



Policy for SEND and Protected Characteristics



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Revision History

Version	Date	Summary of Revision	Revision Author
1	July '20	Policy Created	EE
2	Oct '20	Amendments made after meeting with trustees.	EE
3	June '21	Trust name changed and staffing amended.	EE
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Staffing

The Inclusion team at EDUKOS consists of:

The Trust Special Educational Needs and Disability Co-ordinator (SENDCo): Mrs Elizabeth Hobbs

	Airmyn Park Primary School	Dunswell Primary School	Hook Primary School	Swanland Primary School
Responsibility for the day to day provision of SEND for children in FS2 and KS1 and KS2	Miss Joanne Bloxam	Miss Elizabeth Evans	Miss Elizabeth Ablett	Miss Joanne Bloxam
Looked After Children Leader	Natalie Dodds	Mrs Laura Noble	Mrs Samantha Bainton	Miss Joanne Bloxam
Child Protection Co-ordinator, Personal Social Health Citizenship Education Co-ordinator	Natalie Dodds	Miss Alison Oxtoby	Mrs Caroline Ainley	Miss Hannah Stephenson
Deputy Child Protection Co-ordinator	Mrs Alison Walker	Mrs Laura Noble	Miss Carla Yewman	Mrs Natalie Dodds
Special Educational Needs Assistant				Mrs Gillian Fountain
Speech and Language Teaching Assistant	Class Teaching Assistants	Class Teaching Assistants	Class Teaching Assistants	Class Teaching Assistants
Intervention Teaching Assistant	Class Teaching Assistants	Class Teaching Assistants	Class Teaching Assistants	Class Teaching Assistants
SEND and Inclusion Governor	Jenny Pepper	Debby Barton	Debbie Kay	Loise Wright
Safeguarding Governor	Jenny Pepper	Mrs Elaine Atkinson	Mrs Pam Bell	Mr Chris Wainman
Assessment Co-ordinator	Miss Joanne Bloxam	Miss Alison Oxtoby	Mrs Caroline Ainley	Mrs Morag Russell
Religious Education Co-ordinator	Natalie Dodds	Miss Alison Oxtoby	Mrs Caroline Ainley	Mrs Jo Sivarajan

Vision Statement

EDUKOS Vision Statement

“Exceptional Together”

Aims of the Policy

This policy has been written in consultation with parents, children, staff and governors. As a trust, we feel it is important to collaborate and follow a standard practice for special educational needs, disability and protected characteristics. This policy details the practice that all four schools must follow. Each school also has their own SEND report and single equality information that includes specific detail about how they adhere to this policy. All members of the inclusion team are responsible for ensuring this standard practice is in place across the trust.

EDUKOS values the abilities and achievements of all children. We recognise that those with ‘protected characteristics’ may be more vulnerable and may require additional monitoring and support to meet their potential.

For further contextual information please see the Trust website.

Protected characteristics as detailed in the Equality Act 2010 include:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity/paternity
- Sexual orientation
- Race
- Religion or belief
- Gender
- Marriage and civil partnership

In addition to these groups we recognise the vulnerabilities which may be faced by children who are entitled to free school meals, children with Special Educational Needs and Disability (SEND), children with English as an Additional Language (EAL), Children Looked After and Young Carers. These groups will be referred to within the policy.

This policy focuses on the protected characteristics which are most relevant to primary aged children.

At EDUKOS we aim to:

- Raise the aspirations of and capabilities for all children by focusing on outcomes
- Promote justice, equality of opportunity and fair treatment for all and thereby allow all children, irrespective of their protected characteristics, to achieve the level of success and self-respect that they deserve
- Provide a positive ethos and ensure the environment is developed within the school
- Provide a safe and welcoming place for all of its members
- Offer all children access to a broad and balanced curriculum
- Ensure the curriculum is appropriate to the individual’s needs and abilities
- Provide a curriculum which emphasises the positive aspects of all protected characteristics
- Have equally high expectations of all children
- Recognise the strengths of children as well as their additional needs
- Identify all children requiring additional provision, as early as possible in their school career
- Ensure all children are as fully involved as possible in all school activities

