

# KIRKWALL GRAMMAR SCHOOL INCLUSION & EQUALITY POLICY



## **Introduction and rationale**

The vision set out in the Curriculum for Excellence that all children and young people should be successful learners, confident individuals, responsible citizens and effective contributors to society.

In line with the Getting It Right For Every Child principles and the recommendations of the European Convention for Human Rights, KGS supports the vision and strives to the common aim that all young people should be safe, healthy, achieving, nurtured, active, respected and responsible and included.

We have high expectations for all learners and their achievements valued and celebrated. However, we cannot on our own deliver what some individuals need to make the most of their education. Some of the barriers to learning and participation are associated with poverty and social circumstances and the stresses they can produce. Other agencies – such as Social Work, Housing and Health - work with the school, and have a critical contribution to make in enabling our young people to access educational opportunities.

The Education (Additional Support for Learning) (Scotland) Act 2004, as amended in 2009, aims to ensure that all learners are provided with the necessary support to help them achieve their full potential.

Kirkwall Grammar School is a school with enhanced provision for pupils with significant Additional Support Needs and our staff will use inclusive and integrated practice to promote equality of opportunity for all learners to reach their potential, taking account of their needs or protected characteristics.

Equality and Inclusion are at the heart of our work in education; we seek to eliminate discrimination and promote equity of opportunity as required by the Equality Act 2010, through the implementation of Curriculum for Excellence, Getting It Right for Every Child and the Additional Support for Learning legislation. This is demonstrated by a shared belief that all learners should be included and treated fairly. We are committed to seek and take account of the views of learners, and their parents and carers, in all decisions affecting their education.

## **Key terminology**

### Inclusion

Inclusion in education aims to ensure the full participation of learners in the curriculum to enable the highest achievements and attainments of all and promote a sense of belonging. This ethos has an impact on our culture, policy and practice and we aim to promote the

learning and participation of vulnerable young people in particular. The outcomes associated with inclusion are key to understanding equality of opportunity.

### Equality

Equality is the elimination of unlawful discrimination, harassment, victimization and any other unlawful conduct. It is also the advancement of equality of opportunity and fostering of good relations to tackle prejudice and promote understanding. KGS is committed to upholding and promoting equality as outlined in the Equality Act 2010.

The Act extends legislative protection to **nine protected characteristics within schools**: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race religion or belief; gender; sexual orientation and we have to take account of this as a school. We aim to promote equality of opportunity for all learners and in order to ensure accessibility for all, reasonable adjustments may be made to support individual learners.

### Additional support needs

The Education (Additional Support for Learning) (Scotland) Act 2004 as amended 2009, introduced the concept of additional support needs. This term applies to young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning.

Any individual young person may experience barriers to learning and participation, in some contexts, and may need support. There are four overlapping themes which may lead to some learners having a need for additional support. These are:

- Learning environment
- Family circumstances
- Disability or health needs
- Social and emotional factors

### Support for Learning

Individual young people may need support to help them learn at various stages in their lives. Support for learning can include a wide range of activities that the school can offer with the support of partner organisations. Support is based on an assessment of need within the framework of staged intervention.

### **Components**

- a. **Inclusion**: The school bases its provision on an inclusive ethos to ensure that all learners are treated fairly, have equality of opportunity and have a sense of belonging in their learning environment.

### Intended Outcomes:

- All learners are given the opportunity to be included in the wider school learning environment
- Through the provision of a wide range of support, all learners develop as confident individuals, successful learners, effective contributors and responsible citizens.
- As a school, we maximise the use of our resources, so that all learners are included in the culture, curriculum and community.
- All learners feel safe, healthy, achieving, nurtured, active, respected and responsible and included, regardless of the diversity of their need.

- b. Equality:** KGS celebrates and supports diversity, and this is demonstrated in our day to day work and our commitment to providing a high quality education that is accessible to all.

Intended Outcomes:

- All learners work in an open, supportive environment, where everyone has the opportunity to reach their full potential and understand the benefits of equality and diversity.
  - All learners are treated fairly and have equality of opportunity.
  - KGS staff integrate equality into everything they do.
- c. Identification and assessment of needs:** the needs of learners at KGS are identified and assessed to ensure that they receive “The Right Help, at the Right Time, in the Right Way” (The Doran Review Report (2012) & The Orkney Partnership Inter-agency Guideline, Getting it Right Guidance.)

Intended Outcomes:

- All learners needs are identified in line with the principles of Getting It Right For Every Child, in a proportionate and timely manner.
- The needs of learners are met through staged intervention
- Learning outcomes for those with identified additional support needs are set out in an appropriate plan
- Progress is effectively monitored, recorded and shared with the learner and their parents at key points, at least annually

**d. Providing and inclusive and appropriate curriculum**

KGS provides a Curriculum for Excellence that meets the needs of all learners. This is achieved by inclusive practice which takes into account the needs if individuals whilst planning for all.

Intended Outcomes:

Through the curriculum, all learners:

- Develop their understanding of valuing diversity and commonality among people.
- Are enabled to become successful learners, confident individuals, responsible citizens and effective contributors
- Experience challenge and enjoyment, breadth, progression, depth, personalization and choice, coherence and relevance
- Develop an awareness of their rights and responsibilities as an individual.
- Are supported by effective learning and teaching strategies which meet their individual needs
- Receive appropriate support to help them achieve their full potential

**e. Involving all learners and parents**

Kirkwall Grammar School staff respect the right of learners and their parents to be at the centre of the educational process in line with the principles of Getting It Right for Every Child.

