



# JEDDAH PREP AND GRAMMAR SCHOOL

## Inclusion and Diversity Policy

### **Our Vision**

At JPGS we respect and celebrate the huge diversity that our pupils from many nations bring to our school. To be a truly inclusive environment, we must foster a culture of tolerance, understanding and appreciation towards each other, the community and furthermore, our host culture and society.

Inclusion is about creating a feeling of belonging, and it is essential that in order for this to happen every pupil feels they are an integral and important part of our school community. We aim to ensure every pupil feels wanted, valued, safe, successful and happy.

We have a high level of pastoral care, which is a key part of our inclusion policy. We are committed to inclusion in our staffing policies, relationships with parents/carers and the community, whilst taking into account the local customs of the society that we are a part of.

### **Key objectives**

JPGS values the individuality of all our pupils. We respect and take into account the very varied life experience and needs of all our pupils and we have a commitment to giving them all every opportunity to achieve the highest of standards.

We offer a broad and balanced curriculum and have high expectations of all our pupils. We actively seek to remove barriers to learning and participation which can potentially hinder or exclude pupils or groups of pupils from taking part in school life. We pay particular attention to different groups of pupils within our school:

- Girls and boys
- Pupils from minority faiths and ethnicities
- Pupils who need support to learn English as an additional language
- Pupils with additional learning needs
- More able and talented pupils
- Pupils with SEND
- Pupils who have health needs

- Pupils who are at risk of disaffection or exclusion, young carers, pupils from families under stress, pupils with emotional and behavioural difficulties.

### **Provision to meet objectives**

We address any identified needs through:

- Providing a common curriculum experience that allows for a range of different learning styles
- setting appropriate challenge and high expectations for learners
- identifying potential barriers to learning
- responding to the diverse needs of our pupils
- ongoing assessment and Pupil Progress Meetings
- range of interventions
- extra-curricular opportunities
- Providing access to a wide range of opportunities through our enrichment programme
- recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils
- providing high quality pastoral care, support and guidance
- safeguarding the health, safety and welfare of pupils
- listening and responding to the concerns of pupils and parents
- Communicating with parents as partners in the successful education of our pupils

### **Staff responsible for ensuring inclusion**

Every member of staff at JPGS is responsible for ensuring the inclusive environment that we aim for.

The inclusion lead is Ms Caroline Calleja, who is also the SENDCo.

Ms Calleja, with overall responsibility lying with the school SLT, is responsible for the Continuous Professional Development of teaching staff and support staff in all matters relating to inclusion. Staff are encouraged to make good use of TES Training through the TES online portal, as well as webinars and training courses on COBIS and BSME training boards.

The Inclusion Lead follows a graduated approach (Assess-Plan-Do-Review) when monitoring the application of the inclusion policy in the school. This has been taken from the SEND Code of Practice (2015) and applied to all matters concerning

inclusion. As part of this graduated approach staff are encouraged to self-reflect on their practice and as a school, we ask the following key questions:

- Do all our pupils achieve as much as they can? Where is the evidence for this?
- Are there differences in the achievement of different groups of pupils?
- What are we doing to support those pupils who are not achieving their best?
- Are our actions having an impact? Where is the evidence for this?
- Are all our pupils happy to be in school? Where is the evidence for this?
- How are we involving parents/carers?

Staff assess and monitor pupil progress and there are robust procedures in place for identifying any pupils who are causing concern with learning and emotional well-being (please see the SEND Policy and Information Report for Additional Information on this).

There are pupil progress meetings and pastoral meetings which are held each term in order to ensure staff are appropriately informed of any pupils that are showing signs of concern, and monitor and review provision in place to support their needs.

### **Concern procedure**

Parents are requested to initially direct their concerns to the form tutors or class teachers, who will liaise with other staff including the Key Stage Leaders, Senior/Extended Leaders or Headmaster when required. If parents are not satisfied by the outcome, they are advised to speak to Senior Leaders. The school's Complaints Policy is available upon request from the school office.

Please refer to other school policies for additional information

All available on the policies page of the school website:

- More Able and Talented Policy
- Safeguarding Policy
- SEND Policy and SEND Report
- Exclusion Policy
- Anti-bullying Policy
- Behaviour Policy
- Complaints Policy

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<b>Date for Review:</b> March 2024	<b>Approved:</b> Board of Governors