



Statement of Inclusion and Tolerance

Holway Park Community Primary School prides itself on its ethos of inclusion and tolerance. Our pupils learn to respect and understand the differences of others.

Holway is a mainstream school that has an Autistic Spectrum Condition (ASC) centre on site. This means that while the mainstream school runs in a similar way to other primary schools across Taunton, we have three classrooms that are dedicated to support learners that would not be able to thrive in mainstream schooling.

In addition to supporting a number of children in our ASC centre, we also have many pupils across our mainstream classes with a diagnosis of ASC, along with a number of others awaiting assessment. We also have many pupils who have neurodiversity in different ways – for example, having a diagnosis of ADHD (attention deficit hyperactivity disorder). Having a diagnosis of ASC, ADHD or other neurodiversity doesn't automatically mean that a child cannot be taught in a mainstream class and many pupils with these conditions are educated in mainstream settings. Many of the pupils from the ASC centre also access learning in the mainstream classes at different times of the day.

ASC is a lifelong developmental disability, which affects how a person communicates, relates to other people and makes sense of the world around them. ASC is a 'spectrum condition' meaning that, while all people with autism share certain difficulties, their condition affects them in different ways. It also affects an individual differently at different points in their life. People with ASC typically experience difficulties or misunderstandings in their daily lives as a result of their condition. People with ASC have many strengths but may also be challenged by a range of communication issues. What can be seen as 'naughty' behaviour is often a person with ASC trying to make sense of the world around them.

ADHD is a neurodevelopmental disorder that often starts in childhood and can last into adulthood. Though the condition impacts everyone differently, people with ADHD typically have difficulty concentrating, tend to fidget, can be forgetful and can make spontaneous decisions. People with ADHD can find it difficult to suppress impulses, which means they may not stop to consider a situation, or the consequences, before they act. Again, what can be seen as 'naughty' behaviour is often a child struggling to learn to control their impulses.

People with neurodiversity can experience difficulties in understanding the perspectives or feelings of others. This means that sometimes they can behave in a way that is hard for others to understand, and, at Holway, we work with those around the child in question to enhance their understanding of the situation and to explain the difference between everyone being treated equally (everyone gets treated the same, regardless of their individual needs) and everyone being treated with equity (people are seen as individuals and may be treated differently depending on what they need to be successful). We work to equitably support all pupils by identifying barriers to their learning and doing the best to remove those barriers – this will look different for each of our pupils. We celebrate the strengths and successes of all pupils and understand that those successes will look different for each of our pupils.

We understand that at times pupils may struggle to make sense of things that have happened during the school day – they may feel that it is unfair, for example, if another child is allowed to leave the classroom during a lesson for a break if they are not allowed to leave themselves. Our hope is that parents will be able to work with school staff to support pupils in their understanding of the behaviours of others. It is our aim that pupils leave Holway with an understanding and tolerance of people with different needs than their own.