

The school is required to conform to the wishes of the Equal Opportunities Commission that opposes all forms of discrimination and states that schools should provide equal opportunities for all children and staff. The philosophy of ‘inclusion’ encompasses equal opportunities for all.

Aims

- To endorse the principle of inclusion for all at our school
- To provide equality of opportunity for all children and staff whatever their age, ability, disability, gender, religion, race, background or culture
- To work to ensure that our expectations, attitudes and practices are in line with inclusion for all
- To provide equality of opportunity through its ethos and working practices

At LAPE as of September 2025, we have 5% of children with English as an additional language, 24% of children from disadvantaged backgrounds (entitled to the Pupil Premium grant) and 12% of pupils with special educational needs or disabilities (SEND).

	Objective	Strategies
1	Promotion of cultural understanding and awareness of different religious beliefs between different ethnic groups in the local community.	<p>Identify opportunities in the curriculum to look at other cultures/countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversity.</p> <p>Use assembly times as an opportunity to celebrate festivals of a range of cultures and countries.</p> <p>Use global events like the World Cup, Olympics, Remembrance day as an opportunity to explore other cultures.</p> <p>IB curriculum is taught throughout the academy with an emphasis on students being global citizens, part of their local communities and the wider global community.</p> <p>Carefully planned and implemented PSHE program.</p>
2	Improve provision for pupils who struggle with speech, language and communication.	<p>Embed the use of Makaton across the school and ensure this is part of the school daily diet and a communication tool that all children are able to use. Ensuring that new vocabulary is repeated many times in different contexts. Displaying key vocabulary and using visual prompts.</p> <p>Immersing the child in a language rich environment.</p> <p>Elkan training made available to staff in the Early years to enable impactful questioning and development of early language skills.</p>
3	Actively close gaps in attainment, especially students eligible for free school meals, looked after children and students from minority ethnic groups.	<p>Tracking of different groups through in year achievement data and outcomes of summative assessments each term. This will be reviewed through the regular modular reviews and next steps agreed at pupil progress meetings.</p> <p>Plan and deliver interventions to address gaps in learning as identified through ongoing assessment.</p> <p>Ensure efficient AFL strategies are used in all curriculum areas to inform the next steps of learning.</p>

4	Ensure all children with SEN make good progress given their starting points and that this can be evidenced through data, work books etc.	Tracking of different groups through in year achievement data and outcomes of summative assessments each term. This will be reviewed through the regular modular reviews and next steps agreed at pupil progress meetings. Plan and deliver interventions to address gaps in learning as identified through ongoing assessment. EHCPs will be reviewed annually and targets on their provision plans evaluated and discussed with parents at least three times each year.
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Reviewed: September 2025

Next review: September 2026