

Equal Opportunities Statement

At Blue Sky Federation we are committed to ensuring equality of education and opportunity for all children, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The School recognises it has to make special efforts to ensure that all groups flourish. The achievement of children is monitored by race, gender and disability and we use this data to support children, raise standards and ensure inclusive teaching. We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all in line with our core values. As a school we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit us.

We try to ensure that children with disabilities can play as full a part as possible in school life. We implement accessibility plans, which are aimed at:

- Increasing the extent to which children with additional needs can participate in the curriculum
- Improving the physical environment of the school to enable children with additional needs to take better advantage of education, benefits, facilities and services provided.
- Improving the availability of accessible information to children with additional needs and their families.

Catering for the needs of all children

We aim and make every effort to include all children while meeting their individual needs. Teachers provide differentiated learning opportunities and experiences appropriate to each child's interests and abilities, thereby ensuring that all children have full access to the school curriculum.

Some children in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these children catch up and achieve to their full potential.

Others will have a special educational need and this may lead to lower-attainment, though not necessarily to under-achievement. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these children. These will be provided, initially, through additional support funded from the devolved school's budget.

This school's SEN Co-ordinator (SENCo) is Mrs Sacre and if you are concerned about the progress your child is making or if they have an additional need of any kind you should make an arrangement to talk it through with him, although you are most welcome to speak to your child's class teacher first.