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Europa School UK Inclusion Policy

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Every child has the right to quality education and learning.
(Unicef)

Equality, Diversity and **inclusion** are related but distinct concepts. Equality means making sure everyone can access the same opportunities whereas **diversity** means valuing the differences between people from a range of different aspects of life, such as gender, ethnicity, age, education, disability, sexual orientation etc. **Inclusion** is the practice of providing equal opportunity, access, resources, and a safe and inclusive atmosphere for people who may otherwise have been excluded or marginalized. **Inclusion** is the "how" that enables diversity to thrive and how we ensure equity of experiences and provision.

What is important to us is that we value each child as a unique individual. We strive to meet the needs of all our children and ensure that we meet all statutory requirements related to matters of inclusion.

Mission – Declaration of the school's core purpose

Our mission is to provide a multilingual and multicultural education for primary and secondary level pupils delivered in a sustainable way through a broad, challenging and internationally minded curriculum with a particular emphasis on Modern European Languages and Sciences.

Ethos: The characteristic spirit of a community as manifested in its attitude and aspirations

Europa School UK provides an immersive multilingual, multicultural learning environment. By enjoying an excellent academic education through Modern European languages and by celebrating the numerous cultures encountered in our school, our students become global citizens with a tolerance underpinned by mutual understanding.

Our students experience the joy of learning together in a mutually respectful community. They develop skills which equip them for further studies, an enriched cultural life, and a global perspective to help create a more sustainable and peaceful world.

Vision: What pupils will leave the school knowing, being and having done

We give our pupils the best possible start in life by providing an inclusive multilingual and multicultural learning environment and by encouraging them to take ownership of their own learning. We help our students develop the skills they need to make a difference and to thrive in a modern world that changes fast.

Our students graduate in the International Baccalaureate and are fluent and literate in at least two languages. These language skills and a global perspective enable them to study at leading universities both in this country and abroad and to enhance their job prospects and enjoy a richer cultural life.

We are committed to providing an appropriate and high-quality education to all the children in our school.

We believe that all children, including those identified as having special educational needs are entitled to a broad and balanced academic and social curriculum, which is accessible to them so that they are fully included in all aspects of school life.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, impairment, attainment and background.

Our principal aims for all our students is to:

- Instil in our pupils the ability to be effective learners and take ownership of their learning.
- Ensure children have the confidence to take risks.
- Provide children with a positive self-image.
- Develop a sense of personal responsibility and encourage high standards of behaviour.
- Help children learn to celebrate their achievements, recognise individual success and develop resilience.

- Celebrate and nurture the children's diversity, provide equality of opportunities and ensure they are aware of their rights and responsibilities.

The school staff and governors are committed to:

- Providing a broad and balanced curriculum that provides memorable learning experiences.
- Providing pupils with transferable knowledge, skills and understanding which they can utilise in later life.
- Creating a safe, caring environment where everyone is happy and can achieve.
- Working in partnership with our community to celebrate, respect and embrace our diversity.

Inclusion Principles

UNICEF states that "inclusive education means that all children in the same classrooms, in the same schools". It values the unique contribution students of all background bring to the classroom and allow diverse groups to grow side by side, to the benefit of all,

It is important however to pay attention to the provision for and the achievement of different groups of learners so that they we can ensure that inclusion is a reality rather than just an aim

Any child who is 'different' from others in the peer group, is potentially vulnerable in terms of not being included. There are a number of groups who may be particularly at risk:

- Pupils demonstrating disaffection or who are failing to participate fully in school through challenging behaviour or poor attendance.
- Minority ethnic and faith groups.
- Travellers and gypsies.
- Pupils who need support learning English as an additional language (EAL).
- Pupils with special educational needs.
- More Able Learners.
- Asylum seekers and refugees.
- Children who are looked after.
- Children with specific health needs.
- Victims of abuse and domestic violence.
- Children with specific disabilities.
- Children with medical conditions.
- Young carers.
- Children from families who are vulnerable and are eligible for pupil premium.

This policy describes the way we meet the needs of children who experience barriers to their learning,

This policy will be implemented in conjunction with the following other school policies:

- Equality Policy and Objectives
- Accessibility Plan
- Attendance Policy
- Behaviour Policy
- Pupil Premium Policy
- Safeguarding Policy
- SEND Policy
- Teaching and Learning Policy

Pupils in the following groups are named on various registers at Europa School UK which are regularly reviewed:

- Pupils with Special Educational Needs (SEN support register)
- Pupils learning English as an additional language (EAL register)
- Child Protection (CP register)
- Looked After Children
- Young carers
- Pupils in receipt of Free School Meals + Pupil Premium (Pupil Premium register)

The school promotes social inclusion by supporting children in the following ways:

- Learning Support Programmes
- Safeguarding Officers
- Attendance officer
- EAL support groups
- ELSA trained staff
- Secondary Pastoral Team
- Working closely with parents

Roles and Responsibilities

The governing board will ensure that inclusion provision is of a high standard and will evaluate the effectiveness of the provision and inclusion policy on a termly basis.

The Principal will ensure that the management of inclusion remains consistent and effective, providing regular reports to the governing board.

Staff will regularly evaluate pupils' progress and liaise with the inclusion lead.

Parents will work in partnership with the school to support the progress of their child, maintaining strong communication with the school and providing their child with activities at home to assist in development.

The Equality Act

The Equality Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

Please see our Equality Policy and Objectives for further information.