- Provide a holistic approach to supporting children, including views of the child, parents, professionals, staff and outside agencies and ensure this is consistent across the school
- Make sure the teachers, by careful use of language and choice of resources, avoid reinforcing stereotypical views of society
- Ensure parents/carers of all children are kept fully informed of their child's progress and attainments
- Encourage children to be involved where practical, in decisions affecting their future provision
- Reflect the local communities we serve and respond to their needs
- Prepare all children for life in a diverse and multi-ethnic society
- Challenge and deal effectively with incidents of prejudice and discrimination
- Ensure all staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners
- Ensure that all staff are aware of their responsibilities towards vulnerable learners and make sure that a positive and sensitive attitude is shown towards all children at all times

Objectives

- Through the planning process, identify and cater for the individual needs of all children
- Through the school's agreed assessment procedures and target setting, ensure that all children are provided with the challenges necessary for them to achieve the highest possible level in all areas of the curriculum
- Through the school's agreed procedure for assessment and evaluation, to identify all the children with **SEND** as early as possible and address their needs through the graduated approach of the four-part process of assess, plan, do and review
- To provide an inclusive education for all children with **SEND** and use our best endeavours to remove barriers to learning by providing high quality teaching differentiated for individual need
- To encourage confidence and raise self-esteem by providing a caring and well organised environment so that children with **SEND** can achieve their best
- To liaise with outside agencies for the necessary advice and support for all children identified with having **SEND**
- To work with parents to gain a better understanding of their child and involve them in all stages of their child's education
- To ensure that where possible children participate and are involved in the process of information gathering and reviewing progress
- Through a wide range of activities, provide children with the opportunities to achieve as much independence as possible
- To ensure funding is allocated to provide high quality provision for those identified as having **SEND**
- To develop existing skills of all staff in the identification, assessment of and provision for children with **SEND** and to provide training and support as appropriate

This policy should be read in conjunction with:

- The **Child Protection and Safeguarding Policy**,
- **Managing Medicine** policy,
- **Policy for Religious Education**
- **Policy for Behaviour**,
- The **Single Equality Scheme**.

Please also make reference to the individual school's **SEND** report and the Response to the Local Offer documents which are available on the school website. East school has their own report on the website.

Admission Arrangements

The Trust Board believes that the admissions criteria should not discriminate against children with a protected characteristic and adhere to the ERYC Local Authority Fair Access protocols. For more information on admission arrangements please see the local authority's policy 'Admissions Arrangements'.

No child will be refused admission to school on the basis of his or her special educational need, medical need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for each school, as agreed with the Local Authority)

Special Educational Needs (SEN)

“Every teacher is a teacher of every child or young person including those with **SEND**”

Definition of Special Educational Needs:

‘A person has **SEN** if they have a learning difficulty or disability which cause for Special Educational Provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities or a kind generally provided for others of the same age in mainstream schools.’ (Introduction xiii and xiv)

Extract taken from the Special Educational Needs Code of Practice 2014: 0–25

Identification and Assessment

Children will have needs and requirements that may fall into at least one of the four areas defined by the **SEND Code of Practice September 2014**:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Many children will have inter-related needs; these broad categories give an overview of the range of needs that we plan for but we consider the needs of the whole child which will include not just the special educational needs.

Children's needs should be identified and met as early as possible through:

- The analysis of data including entry profiles, Foundation Stage baseline assessments, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data
- Classroom-based observations, intervention assessments, assessment and monitoring arrangements. (Cycle of assess, plan, do and review.)
- Following up parental concerns
- Parental observations
- Sharing information on family history
- Tracking individual children's progress over time

- Using the trust criteria for **SEND** support. Please make reference to this on the website
- Liaison with feeder nurseries on transfer
- Information from previous schools
- Information from other services
- Maintaining a provision map for all vulnerable learners but which clearly identifies children receiving additional **SEN** support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through pupil progress meetings between the teachers and **SENDCo**
- Undertaking, when necessary, a more in-depth individual assessment. This may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a child's needs.
- Involving an external agency where it is suspected that a special educational need is significant

Working with Parents and Children

We aim to work in partnership with our children and their parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having **SEN**.

