



ORCHARD HOUSE
SCHOOL

Inclusion, Equal Opportunity, and Cultural Diversity

2026-2027

Contents

1. Introduction & Statutory Framework
2. Core Ethos & Whole-School Aims
3. Protected Characteristics & Anti-Discrimination Commitments
4. The Inclusion Framework: Building, Producing, and Evolving Practices
5. Curriculum Role, Adaptive Teaching & Anti-Bias Commitments
6. Race Equality, Cultural Diversity & EAL Provision
7. Gender Equality
8. Disability, Physical Accessibility & Reasonable Adjustments
9. Special Educational Needs & Disabilities (SEND) Three-Tiered Model
10. Curriculum Disapplication & Modification Standards
11. Whole-School Review & Key Monitoring Questions
12. Roles & Responsibilities
13. Policy Governance & Interlinked Policies

Key Policy Leads & Responsibilities

Role	Name
Headmistress	Henrietta Adams
Named Governor for Equal Opportunities & SEND	Rachael Friend
Head of Inclusion, Diversity & Learning Support	Geeta Koka
Nursery SENDCo	Mercedes Remuinan
Reception & KS1 SENDCo	Sarah Chung
KS2 SENDCo	Antoinette McGovern

1. Introduction & Statutory Framework

Orchard House School is committed to giving every child and member of staff equal opportunity to achieve the highest standards. This policy applies to all staff, pupils, and visitors across the entire school, including the Early Years Foundation Stage (EYFS).

Educational inclusion is about equal opportunities for all, regardless of age, gender, ethnicity, disability, attainment, or background.

Statutory References & Guidance

This policy reflects the legal duties and statutory guidance set out in:

- The Equality Act 2010 (and Departmental advice for school leaders, staff, and governing bodies).
- Schedule to the Education (Independent School Standards) Regulations 2014 (Paragraphs 2(1)(b)(ii), 2(2)(i), and 5(a)).
- The Statutory Framework for the Early Years Foundation Stage (July 2025, effective September 2025) – Section 3 (Welfare and Safeguarding Requirements).
- The Children and Families Act 2014 & SEND Code of Practice.
- The 2026 Schools White Paper (*Every Child Achieving and Thriving*) – Statutory Digital Individual Support Plans (ISPs) and the Three-Tiered Inclusion Model.

2. Core Ethos & Whole-School Aims

At Orchard House School, we believe that all individuals—children and adults alike—are of equal importance, entitlement, and dignity. True access is provided through practices that recognize and accommodate individual needs, abilities, and backgrounds rather than treating everyone in the same way.

Our Core Aims:

- Remove Barriers to Learning: Actively identify and eliminate barriers to participation and learning for all pupils and staff.
- Mutual Respect & Fundamental Values: Promote mutual respect, tolerance, and fundamental British values (democracy, rule of law, individual liberty, and mutual respect for all faiths/beliefs).
- Develop Awareness of Diversity: Foster an appreciation of the varied life experiences, cultures, and family structures within our school community and wider British society.
- Positive Role Models & Environment: Provide a caring, stimulating environment free from undesirable discrimination, stereotyping, or bias.
- View Differences as Resources: Treat differences between pupils and staff as strengths that enrich learning rather than obstacles to be overcome.

3. Protected Characteristics & Anti-Discrimination Commitments

No member of the school community shall receive less favorable treatment on the grounds of protected characteristics or personal background.

This commitment applies across all demographics, including:

- Girls, boys, women, men, and transgender or non-binary individuals.
- People of all racial, ethnic, national, or cultural origins.
- People from all faith backgrounds or those with no religious affiliation.
- Pupils acquiring English as an Additional Language (EAL).
- Pupils with Special Educational Needs and Disabilities (SEND), including those with statutory Digital Individual Support Plans (ISPs) or Education, Health and Care Plans (EHCPs).
- Individuals across diverse family structures, socio-economic backgrounds, and values.

4. The Inclusion Framework: Building, Producing, and Evolving Practices

To translate inclusive values into daily practice, Orchard House School focuses on three structural pillars:

A. Building the School Community

- Everyone is made to feel welcome through robust induction processes for new pupils and staff (including staff mentors).
- Pupils are encouraged to help one another and work collaboratively across age and ability groups.
- An "open door" policy exists between staff, parents, carers, and governors.
- The school actively engages with and draws upon local community resources and cultural networks.

B. Producing Inclusive Policies

- Staff appointments, promotions, and appraisal procedures are fair and transparent.
- All curriculum developments address the reduction of barriers to learning for pupils differing in background, attainment, or physical ability.
- Support for individual pupils is coordinated seamlessly between class teachers, the SENDCo, support staff, and specialist teachers.
- Continuous Professional Development (CPD) is provided so staff can assess and develop their own learning needs around inclusion.

C. Evolving Inclusive Practices

- Schemes of work and teaching are planned with diverse learning styles and needs in mind.

- Classrooms, displays, and learning environments actively promote participation and represent diverse backgrounds.
- Assessment contributes positively to achievement and is conducted in an appropriate, accessible manner for each year group.

5. Curriculum Role, Adaptive Teaching & Anti-Bias Commitments

Inclusion is embedded across all academic subjects, enrichment activities, and school culture.

