



King Athelstan Primary School

Inclusion Newsletter



Spotlight on Diversity

One strand of our School Development Plan focused on equality of opportunity and celebrating our diverse community. We appointed an Equality and Diversity Lead in 2022 and she worked with the Senior Leadership Team to refine and develop our existing practice. She also visited other schools to find out what has been successful elsewhere. Read on to find out more about what we have in place already, what is in development and our aims for the future!

Equality and Diversity

As Equality and Diversity Lead, my aim is to ensure that every child who leaves King Athelstan has a good understanding of what it means to celebrate diversity and how we can ensure equality of opportunity, both in our school, and in the wider world. Educating children about our differences and celebrating these, regardless of gender, sex, race, culture, age, ability or sexual orientation, will ensure that they are able to be a part of an inclusive society. Our aim as a school is to ensure that we are diversifying the curriculum at all opportunities to reflect the community in which we live. We are working hard to represent all backgrounds so that all pupils feel a sense of identity and belonging. I will be looking at the curriculum to investigate and constantly review ways in which this may be improved upon, as well as holding meetings with staff to discuss any ideas and planning going forward. I have already spoken to children about their views and plan to send out a pupil survey next academic year. Eventually, I would also like to meet with parents/carers who are interested to share their experiences. *Miss Meggitt*



Diversifying the Curriculum

We are incredibly lucky as a school to have such a diverse community and it is therefore of the utmost importance that we have a curriculum that reflects and represents that. It is one of the most important features of our curriculum, because children are far more engaged in their lessons if they see themselves reflected in their own learning. In conjunction with our families and communities, it will enable them to grow up knowledgeable about their heritage and, most importantly, to be proud. It will also educate children whose heritage is more regularly celebrated with something new to help them understand other perspectives. From more Black History topics that have been added at relevant points, to entire periods of study such as Early Islamic Civilisation in Year 6, it is integral that we see our children reflected in what they learn and is very rewarding to see them respond so positively. However, we are on a journey to make our curriculum even more reflective and, as always, we welcome input from our families and community on this. Exciting times ahead! *Mr Barson*

Representation in Reading

Over the past 7 years there have been many initiatives introduced to ensure that UK publishing includes diverse authors and texts with protagonists from different cultures, ethnic minority backgrounds and represent the LGBT+ community. As a country, we still have a long way to go in ensuring representation across the primary range and have only touched the surface of this mismatch in quality texts, however in the past few years there have been some positive shifts in the availability, marketing and award nominations for books that portray children from more varied backgrounds. [The CLPE Reflecting Realities Reports](#) over the last 4 years have had an enormous impact on how schools choose texts for book corners, curriculum content and libraries, as well as initiatives such as the [SPARK! Book awards](#) for Kingston and Richmond borough, which always chooses their nominees from a rich pool of authors and texts.

At King Athelstan, using research such as the CLPE report, we have developed our reading and writing curriculum, ensuring that each year group has access to high quality, diverse texts as part of their guided reading curriculum, writing curriculum and year group bucket lists, alongside the home reading scheme. Like the rest of the UK, we still have a way to go in ensuring that we have a wide range of books; we are dedicated to only picking 'high quality' texts, ensuring: appropriate, unbiased, unclipped and accurate representations, which can be hard to find in the current market - this means that minorities are still underrepresented, however the range is improving year by year, and we are always on the lookout for exciting new authors and child protagonists. In addition to our existing focus on race, religion, culture, gender and sexuality, we are also hoping to increase our representation of characters and authors with disabilities or additional learning needs going forwards. *Mrs Ahearn*

Assemblies

We have regular Inclusion Assemblies, focussing on a wide range of topics but frequently celebrating and educating the children about diversity. We have focussed on key events such as LGBT+ History Month, Chinese New Year and the war in Ukraine. We plan to deliver a series of assemblies on neurodiversity.



Inclusive Facilities

From September 2022, we will be trialling a slight change in the designation of some of our children's toilet facilities to ensure that all Key Stages have the option to access both single sex and unisex toilet facilities. We are committed to moving with the times and reflecting the changing needs of society and our community. As children at a younger age begin to explore their gender identity and we increasingly understand that this may not fit the traditional binary labels, we want to ensure there is inclusive provision to ensure everyone feels safe and welcome in school.