Once a child has been identified as having **SEN**, the class teacher will invite the parents to a meeting to:

- Formally let them know that their child is being placed at **SEN Support**
- Discuss assessments that have been completed
- Agree a plan and provision for the next term/half term

This is part of the graduated approach cycle of 'Asses, Plan, Do, Review' required in the Code of Practice. The cycle of assessing, planning for the child, working with the child and reviewing the progress is the basis for all practice and this approach is detailed throughout the policy.

Depending on their age, and their developmental stage, the child may be invited to attend all or part of the meeting. Prior to the meeting the child's views will be sought and will be included in the meeting.

The Graduated Response

The graduated response is a four-part cycle of assessment, planning, doing and reviewing which is recorded on the child's support plan. This process will happen at least termly.

Assess

The teacher identifies children with learning needs in the class; this involves clearly analysing the child's needs using the class teacher's assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The child's views and where relevant, advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the child is progressing. (Please see section above for more details)

Plan

Planning will involve consultation between the teacher, Special Educational Needs Coordinator, parents and the child to agree longer term learning objectives and hoped for outcomes. Adjustments, interventions and support that are required will be recorded on a child's individual support plan. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the child, including support staff will be informed of the child's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

To track the child's long-term progress and level intervention, he/she will be included on the **SEND** register by the **SENCO**.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. The child's response to the support can help identify their particular need. The impact on progress, development and or behaviour that is expected will be recorded by class teacher, with support from the **SENDCo** and other staff and will be summarised on the support plan in preparation for the progress review.

Review

Reviews will be undertaken in line with agreed dates (at least 3 times a year). The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the child and their parents. If necessary outside assessments may be considered at the progress review with parents to inform a future cycle of the graduated response. Advice can be sought from outside specialists at any point; to advise on early identification of **SEND**, where little or no progress is made over a sustained period, where the child is working at levels substantially below those of their peers. Advice is incorporated into the child's individual planning and targets.

The majority of children and young people with **SEND** will have their needs met within the school – effectively at 'school level'.

This cycle of assess/plan/do/review will continue if the child is deemed by all to be making progress with this additional and different intervention and their needs can be met within the school's **SEND** budget. We will continue to identify the child as having special educational needs. If the child is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs and be removed from the **SEND** register. However, the special educational provision required to meet some children's needs cannot reasonably be provided from within the normal resources available. Where this is the case, we will gather all the information in the format required by the local authority to request an assessment of education, health and care needs.

If a child has an Education, Health and Care Plan, their plan must be reviewed annually. The **SENDCo** will organise these reviews and will invite any professionals including the parents who have current involvement with the child, and the child if appropriate. The review will be sent to the local authority, who will look at the responses from the meeting and will update the Education, Health and Care Plan document if they feel it is appropriate.

Stages of SEN and Possible Resulting Actions

Every child on the **SEN** register should have a support meeting and plan in place. At these meetings outcomes will be written and strategies for the outcomes will be put into a plan. These meetings will take place at least once a term. A child friendly target sheet will be made for each child to facilitate their involvement in the process and act as a working document. Children also work with a familiar adult to create a 'One Page Profile' annually. This will be a record of what the child, likes, dislikes and will contain strategies that the child feels supports them effectively. They will be available for all adults that come into contact with the child.

Teachers, with support from the Inclusion Team will run the support meetings with parents and child unless outside agencies are involved, in which case a member of the Inclusion Team will take the lead on the meeting.

The three stages of SEN at Edukos are: SEN support, SEN support plus and Education, Health and Care Plan (EHCP).

SEN Support:

A child is on SEN support if they:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/social difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress in this area

(Refer to the trust criteria for SEND support)

In collaboration with the class teacher, the Inclusion Team decides the action required to help the child make progress using school resources. Based on the results of previous assessments, the actions might be:

- Provision of alternative learning materials/special equipment
- Small group (or individual) support or intervention, with an additional adult, in or out of the classroom
- Provision of additional adult time in planning programmes of work, and monitoring their effectiveness
- Staff development/training

This will be detailed in the support plan.

