Policy Statement

At Caterham School we recognise our responsibility to ensure positive attitudes to diversity and difference – not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society. We understand the importance of providing a challenging and enjoyable programme of learning and development and we undertake to make reasonable adjustments to enable all to participate in our programme of learning, where all are valued and supported.

Caterham School is totally committed to avoiding all forms of discrimination as set out in the UK Equality Act (2010). This applies to all pupils (including boarders and those in our EYFS setting and the requirements of the National Minimum Standards for Boarding Schools (2015), Standard 16), parents and staff members.

It is against the law to discriminate against a pupil because of:

- being or becoming a transsexual person
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

These are called ‘protected characteristics’.

We seek to ensure that the individual needs of all our pupils, including those who are disabled or have special education needs are met and pupils are included, valued and supported, and that reasonable adjustments are made for them. We undertake to work with the school community, with parents and with other relevant agencies to ensure that any form of discriminatory behaviour is treated seriously and action is taken to prevent any repetition. This policy statement and the effectiveness of our inclusive practices at Caterham School are reviewed annually.

The name of the Special Educational Needs and Disability Co-ordinator in the Preparatory School is Mrs Katharine Sharpe and in the Senior School is Mrs Gaelle Sullivan. The Special Educational Needs Coordinator’s responsibility is to ensure that ‘arrangements are in place for reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference; how inappropriate attitudes and practices will be challenged; and how the provision will encourage children to value and respect others’ (EYFS 3.66).

This policy statement should be read in conjunction with the following school policies:

Safeguarding, Behaviour, Anti-Bullying, Admissions, and the Wellbeing Policy and schemes of work. Staff are also covered by Caterham School's Equal Opportunities Procedures.
Procedure for Pupils

Caterham School seeks to implement this policy statement effectively through the following actions:

- Provision of our policy statement for equal opportunities to all pupils, staff and parents, including those of prospective pupils.
- Working with outside agencies such as educational psychologists, occupational therapists, family/pupil medical practitioners, gender counsellors (GIRES) and mental health agencies to support the endeavour of the school in serving the needs of all pupils, parents and staff.
- Discussing, where appropriate, equal opportunities and the special needs of individuals at staff meetings.
- Ensuring that the Wellbeing programme includes discussion of Equal Opportunities and delivering the message of equal opportunities within Wellbeing lessons, the wider curriculum and through the extra-curricular programme.
- Dedicating assemblies and tutor time to the importance of inclusion, tolerance, kindness, care and unconditional respect for members of the school and the wider community, and on promoting and valuing diversity and differences.
- Meeting the individual needs of pupils, as detailed by parents and by the pupil's previous setting, through teacher, assistant and outside agencies working together with the pupil and the pupil's parents.
- Monitoring the needs of all pupils as they progress through the school, through discussion at meetings, and written information circulated confidentially, relating to specific support for learning or emotional, social, mental, physical or other difficulties.
- Discussing, reviewing, monitoring and evaluating at staff meetings and leadership meetings, the effectiveness of inclusive practices which enable all pupils, parents and staff to access and enjoy school life.
- Ensuring school documents demonstrate a commitment to Equal Opportunities and avoid inappropriate discrimination of all forms.
- Making appropriate provision or exemption, where feasible and desirable, for pupils with special dietary, dress or religious observance requirements or needs because of religious or cultural backgrounds.

Additional Preparatory School and EYFS procedure:

- Following the graduated approach as described in the SEND Code of Practice, starting with classroom support which is additional to, or different from, the support which was previously in place. The process begins when it is necessary for the SENCo to give additional support, advice or assessment and/or when external agencies are called in to give professional expertise, advice and support.
- Challenging inappropriate attitudes and practices by using role play in drama and circle time, by speaking with those involved and by the graduated approach of Form teacher, Deputy Head, and Head of the Preparatory School becoming involved as necessary with pupils, parents and staff. Pupils are made fully aware of the school's sanctions system.
- Including the SENCo and other relevant staff, in discussing pupil needs and progress in staff meetings and leadership meetings. On such occasions the strategy for each individual child is focused around respect for the child’s needs, the need for the...
pupil to have access to all opportunities within the school and the child’s right to feel confident, happy and valued.

- Delivering the Wellbeing programme through whole school assemblies and class assemblies, in circle time and form time and within the curriculum e.g. different faiths are studied in R.E and P and T; the Music and Humanities Schemes embrace other cultures; the Science programme celebrates physical differences in the human race. Drama provides frequent opportunity to promote and value diversity and differences. The languages within the extra-curricular programme as well as those within the curriculum promote global citizenship.

Reviewed D M Gabriele and Annie Ingrassia, January 2019
Next Reviewed DMG September 2020