- **Nursery** will continue to have access to their usual unisex toilet facilities. There is a separate single cubicle if individual arrangements are required.
- **Reception & KS1** will have the choice to access the unisex toilet facilities near the Reception classrooms or the single sex toilets near the fish tank.
- **KS2 Years 3-6** will continue to use the upstairs and downstairs toilets nearest the KS2 playground but the upstairs girls toilet (cubicles only) will be re-designated as a unisex facility.

Pupil Voice

This year we have been proud that some of our KS2 children have felt empowered to share their personal journeys and experiences with their classmates. Some individuals created posters and Power Point presentations about their diagnosis of ADHD, to explain how this feels to others. Others have felt able to explain their exploration of their gender identity and desire to present themselves differently. We have been overwhelmed by how interested, accepting, supportive and compassionate the children have been. We will continue to support any child who wishes to do similar and to ensure our Junior Leadership Team and School Council represent our diverse community.



School Uniform

You may have noticed in our recently re-issued School Uniform Policy, that there is now a section on how we ensure our uniform is inclusive. This includes adjustments, accommodations and consideration for characteristics such as race, culture, religion, gender identity and SEND as well as how we have tried to ensure our uniform is affordable for all. We are committed to ensuring all children feel safe and comfortable at school so they are ready for learning, whilst also upholding our high expectations. If you feel your child needs individual adjustments, please approach a member of the Senior Leadership Team and we will discuss ways forward.



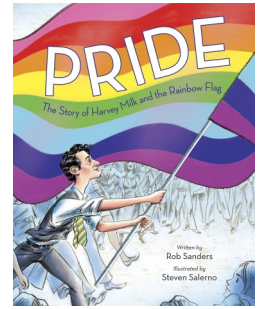
Special Educational Needs and Disabilities

- We currently have 90 children identified as requiring special educational support for their needs - 19 of these children have an education, health and care plan as their needs are particularly significant or complex.
- There are 35 children with a diagnosis of autism and/or ADHD at King Athelstan and around a further 20 awaiting assessment.
- Alongside this, our other main areas of need relate to children's speech, language and communication skills (most notably in the younger year groups) and social, emotional and mental health needs amongst the older children.

LGBT+

This year, LGBT History Month and Pride Month have both been marked in Inclusion Assemblies.

We listened to our new book '*Pride: The Story of Harvey Milk and the Rainbow Flag*' in June—learning about how Pride marches and the iconic flag came about in response to the prejudice and poor treatment of this community.



Back in February, we learned about Catherine Duleep Singh - a woman with local connections, who performed great acts of kindness, along with her female partner, helping Jews escape from Germany to safety. This was despite experiencing great unkindness and discrimination, both for the colour of her skin and her sexuality—what a fantastic role model.



We know that the LGBT+ community is an integral part of our school family and will continue to explore ways in which we can represent different types of family, and include and celebrate contributions from this community throughout our curriculum.

English as an Additional Language (EAL)

At King Athelstan we are pleased to be able to celebrate our children from fifty different languages and cultures. The ability to use more than one language is a valuable skill that learners who use EAL bring with them, regardless of whether they are new to English or not. Learners actively use the languages they already know to learn English. When EAL children arrive at King Athelstan, they are given a welcome pack and our teachers are fully trained in assessing the child's needs, supporting them in learning English and helping families transition between cultures. We love to celebrate the wonderful diversity of our school and have an annual International Day, where children experience different cultures, try foods and find out more about a range of countries. This year, International Day will be in September. *Madame Bailey*



Class Artists

Pre-pandemic, in response to feedback from the school community, we changed the names of many of our classes to represent a more diverse range of artists. We introduced some more modern artists, from different races, cultures and communities, as well as ensuring female artists were better represented alongside 'old masters'. For example: artist Stephen Wiltshire, who is autistic, represents our Inclusion Room; Yayoi Kusama, a female Japanese artist, is recognised in Reception; and Kehinde Wiley, an American artist whose work celebrates black people, is represented in Year 4 along with Julie Mehretu, an Ethiopian American artist and member of the LGBT+ community. See our website for the full list of our artists and more reasons why we chose the ones we did.

