the Term’.</p> <p><b>PE:</b> promote adaptive sports to teach about inclusion and respect for people of all abilities.</p> <p><b>Reasoning:</b> the curriculum is designed to prepare students for an increasingly diverse world by encouraging them to consider different perspectives, think critically, and solve problems collaboratively, fostering skills that are essential for understanding and engaging with diverse ideas and situations.</p> <p><b>English:</b> In English, this is achieved by fostering understanding, empathy and critical thinking. By including texts that reflect a range of cultural, ethnic and social backgrounds, pupils learn about different traditions, values and experiences. Activities such as drama and classroom debates encourage pupils to consider multiple viewpoints, fostering open mindedness and respect for diversity.</p>
Pupils have a voice in diversifying the curriculum.	<p><b>EYFS:</b> in EYD children are encouraged to voice their interests, they vote on preferred activities and change of role play area.</p> <p><b>Mathematics:</b> Pupils may raise ideas in class for discussion. The voice box provides another route for children to input into the curriculum.</p> <p><b>Wellbeing</b> promotes the use of the pupil voice through School Council activities, and the voice box.</p> <p><b>History:</b> Children can openly discuss things they are interested in learning about which may inform future planning.</p> <p><b>Music:</b> often a piece of music that a child has chosen to highlight is then studied by the whole class in detail.</p> <p><b>PSHE:</b> the voice box, school council and accessibility of the teachers allows the pupils to voice their opinions and suggestions in a respectful manner.</p> <p><b>RE/Philosophy:</b> as discussion is an integral part of this subject often the lesson diverts and take the route that has been introduced by the child. This is welcome and appreciated.</p> <p><b>ADT:</b> children can raise ideas and are sometimes asked for their ideas in art and design. They can use the voice box or school council.</p>

	<p><b>Reasoning:</b> During critical thinking tasks, pupils are encouraged to share their ideas and thoughts which may be followed up by subsequent relevant tasks. Pupils can use the voice box or school council to voice their views about changes they wish to make. Pupils are given opportunities to self-evaluate which may lead to changes/improvements in planning.</p> <p><b>English:</b> In Year 5, pupils have suggested books or authors that resonate with their interests or cultural identities. During feedback sessions pupils have shared what they've enjoyed and what they feel is missing from the English curriculum. This empowers them to become active participants by helping them to contribute thoughtfully and confidently.</p> <p><b>Science:</b> children are encouraged to put forward ideas for Gardening Club.</p>
Pedagogy in all subjects is transparent in terms of what pupils are expected to learn, how they are expected to learn it, demonstrate their learning and how it is assessed.	<p><b>Geography:</b> Learning intentions are clear and shared with the children. Tasks are clearly explained.</p> <p><b>History:</b> All tasks are explained with clear learning intentions.</p> <p><b>RE/Philosophy:</b> in RE lessons the learning intention are always clearly identified at the start of the lessons and expectation made clear. In Philosophy lesson the expectation are set out at the start of the term- that all pupils have a voice and their views are respected. This is the basis for all following lessons.</p> <p><b>Mathematics:</b> Learning is sometimes presented in the reverse manner inviting exploration of a topic or area and inviting input as to what we may be learning about after the activity.</p> <p><b>Computing:</b> The pedagogy in computing is transparent, clearly outlining what pupils are expected to learn, how they will learn it, and how their learning will be demonstrated and assessed. Learning objectives are communicated at the start of each lesson, with clear instructions on tasks, use of resources, and assessment criteria, ensuring all pupils understand the expectations and can track their progress.</p> <p><b>PSHE:</b> Learning intentions are clear and shared with the children. Tasks are clearly explained. The Reddiford Way and PSHE Rules are encouraged to be followed. Self-assessments are completed. All pupils have a voice and their opinions are respected.</p> <p><b>ADT:</b> Learning intentions are clear and shared with the children. Tasks are clearly explained and reiterated during the lesson. Children are reminded that this lesson is continually assessed. They are also expected to follow the Art Room and Reddiford Way Rules to make learning enjoyable for all.</p> <p><b>Reasoning:</b> learning intentions are clearly outlined in all lessons so that pupils are clear about</p>

