



Differentiation and Equal Opportunities Policy

Initiated by:	SLT
Approved by:	Governors/SLT
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Distribution:	SLT/TLR's/All relevant staff

Signed: Bob Harris Chair of Governors

Signed:  Executive Headteacher

Please note- where this document states the term “parent” it refers to any such person(s) or body that has legal responsibility.

POLICY FOR DIFFERENTIATION AND EQUAL OPPORTUNITIES

EQUAL OPPORTUNITIES STATEMENT

In April 2012, the Equality Act 2010 came into force. This Act ensures discriminations (direct and indirect), harassment and victimisation are challenged to ensure equality. This policy, along with the Anti-bullying Policy, ALN & Disability Policy, Race Equality and Discipline and Behaviour Policy, is written and reviewed in light of this Act to ensure the school is fulfilling its statutory duty.

All pupils are entitled to access a broad and balanced curriculum in line with the requirements of the National Curriculum, regardless of their age, race, faith, gender or intellectual or physical ability.

We consider pupils as individual learners, and we match work to their learning needs, by careful planning and assessment. Differentiation underpins our teaching to ensure that all pupils' needs are met by matching tasks, materials and teaching to each pupil's skills and previous learning experiences.

Equal opportunities are provided for all staff, irrespective of gender, race, faith, cultural background, marital status or disability. All kinds of harassment or discriminatory practice are totally unacceptable and the school will follow LEA guidelines for dealing with any such incidence.

INCLUSION STATEMENT

Pupils are provided with an education where positive action is taken to ensure pupils are included in every aspect of the curriculum.

DIFFERENTIATION STATEMENT

We see differentiation as the primary way for ensuring inclusive education and equality of opportunity for all pupils.

At Ysgol Cambrian, we aim to provide an appropriately differentiated curriculum for all pupils and use differentiation to build on past experiences and achievements, aiming to remove barriers to participation for all pupils.

AIMS:

We aim to differentiate the curriculum for individual pupils by:

- Planning thoroughly, including consideration of how teachers use their time, and the time of colleagues and classroom assistants to support their work.
- Organising the classroom to ensure maximum opportunities for the teacher to interact with each child individually.
- Providing a range of learning opportunities, including open-ended investigations and problem-solving activities, effective didactic teaching and interactive learning.
- Organising pupils into different groups which are appropriate for the tasks set, including whole class, large groups, small groups, pairs and working alone.
- Accessing interventions to provide additional support when appropriate e.g. Communication, Reading, THRIVE.
- Supporting the learning opportunities by providing a wide range of materials and resources.
- Giving positive feedback to each pupil, which also plans for further achievement.
- Providing a model that promotes the valuing of others, with shared learning and group co-operation.

Teachers plan for differentiation by:

- Identify learning outcomes in their planning
- Involve pupils in discussion about those learning outcomes
- Move round the classroom, monitoring attention and progress.
- Ensure that pupils are engaged in meaningful and challenging tasks.
- Offer encouragement and praise, matched to the pupil's ability.
- Plan extension activities for pupils who complete tasks quickly.
- Provide material which is free from racial or gender bias and which reflects and extends the cultural and ethnic backgrounds of the pupils and wider community.
- Ensure that the pace of lessons take account of the differing work rates of individual pupils.
- Ensure the needs are met of the more able pupils.

Pupils will be:

- Allowed sufficient repetition to consolidate skills
- Given time to reflect on their work
- Allowed to demonstrate to each other what they can do
- Given as many first-hand experiences as possible and presented with open ended investigations and problem-solving activities.

Differentiation is also supported by the opportunities we provide for pupils to communicate using a variety of media, including Makaton, AAC, Visual Supports, SCERTS, Intensive Interaction as well as verbal communication.

ADDITIONAL LEARNING NEEDS.

Individual Education Plans and Individual Development Plans are formulated for pupils with Additional Learning Needs. This may be done in consultation with other support agencies - Psychological service, Learning Support etc, and will always be done in consultation with parents. Wherever possible, individual time will be given to support these pupils.

ASSESSMENT AND MONITORING.

Our planning includes regular opportunities for the assessment of individual pupils, so that teacher' objectives for future work can reflect the level of challenge needed for further progress.