Teaching and Learning

Teaching staff will plan their approaches to teaching and learning so that all pupils are able to take part in lessons. Staff will ensure these approaches meet the specific needs of individuals and groups, providing opportunities for all pupils to achieve.

Teachers will ensure that all teaching assistants have access to relevant planning so that they can support pupils appropriately.

Teaching staff take specific action to respond to pupils' diverse needs by:

- Creating effective learning environments
- Securing pupil motivation and concentration
- Providing equality of opportunity through planning varied teaching and learning styles
- Using appropriate assessment approaches
- Setting appropriate targets for learning
- Providing interventions for pupils who need help with communication, language and literacy
- Planning for pupils' full participation in learning and in physical and practical activities
- Helping pupils to manage their behaviour, to take part in learning effectively and safely.
- Helping individuals to manage their emotions

All children requiring information in formats other than print will have this provided. We adapt printed materials so that children with English difficulties can access them and we provide alternatives to paper and pencil recording where appropriate or provide access through peer/adult scribing.

Pupils with Special Educational Needs

Curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of the difficulty experienced by the pupil. We aim to ensure equal opportunities for all pupils with SEND. It is the teacher's responsibility to inform the SENCO of any concerns regarding an individual's learning.

In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials. A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention, augmented by advice and support from external specialists or, in

exceptional circumstances, with a statement of special educational need or Education, Health and Care Plan (EHCP). Teachers, where appropriate, work closely with representatives of other agencies who may be supporting the pupil. Teachers take specific action to provide access to learning for pupils with special educational needs by:

- Providing for pupils who need help with speech, language and communication.
- Planning with a multi-sensory and practical approach to learning.
- Adapting lesson plans (including objectives and/or success criteria) to meet pupils' needs and abilities.
- Helping pupils to manage their behaviour, so they can take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly their mental health.

Please see our SEND Policy for further information and detail.

Pupils with Disabilities

Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life. (such as a wheelchair, a hearing aid or equipment to aid vision.)

Teachers take specific action to enable the effective participation of pupils with disabilities by:

- Planning appropriate amounts of time to allow for the satisfactory completion of tasks.
- Planning opportunities for all pupils to access a broad and balanced curriculum, with adapted activities where necessary.

An access audit is carried out to ensure that school grounds are accessible to those adults and children with physical disabilities.

Please see our Accessibility Policy for further information and detail.

Pupils who are Learning English as an Additional Language

At Europa School UK over 50% of our students are pupils for whom English is an additional language (EAL) due to our bilingual model where students study English and another stream language (French, German or Spanish) in an immersive environment. This means that we consider have diverse language support needs for a range of pupils who arrive with little or no English or stream language competence. Planning to support these needs takes account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages.

Teachers plan learning opportunities to help pupils develop English and stream language competences and provide the support pupils need to take part in all subject areas.

Teachers take specific action to help pupils who are learning English or a stream language by:

- Providing learning opportunities to enable the development of spoken and written language
- Ensuring access to the curriculum and to assessment.
- Providing access to dual-language texts, posters and displays.
- Providing opportunities for discussions and co-operative learning.
- Promoting and celebrating diversity whilst avoiding stereotyping.
- Planning learning opportunities which reflect the backgrounds of pupils in the classroom.

The school provide language learning support assistants within classes and in small group.

More Able Learners

Following guidance from the National Association for Able Children in Education (NACE), more able learners are defined in the following way:

- Learners who have the potential or capacity for high attainment.
- Learners who demonstrate high levels of performance in an academic area.
- Learners who are more able relative to their peers in their own year group, class and school.

We recognise that more able learners can have abilities in all areas of the curriculum or in a specific subject/curriculum area, including the arts and physical activities. More able learners may have abilities in specific curriculum areas but show weaknesses in others (e.g., poor writing skills).

Teaching staff should make appropriate provision for more able learners, as they do for all pupils in their class.

We aim to:

- Maintain high expectations of achievement for all children.
- Promote enterprise, self-reliance and independence for all children.
- Recognise that more able learners have particular educational needs that must be met to realise their full potential.
- Ask stimulating and challenging questions to skilfully develop pupils' higher order thinking skills.
- Encourage children to become more involved with the curriculum and their own learning, and to use higher level thinking skills of analysis, evaluation and synthesis.
- Make use of assessment to establish what pupils can do already so that appropriate tasks and challenges are set.
- Monitor pupil progress through assessment (summative and formative) and review this at pupil progress meetings.
- Provide appropriate challenge through high quality tasks for enrichment and extension of knowledge.

- Ensure that pupils are aware of their next steps.

Please see our Teaching and Learning Policy for further information and detail.

Safeguarding and Child Protection

Children on the Child Protection register or on a Child in Need plan are monitored by the Senior Leadership Team and their progress tracked half-termly.

Admissions

Europa School UK School operates its admission procedures in accordance with the policy laid down by the Governors and Local Authority. This policy does not discriminate on grounds of race, religion or ethnic origin. Our school will not automatically refuse entry to pupils on the grounds that they have special, social, educational or behavioural needs.

Behaviour

We set and expect high standards of behaviour which are set out in our Behaviour Policy. We aim to achieve a community which values and respects each individual, both staff and pupils. Racism, sexism and other forms of discrimination are not acceptable. We aim to prepare pupils for living in a diverse global society.

Monitoring and Review

This policy will be reviewed annually alongside the governing board, to ensure that all relevant policies and practices are up-to-date and compliant with the statutory requirements.

Any changes to statutory guidance relating to inclusion and SEND may lead to changes in this policy. All staff will be notified if there are changes to this policy.