	<p>what they are expected to learn, how they will engage with reasoning tasks, how they will demonstrate their understanding, and how their progress will be assessed. Methods and techniques are modelled to the class/groups or individuals. Pupils self-evaluate their work to reflect their understanding of skills taught.</p> <p><b>English:</b> For English in Years 3-6, there is an emphasis on developing fluency in reading, critical analysis of texts, writing with structure and creativity and mastery of grammar and spelling. Lessons in English are scaffolded with models, prompts and activities that make the learning process visible. Teachers encourage self-assessment and peer assessment helping pupils reflect on their work. Assessment is both formative and summative. Learning intentions are shared at the start of lessons. Success criteria are co-created or displayed. Pupils are given exemplars of good work and explicit instruction on how to improve.</p> <p><b>Science:</b> prior concepts and key vocabulary are recapped at the start of each lesson. Learning intentions are clearly conveyed and questions used to make scientific links in children’s understanding. Pupils plan and conduct their own experiments and document their results in various styles. Practical skills are modelled and safety measures discussed. Self-assessments are completed by children at the end of each topic.</p>
Pupils feel safe and can confidently discuss and express their views around any inequalities within lessons.	<p><b>Mathematics, Reasoning:</b> Yes</p> <p><b>Science:</b> laboratory rules and health and safety expectations are clearly explained. Children are reminded to listen to everyone and respect different opinions e.g. nature versus nurture discussions when learning about biological inheritance.</p> <p><b>Wellbeing:</b> recognises that everyone needs to be treated fairly and has the same opportunities, regardless of their differences.</p> <p><b>PSHE:</b> the rules and expectations during a lesson, are given at the beginning of term, . They may respectfully discuss and express their views on any inequalities within lessons.</p> <p><b>Music:</b> every child is afforded the opportunity to express their views on a range of musical genres and it is made clear that all their views are equally valued.</p> <p>Computing: pupils feel safe and confident to discuss and express their views on inequalities. A supportive and inclusive classroom environment is fostered, where open dialogue about diversity, bias, and fairness in technology is encouraged, ensuring all pupils feel their voices are heard and valued.</p> <p><b>ADT:</b> children are free and safe to respectfully discuss and express their views on inequality, at any time.</p>

	<p><b>RE/Philosophy:</b> this is a fundamental principal this is made clear to all pupils at the start of the term and reinforced in subsequent lessons.</p> <p><b>Languages:</b> Learning intentions for every single unit are written at the front of all workbooks that children work on throughout the unit and are referenced throughout the unit.</p> <p><b>English:</b> In English, incorporating diverse texts, characters and narratives that represent a range of cultures, backgrounds and experiences give pupils the opportunity to discuss and express their thoughts about inequality effectively. Pupils benefit from a positive classroom culture where their views are respected.</p>
Assessment takes full consideration for the different needs of learners within the school.	<p><b>EYFS:</b> In EYD children are given verbal feedback, stickers and stamps in books. Evidence Me is used to capture observations which are shared with parents.</p> <p><b>Learning Support:</b> Additional time is given in exams if it has been recommended from an outside agency assessment. Chunking of the lesson is recommended as a strategy to break up the learning during the lesson.</p> <p><b>PSHE:</b> Written self-assessments are completed; however verbal ones may be too.</p> <p><b>Music:</b> in the half termly check-up tests the work is differentiated both in written and practical assessments.</p> <p><b>ADT:</b> written self-assessments are designed to be child friendly, visual and thorough. They are completed by each pupil at the end of a topic. Verbal assessments are undertaken completed on a regular basis as pupils explain and describe their thought process when making a piece of work.</p> <p><b>Computing:</b> assessments cater to diverse learners through a range of question types, including multiple choice, one-word answers, and explanatory or justification questions. Self-evaluation forms help pupils reflect on their learning, allowing future lessons and schemes to be tailored to their needs.</p> <p><b>History:</b> Assessment, apart from the end of term exam is by outcome and by the teacher adjusting their questions to ensure all can participate.</p> <p><b>Languages:</b> All end-of unit tests are graded and designed so that all pupils can answer at least some of the question, based on their ability and understanding.</p> <p><b>Reasoning:</b> assessment considers the diverse needs of all learners by adapting tasks to ensure every student can demonstrate their understanding. For example, higher-ability students might be asked to solve more complex logic puzzles or provide detailed explanations, while children with SEND might receive visual aids or simplified problems to support their reasoning. Activities like</p>