- Adaptive Teaching: Teachers use varied, research-informed teaching methods to cater to different learning styles without lowering academic expectations.
- Balanced Representation: Classroom materials, reading schemes, displays, assemblies, and resources reflect positive images of women, ethnic minorities, different faiths, and disabled individuals.
- Anti-Stereotyping: Active challenge of prejudice, gender bias, and cultural stereotypes in literature, music, sports, and daily interactions.
- Character Attributes: All children receive rich provision that develops resilience, grit, and confidence.

6. Race Equality, Cultural Diversity & EAL Provision

Orchard House School is committed to promoting equality of opportunity and positive relationships between people of different racial, national, and ethnic groups.

- Celebration of Cultural Diversity: Staff consciously introduce learning experiences, events, visitors, and assemblies that celebrate cultural diversity locally and globally.
- EAL Support: Provision is tailored to support pupils acquiring English as an Additional Language. Language acquisition needs are evaluated independently of cognitive ability.
- Zero Tolerance for Racism: Any form of racial harassment, discrimination, or derogatory language is recorded, investigated, and sanctioned in accordance with the Behaviour and Anti-Bullying Policies.

7. Gender Equality

All pupils have equal access to every aspect of school life, including academic subjects, sports, responsibilities, and extra-curricular clubs.

- Equal Resource Allocation: Staff ensure equal distribution of teacher time, attention, and resources regardless of gender.
- Sports & Groupings: A wide range of sporting opportunities is offered, combining single-sex and co-educational activities. Teaching groups are organized on non-gender criteria (e.g., age, ability, friendship).

- Uniform & Behaviour: Rewards, sanctions, and pastoral support apply equally regardless of gender.

8. Disability, Physical Accessibility & Reasonable Adjustments

In line with the Equality Act 2010 and the SEND Code of Practice, the school takes all reasonable steps to ensure disabled pupils, staff, and visitors are not placed at a substantial disadvantage.

- Physical Accessibility: While the historical configuration of the school buildings presents physical constraints, reasonable adaptations are made wherever possible to maximize physical accessibility.
- Reasonable Adjustments: Provision of assistive technology, modified learning materials, sensory breaks, and physical adjustments.
- Information Access: Delivering accessible communication formats for parents, pupils, and visitors when required.

9. Special Educational Needs & Disabilities (SEND) Three-Tiered Model

In line with the 2026 SEND White Paper (*Every Child Achieving and Thriving*), Orchard House School operates a Three-Tiered Support Model integrated with statutory Digital Individual Support Plans (ISPs).

The Three Tiers of Inclusion:

1. Tier 1: Universal Offer (Mainstream Inclusion)
Inclusive, high-quality adaptive teaching, clear classroom routines, sensory adjustments, and early classroom-based support for all pupils.
2. Tier 2: Targeted Support (Digital ISP)
Small-group or 1:1 structured interventions (e.g., speech work, catch-up literacy/maths) mapped on a co-produced digital Individual Support Plan (ISP) reviewed every 4–6 weeks.
3. Tier 3: Targeted Plus & EHCPs
Access to regional specialist networks ("*Experts at Hand*" such as Educational Psychologists, Speech & Language Therapists, Occupational Therapists) and administration of Local Authority EHCPs.

10. Curriculum Disapplication & Modification Standards

Orchard House School seeks to meet the learning needs of all pupils without recourse to disapplication or modification of the curriculum.

- Disapplication or modification is implemented only in exceptional circumstances.
- The school achieves access through greater differentiation, adaptive teaching, and additional learning resources.

- When necessary, external specialists are brought in to work closely with teachers to support the pupil's access to the full curriculum.

11. Whole-School Review & Key Monitoring Questions

To evaluate educational inclusion continuously, senior leadership and governors examine three core questions:

1. Do all pupils get a fair deal at school?
 - *Focus:* Individual achievements, access to the full curriculum, learning without disruption, and overall satisfaction of pupils and parents.
2. How well does the school recognise and overcome barriers to learning?
 - *Focus:* Understanding group performance, celebrating success, promoting positive behaviour, and preventing/handling incidents of discrimination.
3. How do the school's values embrace inclusion and its practices promote it?
 - *Focus:* Reflection of values across communications and procedures, daily language and conduct among staff and pupils, and consistent leadership from senior staff.

12. Roles & Responsibilities

Headmistress & Senior Leadership Team (SLT)

- Oversee strategic implementation, monitoring, and evaluation of this policy across all departments.
- Ensure all policies and schemes of work comply with anti-discrimination legislation.

Head of Inclusion & SENDCos

- Coordinate whole-school inclusion, EAL provision, and SEND support.
- Maintain digital ISP tracking platforms, manage support staff, and liaise with external specialist services.

Classroom Teachers & Support Staff

- Fulfill the duty that every teacher is a teacher of SEND and Inclusion.
- Deliver adaptive instruction, maintain unbiased classroom environments, and record progress on digital ISPs.
- Actively challenge discriminatory behavior, stereotyping, or language.

Governing Body

- Designate a governor responsible for Equal Opportunities and SEND (Rachael Friend).
- Monitor inclusion metrics, accessibility plans, and policy updates annually.

13. Policy Governance & Interlinked Policies

Interlinked School Policies:

This policy operates alongside:

- SEND Policy
- EAL Policy
- *More Able & Talented Policy*
- Admissions Policy
- *Anti-Bullying & Behaviour Policies*
- Pastoral Care Policy
- PSHCE Scheme of Work