SEN Support Plus:

SEN Support Plus is used when a sustained level of support is needed, and external agencies are consulted. Indicators of need at SEN Support Plus might be one or more of the following:

- The child still makes little or no progress in specific areas over a long period
- The child is working at below the age related expectations which is normally planned for in his/her class
- The child continues to experience difficulty in developing literacy/numeracy skills
- The child has emotional/social problems that often substantially delay own learning or that of the group.
- The child has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- The child has communication or interaction difficulties that require ongoing intervention from the Speech and Language Service

The decision to move between SEN Support and SEN Support Plus is made by the Inclusion Team in collaboration with individuals who have key involvement with the child. External support agencies will require access to a child's records. The agency specialist may be asked to provide further assessments and advice, and possibly work directly with the child. Parental consent is sought for any additional information required.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SEN Support +, we may apply for the child to be assessed for an EHCP. Parents are fully consulted at each stage. Parents and external agencies may also request an EHCP, in which case the school will provide appropriate information to the Local Authority (LA).

Generally, we apply for an EHCP if the child has a complex disability and / or the child's achievements are so far below their peers that it is not possible to meet the child's needs from within school's resources.

Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not necessarily mean that a child needs an EHCP.

Each Local Authority provides assessment guidelines on thresholds for EHCP's. For more guidance please see the Local Offer.

If the application for an EHCP is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the Local Authority will produce the EHCP which will record the decisions made at the meeting.

Roles and Responsibilities

Role of the Parent / Carer

We believe that a strong partnership with parents enables children and young people with additional needs to achieve their potential.

We recognise that parents have a unique understanding of the child's needs and can make a significant contribution to their support. Ways of doing this will be outlined in the Support Plan. Parents are encouraged to participate in the reviewing and setting of outcomes through support plan meetings.

Members of the inclusion team are available to meet parents/carers, in their non-contact time. Appointments for these meetings are made by speaking to the inclusion team, emailing or ringing the school office. In addition to this the inclusion team will host sessions for parents of children on the SEND register to come together to ask questions and gain more information about policy and practice on inclusion. The school will make available to all parents of children with SEN, details of the Parent Partnership Service (PPS).

Role of the Class Teacher

Class teachers' responsibilities include:

- Being aware of the school's procedures for the identification, assessment and subsequent provision for children with SEND
- Liaising with the Inclusion Team to collect evidence and to decide the action required to assist the child to progress
- Being involved in the development of the SEND policy
- Being involved in writing and delivering the individual programme set out in the Support plan, and reviewing progress with parents/carers
- Take part in training to develop understanding and practice
- Planning and evaluating with teaching assistants
- Developing constructive relationships with parents

Role of the SENDCO/Inclusion Leader

SENDCo responsibilities include:

- Overseeing the day-to-day operation of the policy
- Assessing children
- Developing programmes of work for children
- Co-ordinating the provision of resources for children with additional needs
- Liaising with and giving advice to fellow teachers
- Overseeing children' records
- Informing parents/carers that SEN identification, and/or provision has been made for their child

- Liaising with parents at specific meetings and making them aware of his/her availability for advice
- Take part in training to develop understanding and practice
- Making a contribution to In-service Teacher Training (INSET) events
- Liaising with external agencies, LEA support services, Health and Social Services, and voluntary bodies
- Managing teaching assistants, including carrying out observations and the identification of training needs
- Reporting to parents on the school's inclusion policy including the allocation of resources from the school's budget

The Role of a SEND Teaching Assistant

SEND teaching assistant's responsibilities include:

- Delivering intervention programmes to individual children or groups of children
- Take part in training to develop understanding and practice
- Collecting evidence of progress through observations both formal and informal
- Alerting the class teacher to concerns which have been observed through close working with the children
- Tracking progress towards outcomes set by a class teacher for specific SEND children.
- Providing effective feedback to the teacher on interventions
- Collaborating with the SENCo to match classroom provision to the specific needs of the child
- Contributing to progress reviews or annual reviews

