

Legislative compliance

All schools must ensure that all pupils; including those with protected characteristics, as defined by the Equalities Act 2010, are able to flourish and thrive within the school community. The protected characteristics in which pupils must not be discriminated against are: age; disability; gender reassignment; race; religion or belief; sex; sexual orientation. As a result, inclusion is a term used to describe the process of ensuring equity of learning opportunities for all children and young people.

Maricourt obtained the ***Inclusion quality mark*** in 2019, which demonstrated our commitment to identifying, understanding and breaking down barriers to participation and belonging. The inclusion focus for us is concerned particularly on those groups of pupils who may have been marginalised historically or who have underachieved or who are currently underachieving when compared to their peers. 1.6. In this respect, this policy is concerned specifically for pupils with special educational needs and/or disabilities (SEND). Inclusion does not mean that all pupils necessarily learn in the same way or together, but that practices are adapted to take account of all learners' needs, and without discrimination against any identified protected characteristics; this is equity in learning.

All pupils, including those identified as having SEND, have the same common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and enables them to be fully included in all aspects of school life. All schools must operate in accordance with the law as set out in the following:

The Education Act 1996

The Children and Families Act 2014

The Special Educational Needs and Disability regulations 2014

The Special Educational Needs (Personal Budgets) regulations 2014

The Equality Act 2010

SEND Code of Practice 2015

The Teachers' Standards (2012) makes clear the expectation for all teachers to "adapt teaching to respond to the strengths and needs of all pupils". Teachers must "have a clear understanding of the needs of all pupils, including those with special educational needs; They must make reasonable adjustments, including the provision of auxiliary aids and services required by disabled children and young people to prevent them being put at a substantial disadvantage.