



SPORTING STARS ACADEMY INCLUSION, EQUALITY AND DIVERSITY POLICY

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To be Reviewed in March 2025

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1. Introduction

At Sporting Stars Academy, we believe that everyone has the right to equal opportunities. This policy has been created in accordance with relevant equalities related legislation, and in particular, the Equality Act 2010.

We believe that all young people, adults and families should feel welcome and have an equal chance to benefit from our Academy and everything it provides.

The Sporting Stars Academy community has a rich diversity in terms of cultures, religions, beliefs, ethnicities and social backgrounds. We ensure that our curriculum reflects the diversity of our community. We encourage children to explore in a positive way the differences and diversities of people. We positively challenge, in everyone, the stereotypes and assumptions, and actively seek to combat all forms of discrimination.

Staff recognise the importance of the Academy’s role to create opportunities for students’ achievement, enabling every young person to achieve their potential, thereby making a contribution to long-term community cohesion. By community cohesion, we mean working towards a society in which the diversity of people’s backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace and in the wider community.

The Academy’s contribution and commitment to community cohesion is apparent throughout the Academy; in its teaching, learning and the curriculum, its equity and excellence and its engagement and extended services.

2. Definition

Inclusion in education is all about equal opportunities for all children whatever their age, gender, ethnicity, attainment, ability, religion or belief, sexual orientation and background. It ensures particular attention to the provision made for and the achievement of different groups of pupils within the Academy. We are aware that specific groups of children are more likely to underachieve and/or suffer discriminatory practice than others within our society. These groups include:

- Girls, boys and non-binary
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Students who need additional support to learn English as an additional language
- Students with special educational needs and/or disabilities
- More able and gifted and talented students

- Children who are looked after by the local authority
- LGBTQ+
- Other children, such as sick children, young carers and children from families under stress, anxiety, social, emotional and/or mental health support
- Any students who are at risk of disaffection and exclusion

3. Principles

3.1 Setting Suitable Learning Challenges

We plan our curriculum using aspects of National Curriculum programmes as our starting point.

However, we recognise that we must plan in ways that suit our students' abilities and their individual starting points. We use flexibility within the National Curriculum to choose the most appropriate knowledge, skills and understanding from the programmes of study to enable young people to make progress and demonstrate their achievements. Our short term planning is differentiated to match individual needs.

3.2 Responding to Students' Diverse Learning Needs

We set high expectations and opportunities for all our students to achieve. As a staff group, we are aware that our children bring different experiences, interests and strengths, which will influence the way they learn. We ensure our planning includes a variety of approaches to teaching and learning to ensure all children can actively take part in lessons fully and effectively.

3.3 Overcoming Potential Barriers to Learning and Assessment for Individuals and Groups of Students

We recognise that some children will have particular learning and assessment requirements, which, if not addressed, could create barriers to effective learning. For these groups or individuals our approach to teaching, learning and assessment includes making 'additional to' or 'different from' provision to enable them to participate effectively in the curriculum and assessment activities.

4. Our Commitment

At Sporting Stars Academy, we are committed to constantly monitoring, evaluating and reviewing our practice to ensure that all students:

- Make good progress and achieve
- Are able to learn effectively without interference and disruption
- Are treated respectfully
- Have the right to be consulted
- Receive additional help according to their needs
- Have access to a broad, balanced and relevant curriculum
- Feel safe, secure and happy within the Academy's setting
- Reach their potential both academically and personally

5. Monitoring, Evaluation and Review

We actively monitor the impact of this commitment on the experience of our children in all areas of Academy life.

We collect information on the effectiveness of our inclusive practice through the following channels:

- Collection of data relating to progress and achievement in curriculum areas

- Incident records related to bullying, inappropriate behaviour (in class and at unstructured times), internal exclusions of students, short term and permanent exclusions and discriminatory incident reporting forms
- Evidence forms from our regular programme of lesson observations
- The views and experiences of our students collected through our student feedback opportunities and as part of the our ongoing Personal, Social, Health and Economic Education and Citizenship programmes
- The views and experiences of our parents/carers collected through informal one to one discussions, through questionnaires and formal parent consultations

Using this wide range of information, we analyse comparative outcomes for individuals and different groups of children. Student tracking and analysis of information enables us to judge whether all children are achieving as much as they can and if not, which individuals or groups of children are underachieving.

Our next step is to explore why this is happening and whether there are well-founded explanations for the differences we have identified. If this is not the case, we identify what action the Academy should take to improve our inclusive practice, set specific performance indicators and review the effectiveness of this action.

6. Employees and Users of the Academy Facilities

The Academy is committed to eliminating discrimination and promoting equality for its employees and users of the Academy facilities regardless of gender, race, disability, religion or belief, sexual orientation and gender re-assignment and has implemented policies and schemes to achieve this objective.

This policy should be read in conjunction with all other Academy policies and will be reviewed annually.