

LSI Diversity & Inclusivity Policy

Rationale:

LSI is committed to providing outstanding programmes to all our students. We believe that all learners, including those identified as having special educational needs and disability have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. The school aims to foster the personal development of each student by helping them to be responsible, by building their self-esteem, being sensitive to their needs and promoting values of fairness and forgiveness.

Applicants are welcomed from all backgrounds, irrespective of nationality, race, beliefs, gender, sexual orientation, or disability (when we are able to accommodate such disabilities). Human rights and freedoms are respected but must be balanced with the lawful needs of our school community and the rights and freedoms of others. We actively promote core international values of democracy, the rule of law, individual liberty and mutual respect of tolerance of those with different faiths or those without faith.

LSI is committed to inclusion. We strive to maintain a loving and caring school community where everyone feels welcome, secure and valued. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment, and background. We pay particular attention to the provision for and the achievement of different groups of learners: male, female, and non-binary, minority ethnic and faith groups, travellers, asylum seekers and refugees, learners with special educational needs, learners who are disabled (if we are able to accommodate their particular disability), students who are significantly more able than their peers.

This policy describes the way we meet the needs of students who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that students learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many students, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At LSI we aim to identify these needs as they arise and provide teaching and learning contexts which enable every student to

achieve their full potential. We will also aim to model inclusion in our staffing policies, relationships with parents /carers and the community.

The development and monitoring of the schools' work on Inclusion will be undertaken by the school director, and welfare officer, in coordination with the whole teaching staff.

Objectives:

Our school aims to be an inclusive school, catering for diverse needs and working in partnership with parents, carers, and school group leaders. We aim to involve parents, carers, and school group leaders at every stage in plans to meet their child's additional needs.

We aim to make equality of opportunity a reality for our students through access to a good quality, meaningful and appropriate creative curriculum.

We aim to plan for individual needs encouraging the strengths and interests of our students. Students will be targeted to support learning.

We aim to provide full access to the curriculum through differentiated planning by the school director and director of studies, class teachers, and support staff as appropriate.

We aim to ensure that current Codes of Conduct and guidance are implemented effectively across the school and to ensure equality of opportunity for, and to eliminate prejudice and discrimination.

We aim to continually monitor the progress of all students, to identify needs as they arise and to provide support as early as possible.

We aim to support all our staff in meeting the needs of individual students through professional development, the sharing of good practice, the provision of resources and working with outside agencies.

We will achieve educational inclusion by continually reviewing our practice and asking key questions:

- Do all our students achieve as much as they can?
- Are there differences in the achievement of different groups of students?
- What are we doing to support those students who are not achieving their best?
- How are we involving ETOs, parents, and school group leaders?

How do we support inclusion?

Class teachers and support staff ensure that students: feel secure and know that their contributions are valued; appreciate and value the differences they see in others; take responsibility for their own actions; are taught in groupings that allow them all to

experience success; use materials that reflect a range of social and cultural backgrounds, without stereotyping; have a common curriculum experience that allows for a range of different learning styles; have challenging targets that enable them to succeed; are encouraged to participate fully, regardless of disabilities or medical needs.

Whole school actions support inclusion by:

A curriculum that reflects the different cultures, beliefs, and races in our school and to be challenging, and to provide enrichment.

The regular tracking of student attainment.

Targeting of support for students by the teachers, and academic management.

Comprehensive induction of all students to help them settle into studying and living in a foreign country.

A consistent behaviour policy and encouraging students to restore relationships with others and take responsibility for their own actions.

Addressing racism, sexism, all forms of discrimination, and bullying.

In line with our GDPR obligations, sharing appropriate information about students, including health issues, with all staff who need to know.

How will we monitor inclusion?

Every staff member is responsible for inclusion. However, to ensure we are successful, the following strategies will be used:

- Regular tracking of student attainment through testing.
- Lesson observations.
- Teacher assessment.
- Monitoring teacher's plans.

Challenging children of higher ability:

Students identified as of higher ability are provided for through a supplemented curriculum which aims to challenge and extend targeted learning whenever possible.

Resources:

Resources for additional needs and inclusion are purchased as appropriate and are matched to needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other students where this is appropriate.

Complaints:

If any student, parent, ETO, or school group leader, feels that LSI is not meeting the needs of any student, they will be supported via the procedures outlined in the Complaints Policy.

Policy Review:

This policy will be reviewed as and when necessary to respond to any new statutory requirements. In the absence of any such changes the policy will be reviewed on an annual basis.

Policy reviewed: Roy Immanuel, May 2025

Policy Reviewed: Ali McKinney, October 2025