Role of the Head Teacher

The Head Teacher's responsibilities include:

- The day-to-day management of all aspects of the school including provision including budgetary control
- Keeping the Governing Board informed about inclusion within the school
- Ensuring the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

Role of the School Governing Board

The Governing Board's responsibilities to children with additional needs include:

- Ensuring that high standards of provision are made for children
- Ensuring that a 'responsible person' is identified to liaise with all those involved with teaching and supporting children with a statement of SEN
- Ensuring that children with additional needs are fully involved in school activities
- Applying the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and reviewing the inclusion policy

Problem Resolution

The first step in resolving problems is to make an appointment with the class teacher. A member of the inclusion team may be invited to attend, or a separate appointment may be arranged with a member from the inclusion team. Any further issues must be brought to the attention of the Head Teacher. If for whatever reason this does not resolve the issue parents / carers should contact the Chairman of Governors.

Data Protection

All inclusion data is confidential but is available for parent(s)/carers to see. For further details, contact the Head Teacher, or the Inclusion Team.

Disability / Medical Needs and Accessibility

At the Trust we recognise that every child is an individual, with their own needs and strengths. The Inclusion Team with the support of Class Teachers take overall responsibility for co-ordinating the support and provision for children with disabilities and / or medical needs. In order to ensure full accessibility to education, including school trips and physical education we:

- Provide transition meetings
- Work closely with parents / carers and outside agencies
- Seek the child's view
- Work collaboratively with key school staff
- Seek to provide relevant resources
- Seek to make physical changes to the school when appropriate
- Facilitate staff training relevant to individual need and to raise whole school awareness
- Write medical care plans (more detail is included below)
- Provide a medical room for discreet management of health needs
- Include children on the provision mapping (in order to monitor educational progress, social and emotional needs and the possible impact if children require time off school relating to their medical condition);
- Where a child has required a significant amount of time off school for a medical need, a reintegration plan will be drawn up
- Include individual children on risk assessments for school visits and other activities outside of the normal timetable

Medical Care Plans

Medical Care Plans are created as soon as a new medical need is brought to the school's attention or in the case where a new child is starting the school, within the first few weeks. Where the need is significant the medical care plan will form part of the transition arrangements.

The level of information within the plan will depend on the complexity of the child's condition. They will capture the key information and actions to enable the child to be supported effectively.

Where a child has a SEN and disability or medical need, their SEN will be referred to within the medical care plan.

A copy of the blank health care plan will be given for the parents to fill the details in. It is hoped that parents will involve their child in this, at an age and stage appropriate level. Where appropriate school staff and outside agencies will then meet with families to develop and finalise the plan.

A folder with all medical care plans is available in each classroom, the school office and the senior mid-day supervisor holds a copy.

Medical health care plans are reviewed and updated annually, or sooner should there be evidence that the child's needs have changed.

Please see the policy for Supporting Children with Medical Conditions.

Unacceptable Practice

Although the staff in the trust will use their discretion and judge each case on its merits with reference to the child's individual healthcare plan, it is not generally acceptable practice to:

- Prevent children from easily accessing their inhalers and medication and administering their medication when and where necessary
- Assume that every child with the same condition requires the same treatment

- Ignore the views of the child or their parents; or ignore medical evidence or opinion (although this may be challenged)
- Send children with medical conditions home frequently or prevent them from staying for normal school activities, including lunch, unless this is specified in their individual healthcare plans
- If the child becomes ill, send them to the school office or medical room unaccompanied or with someone unsuitable
- Penalise children for their attendance record if their absences are related to their medical condition, e.g. hospital appointments
- Prevent children from drinking, eating or taking toilet or other breaks whenever they need to in order to manage their medical condition effectively
- Require parents, or otherwise make them feel obliged, to attend school to administer medication or provide medical support to their child, including with toileting issues. No Parent should have to give up working because the school is failing to support their child's medical needs or prevent children from participating, or create unnecessary barriers to children participating in any aspect of school life, including school trips, e.g. by requiring parents to accompany the child.

