



Equal Opportunities Policy

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All children have a human right to be educated with their peer group. At Newcastle Preparatory School (NPS), we are fully committed to promoting inclusion of all children, whatever their age, ability, gender, race or background. We believe that the teaching and learning, achievements, attitudes and well-being of every child in the school is important.

We aim to provide equal opportunities for all groups of children, including those with diverse needs. Our main objective is to safeguard the interests of all children and to ensure they achieve their full potential. All children should have the opportunity to join fully with their peers in the curriculum and the life of the school. We aim to pay particular attention to the provision for, and the achievement of, 'different groups' within the school, providing extra resources and support, where possible.

At NPS, we are fully committed to inclusion. However, we are aware that, in exceptional circumstances, the needs of the individual child might not be met because of lack of the specialist teaching required or if it is not in the best interests of the other children in the school.

Different Groups in the School

- Girls and boys.
- Minority ethnic and faith groups.
- Children who need support to learn English as an additional language (EAL).
- Children with Special Educational Needs
- Gifted and talented children.

Roles and Responsibilities

At NPS, all staff have a responsibility to promote inclusion.

- It is important that all children are treated fairly, achieve their full potential and have an opportunity to learn effectively without interference or disruption.
- All children have a right to respect and individual help from their teachers and other staff.
- All children should have access to all aspects of the Curriculum.
- The well-being of all children is fostered, and the children are given extra support when experiencing difficulties.

Admission Policy

All applications for places at NPS will be treated fairly. No child will be refused a place in the school because of their special need, disability, race, gender or background.

We value the importance of effective induction procedures with pre-school visits and parents' meetings. If the school is aware of Special Educational Needs before a child starts school, NPS will endeavour to liaise with parents and outside agencies to gather information and assess the individual needs of the child. Where resources are available, every effort will be made to support a child who has Special Educational Needs.

At NPS every effort will be made to provide support for those families from the ethnic minorities, especially those who speak English as an additional language or those who have come into the country recently.

Monitoring

We have continuous assessment of children to ensure they are achieving as much as they can and deriving the maximum benefit (according to their individual needs) from what the school provides.

- All Nursery and Reception children are assessed regularly, building up a profile for each child. These assessments are used to inform the school of any diverse needs the child might have.
- To monitor progress and attainment, the children take part in GL and Rising Stars assessments and Reading Tests.
- Results undergo detailed analysis to identify individual children who need extra support.
- The general ethos throughout the school, including the attitude towards children in different groups, is monitored on a daily basis by the Head Teacher and the Senior Management Team.
- The attendance of children is monitored constantly by the Head Teacher.

Partnership with Parents

NPS recognises the impact parenting has on a child's development throughout school life. We value the positive role and contribution parents can make to their child's education. We believe in working in partnership with parents, ensuring mutual trust and respect. At NPS, parents are encouraged to visit the school to discuss concerns with the class teacher or Head Teacher. Parents are consulted on all Special Needs issues and included in Special Needs reviews and meetings.

Reviewed and updated September 2019