Intended Outcomes:

- Through positive partnerships, all learners and their parents are aware that they have been listened to and that their wishes have been considered in order to feel empowered and engaged in the educational process.
- All learners are supported to express their views
- Staff respond promptly and sensitively to all learners' views and concerns, and those of parents.
- Learners and parents are involved in the creation of improved learning at KGS

#### **f. Partnership working**

Kirkwall Grammar School is committed to the Getting It Right For Every Child principle of working together with partners to improve educational opportunities for all learners and their families.

##### Intended Outcomes:

- Through effective partnership working, integrated assessment, planning and service delivery is achieved for all learners
- Early intervention for the most vulnerable learners

#### **g. Continuing Professional Development**

Kirkwall Grammar School is committed to developing staff to promote inclusion and equality in our school through encouraging our staff to access a range of Professional Learning opportunities.

##### Intended Outcomes:

- All staff are committed to developing their understanding of the characteristics of an inclusive school and have a working knowledge of additional support needs
- We have staff in school who have detailed knowledge of the range of needs and the implications of legislation for practice
- We have designated staff in school who, having undertaken further specialist training, are able to advise and support other school staff in meeting the needs of young people with additional support needs

#### **h. Effective leadership and management**

To enable the effective development of inclusion and equality, our Leadership team promotes our inclusive policy and an inclusive culture and practice.

##### Intended Outcomes:

- The development of inclusion and equality at Kirkwall Grammar School is led effectively in line with legislative requirements and national and local guidance
- An ethos of inclusive practice is embedded in Kirkwall Grammar School

## **RESPONSIBILITIES**

**It is the responsibility of everyone to ensure that:**

- All learners are safe, healthy, achieving, nurtured, active, respected, responsible and included
- The learner is at the centre of all decisions
- Learners are challenged and supported to achieve success in their learning
- The achievements of all learners are recognised and celebrated
- The views of the learner and parents are sought about any decision that affects them
- Support is based on an assessment of need
- Transitions are carefully planned and supported

**Within national and OIG guidelines, it is the responsibility of the leadership team at Kirkwall Grammar School to ensure that:**

- The principles and guidance set out in this policy are embedded in the culture and practice of the school and are progressed through school improvement planning and impact assessment processes
- A multi-agency approach is used in line with Getting It Right For Every Child principles to ensure all available supports are in place for our learners including those with Additional Support Needs and those with protected characteristics
- The DHT Pupil Support and Principal Teacher of Curriculum Support at KGS have a responsibility for additional support needs and equality
- Recognise that partnership working is a resource and utilise all the of the wider community and universal services to increase our school's capacity to respond to and meet the ranges of needs
- Develop and embed a positive, inclusive school ethos in which:
  - A safe, welcoming and stimulating environment is provided, which supports the learning and participation of all
  - Our staff and resources are developed to support learning and participation
  - Individual needs, learning styles and differences are respected
  - The school curriculum enables all young people to become successful learners, confident individuals, responsible citizens and effective contributors
  - Promotes respectful, constructive relationships, fosters high aspirations and engenders responsibility and tolerance
  - The effectiveness and relevance of the teaching and learning approaches to meet the needs of all learners is monitored and evaluated
- Ensure all learners, and, where appropriate, their parents, are involved by:
  - Providing assistance to enable all learners and their parents to participate in decision making about their learning
  - Engaging all learners in setting their own goals for learning
  - Working together with parents to support the young person's learning
- Advise and support our staff on the identification and assessment of all learners with additional support needs, in line with the Getting It Right For Every Child approach
- Work jointly with parents, carers and partner agencies to identify whether the learner has additional support needs.
- Provide clear information for parents about their young person's additional support needs and the purpose and outcome of any assessment or intervention
- Ensure that learning outcomes are set out in an appropriate part of the additional support plan and as part of a staged intervention approach
- Ensure that reviews to monitor and evaluate progress take place, at least annually
- Ensure that all school staff have opportunities to access professional development and share good practice relating to inclusion and equality

**Within national and OIC guidelines and available resources, it is the responsibility of all school staff to:**

- Promote inclusion and equality and, in our daily interactions with learners, develop an ethos of achievement, empowerment and engagement, to promote self-esteem, well-being and a sense of belonging
- Understand our role and responsibility in relation to the Education (Additional Support for Learning) (Scotland) Act 2004, as amended 2009 and follow guidance set out in Operating Procedure A28 - Additional Support Needs, including Guidance on Staged Intervention
- The GTCS Code of Professionalism and Conduct (CoPAC) sets out key principles and values for registered teachers in Scotland and says that all teachers should display a sensitive and positive attitude towards differences among pupils and identify and respond appropriately to those with difficulties in, or barriers to, learning
- Understand our role and responsibility in relation to the requirements of the Equality Act 2010 as set out in the Education Resources' Equality Statement of Commitment
- Be aware of the wide spectrum of needs, how these affect individual learners and, where appropriate, contribute to the assessment of need
- Provide assistance to enable all learners to express their views and encourage them to be involved in making decisions about their learning
- Encourage the parents of our young people to play an active part in relation to their education
- Provide appropriate experiences and learning opportunities to meet individual needs, which ensure all learners can achieve their full potential
- Ensure all learners have equality of opportunity to benefit from education
- Consult with learners and their parents in developing and implementing Additional Support Plans and setting realistic and achievable learning outcomes
- Effectively track and monitor the progress of all learners and in particular individuals or groups with additional support needs
- Understand and implement the principles of Getting It Right For Every Child to promote and provide opportunities for all learners and contribute to interagency discussions as appropriate
- Recognise the right of everyone to be treated fairly, regardless of protected characteristic
- Participate in appropriate development in relation to inclusion and equality

**All learners, supported by their parents, have a responsibility to engage in learning opportunities to the best of their ability and to:**

- Actively participate in learning activities
- Contribute to assessment activities
- Take responsibility for their own learning
- Respect the rights of others to be different
- Work together with others

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