Developments to Enhance Participation in the Curriculum Across the Trust

Please refer to the individual school's SEND report and the Response to the Local Offer documents which are available on each school's website. The reports will provide details about interventions that are running, technology and resources used, training accessed, information sent out to parents, meetings for parents and how the space available is used in an inclusive way.

Gender

At EDUKOS we recognise that both sexes can suffer from stereotyping of roles and needs. Traditionally there have also been divisions in the achievement for different subject areas for boys and girls. In order to eliminate discrimination, promote equality of opportunity and promote good relations between boys and girls we consider the following:

- The progress of boys and girls is tracked;
- Appropriate support is allocated to groups of children who are perceived to be, or in danger of under achieving;
- The curriculum is reviewed regularly and aims to reflect the interests of individuals;
- We challenge the notion that some subjects are purely masculine or feminine by celebrating the achievements and careers of famous men and women;
- The resources are carefully selected to ensure there are positive examples of males and females;
- Teachers use a range of groupings and ensure that neither boys or girls are disadvantaged within their groups;
- Extra-curricular activities are inclusive for both boys and girls;
- The governors actively seek to employ female and male members of staff.

Gender Reassignment, Pregnancy and Maternity/Paternity, Sexual Orientation and Marriage and Civil Partnership

EDUKOS recognises the sensitive nature of each of these protected characteristics and is fully committed to providing an inclusive, positive and holistic education for each child whether they are directly affected (relating to them in the first person), or indirectly (relevant to a parent/s or significant family member). In order to achieve this we:

- Seek the views of the child and parents / carers;
- Take advice from relevant outside agencies;
- Include children on the provision map;
- Commit resources to provide regular ongoing support as relevant;
- Have regular meetings to review progress and consider necessary adaptations;
- Be flexible;
- Work collaboratively with key school staff;
- Provide the child with a key member of staff that they feel comfortable in talking to.

Racial Equality

‘Every school has a key role to play in eradicating racism and valuing diversity.’ The government’s acceptance of the recommendations of the Stephen Lawrence Inquiry Report, published in 1999, reinforces this responsibility for all schools, including those with few or no ethnic minority children. Racism exists in all communities, and racist groups target both urban and rural areas.

Monitoring of Children

The attainment and progress of individual children and groups of children is tracked as they move through the school.

Monitoring will identify stages and areas where children are not doing well.

Ethnic monitoring data is used to compare the school’s performance with that of similar schools.

Ethnic monitoring data on attainment and progress is used by the governors, head teacher and senior managers in school wide planning and decision making.

Ethnic monitoring data is used to inform decisions about additional provision and allocation of resources to groups or individuals who are underachieving or perceived to be in danger or underachieving.

These responsibilities will be carried out by the Head Teacher, Inclusion Leader and Assessment Co-ordinator, using Scholar Pack (the school computer system for tracking progress) and Provision Mapping.

English as an Additional Language (EAL)

Whenever a child starts at a new school it can be daunting. This can be perpetuated if the language spoken in the school is not that of the child’s first or only language.

Use of the child’s first language in school

We recognise the importance of valuing all languages spoken by children. We believe that the diversity of languages should be respected and celebrated. When children who have English as an additional language start at EDUKOS, they will be encouraged to use English alongside their first language in reading, writing and speaking. Ideally, the languages will complement each other as opposed to one being used exclusively. However, the child’s own preference will also be taken into account. A child will not be forced to use English before they feel comfortable. Neither will they be persuaded to use their first language if they do not wish to.

It is recognised that many children who are new to English go through a ‘silent period’ when they are absorbing and processing information, but do not wish to respond vocally to it. In this situation, the child’s silence will be respected, teachers will continue to talk to the child and they will respond to the child’s non-verbal communication.

Assessment

The teacher will make every effort to establish the child’s overall ability. It will not be presumed that a child’s limited ability to communicate in English is representative of their intelligence or ability in curriculum areas. Assessments may be aided by the use of reports from previous educational establishments, discussions

with the child and family, and the child's work. Assessments will be ongoing and will inform the teacher's future planning and provision for the child.

