



ORCHARD HOUSE
SCHOOL

Inclusion, Equal Opportunity & Cultural Diversity policy

April 2026

INCLUSION, Equal Opportunity & Cultural Diversity policy

Orchard House School is committed to giving its children and members of staff equal opportunity to achieve the highest standards. This is done by taking account of the varied life experiences, cultures and needs of all members of each school's community and by providing a broad and balanced academic and social curriculum for all pupils. We recognise that the needs of individuals and groups of pupils are many and varied, and that educational inclusion is about equal opportunities for all, whatever the age, gender, ethnicity, disability, attainment or background.

This policy reflects the Welfare requirements in Section 3 of the Statutory Framework for the Early Years Foundation Stage 2025 (effective September 2025). This policy is also written with regard to the Equality Act 2010 (updated in June 2019) and the SEND code of practice 2014

- *See also: EAL Policy, More Able & Talented Policy, Special Needs Policy, Ethos & Aims, SENDA Policy, Anti-Bullying Policy, Admissions Policy, Pastoral Care Policy and PSHCE scheme of work*

Aims and objectives

OHS aims to be an inclusive school and actively seeks to remove the barriers to learning and participation that can hinder or exclude individuals or groups of pupils and staff alike.

This involves:

- Valuing all pupils and members of staff equally.
- Promotes mutual respect and tolerance so that a positive attitude towards self and others is encouraged and maintained.
- Increasing the participation of all pupils and staff regardless of ethnicity and religion.
- Restructuring the cultures, policies and practices of the school so that they respond to the diversity of the members of the school's community.
- Develops the children's awareness of the diversity of the society in which they live.
- Reducing barriers to learning for all pupils, not merely those who are categorised as having special educational needs or English as an additional language.
- Viewing the differences between pupils and staff members as resources to support learning rather than as problems to be overcome.

- Recognising that inclusion in an educational institution is one aspect of inclusion in society.

Inclusive education is achieved in teaching and learning at each school through:

Building the school community.

- Everyone is made to feel welcome.
- Pupils are encouraged to help each other.
- Members of staff and students collaborate with each other.
- Pupils and staff members treat one another with respect.
- There is an “open door” policy, and an effective partnership exists between staff and parents/carers.
- Staff and governors work well together.
- The school is involved in aspects of the local community.

Producing inclusive policies.

- Staff appointments and promotions are fair.
- All new members of staff are helped to settle into the school, and each is appointed a mentor.
- The school makes its buildings as physically accessible as possible to all people.
- All new pupils are helped to settle into the school.
- All curriculum development activities address the reduction of barriers to learning and participation of pupils differing in background, experience, attainment and physical ability.
- Support for individual pupils is coordinated between class teachers, the SENDCo, support staff and specialist teachers to respond to pupil diversity.
- Through individual target setting the Special Educational Needs Code of Practice is used by staff to reduce the barriers to learning and participation of pupils in all aspects of school life.
- Members of staff take responsibility for assessing their own learning needs in agreement with the head and governors.
- Teachers and staff are committed to providing a friendly, caring and stimulating environment for children regardless of their status, gender, religion, ethnic origin, age or abilities.

1. Evolving inclusive practices in order to orchestrate learning and mobilise resources.

- The schemes of work, curricula and teaching are planned with the diverse nature of learning and needs of all pupils in mind. Teachers support the learning and participation of all pupils through challenge, support and individual target setting.

- Lessons encourage the participation of all pupils and the classroom environment and displays reflect this.
- Prevents stereo-typing on the basis of race, gender, disability, sexuality, age, religion, colour, ethnic origin, marital status or nationality
- Pupils are actively involved in their own learning and have opportunities to learn individually and collaboratively.
- Assessment contributes to the achievement of all pupils and is conducted in an appropriate manner for each year group.
- Members of staff support the learning and participation of all pupils.
- Staff expertise is fully utilised.
- Community resources are known and drawn upon.

This is based on the ethos that no one should receive less favourable treatment on the grounds of race, gender, disability, sexuality, age, religion, colour, ethnic origin, marital status or nationality.

1. This includes:

- Girls, boys, women, men and transgender individuals
- People from different ethnic backgrounds
- People from different faith backgrounds
- Pupils who need support to learn English as an additional language (EAL)
- Pupils with special educational needs, including pupils with an Educational and Health Care Plan (EHC plan)

In order to continue to achieve educational inclusion for all pupils at each school, it continually reviews its practices, carefully examining these key questions:

Do all pupils get a fair deal at school?

This relates to:

- Individual achievements
- Opportunities to learn effectively, without interference and disruption
- The respect and support pupils get from the staff
- Pupils' access to all aspects of the curriculum
- Whether they and their parents are happy with the school

How well does the school recognise and overcome barriers to learning?

This relates to:

- The school's understanding of how well different groups perform in school
- The steps taken to promote and celebrate participation and success
- The school's strategies for promoting good relationships and behaviour management

- What the school does specifically to prevent and address racism, sexism and other forms of undesirable discrimination, and what it does when cases of undesirable discrimination do occur

How do the school's values embrace inclusion and its practices promote it?

This relates to:

- How the values are reflected in the school's curriculum, resources, communications, procedures and conduct
- How pupils and members of staff talk about and treat one another in the school
- The leadership provided by senior staff and the consistency of staff behaviour

Disapplication and modification

Each school can, where necessary, modify or disapply its curriculum and its assessment arrangements. The policy is to do this only in exceptional circumstances and the school makes every effort to meet the learning needs of all children, without recourse to disapplication or modification. Each school achieves this through greater differentiation of the pupil's work and the provision of additional learning resources. When necessary, the school also supports learning through the use of appropriate external specialists. In such cases, teachers will work closely with these agencies to support the pupil.

Summary

At Orchard House School the teaching and learning, achievements, attitudes and well-being of every pupil and member of staff is of the utmost importance.