



ASPIRE

INCLUSION POLICY

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As a nurture setting we ensure that all children, staff, parents and visitors are treated fairly and equally.

All children have equal rights to access all areas of the curriculum, regardless of race, gender and disability. The Directors and all staff endeavour to provide the appropriate provision for this to occur.



Policy statement

- a. In accordance with our Admissions Policy and nurture group values and The Aspire Hub ethos we pledge:
 - To respect the equal human rights of all our children
 - To educate them about equality
 - To respect the equal rights of our staff and other members of The Aspire Hub community

- b. We will assess our current policies and practices implementing all necessary resulting actions in relation to:
 - Age
 - Disability
 - Gender reassignment
 - Marriage & Civil Partnership
 - Pregnancy & Maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual Orientation

- c. We will promote community cohesion In the Aspire Hub, local, national, and global levels, comparing our Hubs community to its local and national context and implementing all necessary actions in relation to:
 - Ethnicity
 - Religion or belief
 - Socio-economic background

Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010. The access plan in Section 11 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001. The community cohesion plan in Section 12 below addresses our duty under the Education and Inspections Act 2006.

Community cohesion

The Aspire Hub takes children from a range of backgrounds. We pride ourselves on being an inclusive setting. We value each individual, their uniqueness and the contribution they can make to our Setting and local community. We provide a safe, caring, enjoyable and challenging environment. Whilst in our care The Aspire Hub takes its responsibility for educating children to live and work in a country which is diverse in terms of cultures, religions or beliefs, ethnicities and social backgrounds, very seriously. The social context of the area indicates that we are in a disadvantaged and deprived area. The proportion of children known to be eligible for free school meals is well above average. The proportion of disabled children and those with special educational needs is in line with national averages.

We believe that every child has equal worth, standing and opportunity, regardless of race, gender, creed and ability, whether they have physical, sensory, emotional, behavioural, specific or general needs. We are committed to community cohesion in our local area and support families and community projects. We respect the faith, religious

beliefs and practice of all staff, Children and families and those in our wider community and comply with reasonable requests relating to religious observance and practice.



Responsibilities

One named Director Mrs Bullock, takes the lead, but the Directors as a whole are responsible for:

- Drawing up, publishing and implementing the The Aspire Hub's equality objectives
- Making sure The Aspire Hub complies with the relevant equality legislation
- Making sure The Aspire Hub's Equality Scheme and its procedures are followed

The Room Leaders are responsible for:

- Making sure steps are taken to address The Aspire Hub's stated equality objectives
- Making sure the equality, access and community cohesion plans are readily available and that all parties, know about them
- Producing regular information for staff and Directors about the plans and how they are working
- Making sure all staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents
- Enabling reasonable adjustments to be made, in relation to disability, concerning children, staff, parents/carers and visitors to The Aspire Hub.

All staff are responsible for:

- Promoting equality and community cohesion in their work
- Avoiding unlawful discrimination against anyone
- Fostering good relations between groups
- Dealing with prejudice-related incidents
- Being able to recognise and tackle bias and stereotyping
- Taking up training and learning opportunities

Mrs G Bullock and the Senior Leadership Team, are responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant setting policies.

Staff development

All staff are given equal opportunities to take part in staff training as and when required and have access to courses appropriate to their professional development and responsibilities as well as statutory requirements.

Publication and review

This equality scheme fulfils statutory requirements under the terms of legislation. As a public document, The Hub Directors publish it by making it available on request and by being available for viewing on the Aspire North West website.

Reporting on progress and impact

A report on progress with the actions listed below will be published by the Directors via e.g. website, prospectus, newsletter etc. at the end of each year. Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

How we conduct equality impact assessment

As a service provider we carry out rigorous monitoring and analysis of all children and their progress every 6 weeks so the Room Leaders, the Childs School and other agencies can use the information to ensure the appropriate progress is made by all children regardless of race, disability, socio-economic background, belief or gender. Through analysis, the Room Leaders and staff are aware of any groups or individuals who are not making progress. Evidence of this process can be found in the Children's Files.



How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

- From the following data - schools own tracking system, pupil progress and teacher assessment records, assertive mentoring records and pupil files, SEN and behaviour files
- Boxall Profile, PIVAT assessment, parenting scales
- From involving relevant people (including disabled people) from the start in consultation and discussion

The evidence was then analysed in order to choose objectives that will:

- Promote equality of opportunity for members of identified groups
- Eliminate unlawful discrimination, harassment and victimisation
- Foster good relations between different groups in terms of:
 - Ethnicity,
 - Religion or belief
 - Socio-economic background
 - Gender and gender identity
 - Disability,
 - Sexual orientation
 - Age

Equality objectives
To ensure that identified vulnerable children achieve challenging targets and the gaps in achievement for these children are reduced.
To improve the outcomes for children with special educational needs.
To improve the outcomes for those children identified as disadvantaged.
To increase the understanding and respect for different cultures and religions from their own.
To improve access and make positive reasonable adjustments for disabled children and disabled parents

Date	Ratification	Reviewed by
Feb 17	This policy was ratified by the board of Directors	Directors
August 17	Policy was amended to reflect the changes to The Hub converting to school status	GB
October 17	Amended	LB
October 18	This policy was reviewed and ratified by Directors	Gill Bullock
October 19	Reviewed – Removal of reference to Burnley site	LB
December 20	No changes made	LE