Planning, Teaching and Learning

When planning, resourcing and teaching lessons; the teacher will take account of the specific needs of children with English as an additional language.

They will consider:

- A range of learning styles and multi-sensory lessons
- Drama, role play and visual imagery
- ICT
- Alternative methods of recording such as pictures, tables, mindmaps, photographs and charts
- The use of practical equipment
- The use of talking books and listening centres
- The use of dual language books from the library service
- Written information translated into the child's first language through the use of web based programmes
- Children working with a range of children to ensure that they experience rich language role models
- Pre-teaching of new vocabulary
- Teaching assistant support
- The language used and the amount of processing time provided
- The use of non-verbal communication

Additional resources will be recorded on the provision map.

Partnership with Parents / Carers

Good partnership between home and school is central to the child's well being and progress. A home/school book may be provided to facilitate communication. Teachers may ask parents to support their child in learning key vocabulary.

Religion

At EDUKOS we recognise and celebrate the rich heritage of cultural and ethnic diversity that our country has to offer.

The school recognises the right of children to take time off for religious observances. Action will be taken to minimise any disruption to the education of children who are absent for religious observances. Children who have been absent will be given details of the topics covered while they were away to enable them to follow the topics in future lessons.

Parents/Carers have the right to remove their child from religious education lessons. Please see the Religious Education Policy for further information.

Pupil Premium and Service Premium

Pupil premium is generated by children who have been entitled to free school meals in the last six years, who have been 'looked after' by the local authority for at least six months, have been adopted from care or are under 'special guardianship'. Service premium is generated by children who have a parent in the armed forces. For more information please see the school website. The funding provided through pupil and service premium is targeted towards supporting our children with their individual needs. The children's progress is monitored for impact and documented on the provision map. Funding is reviewed accordingly and is reported on the school website.

Children who have free school meals are offered support in accessing school trips.

Parents / carers are encouraged to talk to the head teacher if they are facing any challenges. The school is flexible and prepared to support families and signpost them to additional services which may be able to assist them as and when it is appropriate.

Looked After Children

In order to support Looked After Children in achieving their potential EDUKOS recognise the need to:

- Have high expectations and recognise that children who are looked after may have ‘hidden abilities’;
- Engage children who are looked after in and taking responsibility for their learning;
- Monitor their academic, social and personal progress, through the provision mapping tools;
- Monitor their attendance;
- Provide swift and early intervention if a problem emerges, such as with behaviour or attendance;
- Providing a key member of staff that they can talk to;
- Be flexible and accommodating to individual situations and be aware that these may change;
- Involve them in extra-curricular activities;
- Have a unified but low profile support in school for each child who is looked after so that they are not made to feel different from other children;
- Engage successfully with carers, parents and outside agencies wherever possible;
- Involve the child with their Personal Education Plan (PEP), which reflects on their successes and meets the child’s changing needs;
- Ensure that the child receives any funding which is available to them;
- Liaise with previous schools to establish a full understanding of the children’s strengths, needs and abilities.

Young Carers

We understand that children who care for a member of their family may come into school with more on their minds than their education. We seek to put in place individual arrangements to ensure the child is able to learn, feel happy and safe by:

- Providing a key member of staff that they can talk to;
- Be flexible and accommodating to individual situations and be aware that these may change;
- Monitor attendance and provide support where necessary;
- Monitor progress and provide support where necessary (recorded on the provision map);
- Access external support services when relevant.

Protected Character Incident Procedure

An incident against a child or group of children with a protected characteristic or perceived protected characteristic may include:

- Derogatory name-calling, insults, jokes and language
- Verbal abuse and threats
- Physical assaults.
- Ridicule based on differences
- Refusal to co-operate with others because of perceived or actual differences
- Stereotyping
- Comments
- Graffiti
- Written abuse

- Damage to property
- Incitement of others to act unfairly or unfavourably
- Provocative behaviour such as wearing offensive badges or insignia.
- Bringing offensive materials such as leaflets, magazines or computer software onto the premise.

Even if the victim of an incident does not complain, it should be treated as an incident if another person perceives it as such. For example, a teacher overhears a child calling a Traveller child a 'gyppo'. The adult records this as an incident, even though the abused child does not complain to him or her.