	<p>group problem-solving, where students collaborate and share ideas, or individual reflection tasks, where children explain their thought processes, allow for varied ways of assessment based on each learner’s needs.</p> <p><b>English:</b> In English, adaptive teaching, scaffolding and the provision of success criteria enables all pupils to understand the expectations in lessons. Regular opportunities for self-assessment and peer assessment encourages effective learning in English. Pupils benefit from reflecting on their progress in English. The outcome of assessments in English are used effectively to tailor future teaching and interventions.</p> <p><b>Science:</b> observations of pupils’ investigations, discussions, presentations, written tasks, creative work e.g. models/posters, online quizzes, concept maps, labelled diagrams, self-assessments and topic tests can be used to assess their understanding.</p>
<p>Pupils with learning difficulties and/or disabilities have appropriate support and specially adapted learning resources.</p>	<p><b>Learning Support</b> provision has been enhanced and there is a broader variety of provision available for example Word Wasp, touch typing, fine motor skills, 11+ additional support sessions. Certain fonts are recommended for dyslexic learners for example comic sans font size 14.</p> <p><b>Computing:</b> provides tailored support for pupils with learning difficulties and/or disabilities through accessible technology, differentiated tasks, and inclusive resources. Adaptive tools, such as screen readers and simplified coding platforms, ensure all students can engage and succeed.</p> <p><b>Music:</b> support is provided, where required, by teaching assistants and the teacher. Graded theory books are provided to ensure all abilities are catered for. Questions targeted to each pupils ability are included to ensure all are catered for and are able to participate fully in the lessons.</p> <p><b>Geography, PSHE, ADT, Reasoning:</b> Support is included on all plans – resources are adapted, and teaching assistant support is used where available/needed.</p> <p><b>Mathematics:</b> a range of resources are available including manipulatives and reference materials such as 100 squares, times table lists, number lines.</p> <p><b>RE/Philosophy:</b> differentiated work sheets are used for learning support children and during discussion period ability appropriate questions are asked.</p> <p><b>Languages:</b> pupils with learning difficulties are known by the teacher, and support is given in lessons to enable them to access the tasks set, which are graded to be accessible to all levels of ability.</p> <p><b>ADT</b> pupils with learning disabilities are known to the teacher and can be assisted by the TA when reading, processing instructions, cutting, gluing, or any other tasks.</p>

	<p><b>PSHE:</b> the pupil is known to the teacher and they are given extra assistance by them or the TA. During discussion the questions may be worded differently and more time given for answering.</p> <p><b>English:</b> In English, tasks are broken into smaller, manageable steps with clear instructions. Additional time for reading, writing and responding is provided for those pupils who require it. Teaching Assistants offer one-on-one support in lessons along with small group support when required. All abilities are respected and valued in English lessons. Pupils often work together and learn from one another.</p> <p><b>Science:</b> teaching resources are adapted to meet the needs of all learners; SEND pupils are also supported in class by teaching assistants and given extra time to complete tasks and assessments. Children with hearing impairments or who are short sighted are seated at the front of the class. Left handed pupils are positioned on the end of work benches in the lab so that they are comfortable when working.</p>
Schemes of work develop pupils’ critical understanding of equality and an inclusive society.	<p><b>Geography</b> provides many opportunities for critical understanding, debate and discussion, for example, discussing poor and rich parts of Brazil as well as prioritising the needs of people living in favelas.</p> <p><b>Music:</b> music from different cultures is celebrated and discussed in the lessons.</p> <p><b>Computing:</b> promotes equality by teaching digital citizenship, online safety, and bias in AI. Pupils explore inclusive design, diverse role models, and ethical technology use. They also learn about the digital divide and data privacy, encouraging responsible and inclusive digital engagement.</p> <p><b>History:</b> All topics provide opportunities for discussion and debates.</p> <p><b>PSHE:</b> the schemes of work provide many opportunities for critical understanding, debate and discussion to understand equality and inclusivity.</p> <p><b>RE/Philosophy:</b> this is an intrinsic part of the schemes and achieved through discussion and targeted questioning to ensure understanding of all cultures and religions.</p> <p><b>ADT:</b> the schemes of work provide many opportunities for critical understanding of equality and an inclusive society, by discussions and cross curricular knowledge and of how art and techniques develop and are influenced by society, history and geography. E.g. Pop Art, Hundertwasser work, Holbein the Younger, Aboriginal art and Roman.</p> <p><b>Languages:</b> In Latin, there are many opportunities to discuss and debate the concepts of slavery and democracy.</p> <p><b>Science:</b> By exploring how and why scientists develop practical solutions to everyday challenges,</p>

	<p>children gain insight into real-life problem-solving. Through diverse themes and real-world contexts, they learn the importance of respect, fairness, and inclusivity. This understanding helps them appreciate the value of becoming responsible global citizens, contributing to a more just and innovative society.</p> <p><b>English:</b> Schemes of work in English are being updated to include more diverse text selection and critical thinking activities where differences are celebrated and stereotypes are challenged. These themes will be integrated across reading comprehension, creative writing, poetry and drama.</p>
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