Dealing with Incidents

No incident (see above), should go unchallenged and every member of staff has a responsibility for responding to the situation. They should make it explicit that it is unacceptable and contravenes the Trust's policy, culture and ethos. If the member of staff is unable to resolve the matter, it should be referred to the Head Teacher. The action to be taken will depend on whether the perpetrator is known and whether he/she is a young person, a member of staff or an outside perpetrator. Where a perpetrator is a young person or child, staff should explain why the behaviour is unacceptable. Any further action taken will be decided by the Head Teacher. The parents or carers of all perpetrators and victims will be informed of the incident and action taken.

If any of the incidents referred to above, are committed by any member of the staff towards any child, parent or another member of staff it will not be tolerated and will be dealt with as a serious breach of disciplinary procedures. EDUKOS recognises that appropriate training and other support will be necessary for all staff. When members of staff are found to have committed misconduct they will face disciplinary sanctions up to and including dismissal.

Where there is an outside perpetrator, staff should attempt to discuss the matter with them and if necessary refer them to school policy and/or the head teacher.

Recording and Reporting Incidents

EDUKOS records all incidents. The information includes the following details:

- Date;
- Names of perpetrators and victims;
- The protected characteristics of all individuals involved;
- Nature of incident;
- Action taken in response;
- Name of the person reporting the incident.

Copies of these forms will be kept in the school office and blank forms are available on the staff on the computer.

Although some incidents seem minor, it is still important to log them as repeated incidents often mean that earlier reports assume greater importance. Governors are informed of the number and nature of incidents and the action taken to deal with them. The pattern and frequency of incidents are analysed in order to inform future planning. Details of the pattern and frequency of incidents are held at institutional level.

Support for the Victim

When dealing with incidents involving children, staff should:

- Listen
- Listen attentively
- Indicate they are pleased that the child has been able to tell them.

- Remain calm and reassuring
- Accept their language and terminology
- Remember that to confide in a member of staff may need considerable courage.

Acknowledge

- Acknowledge the feelings of the young person
- Confirm they were right to make the disclosure
- Show they understand the difficulty in discussing the matter
- Establish whether the incident is part of a pattern
- Reassure while explaining the need to take the matter further

Report

Indicate that the information needs to be shared with others in authority in order to stop further harassment. If the victim is adamant that they do not want any further action, the incident should, nevertheless, be recorded. The circumstances of the victim, e.g. age, self-confidence in dealing with the situation for themselves, will be a guiding factor for staff when deciding on a course of action. In certain cases, the victim's identity will need to be protected and the situation must be handled sensitively.

Support

Recognise that victims will need immediate support and must be reassured that the matter will be treated seriously and that a full investigation will take place.

We recognise that members of staff can also experience harassment from children, from other staff, from parents/carers, or members of the public. We will support them in the same way as we would children.

Monitoring and Review

The head teacher has overall responsibility for monitoring the recording and reporting of incidents. In collaboration with the chair of governor, they will analyse report forms on a termly basis. This analysis will inform annual reports to the governors and the DfE.

Provision Mapping

Provision mapping is a tool used by the school to identify the additional needs of children and to decide on appropriate provision for these children. Details of the support required for individual children and impact of the support will be listed on the provision map.

Note: Children with a protected characteristic are only included on the provision map if they require additional provision.

Organisation of the Provision Map

- The provision map is organised by year group. It includes the child's name and protected characteristic/vulnerability. It also records any agencies involved, interventions and resources used. The date started and the date completed, are also illustrated. The provision map is a working document which is updated continuously.
- The provision map allows TAs to be deployed according to the needs of children in the school. It is transparent.

Delivering the Intervention

- Following appropriate training, a teaching assistant usually delivers the intervention. Progress is recorded.

- The class teacher and SENDCo monitors and supports the teaching assistant in the delivery of the intervention.

Following the Intervention

- Once the intervention has been completed the assessments are repeated. This allows the progress that the child has made to be realised and monitored. The assessments also inform any future actions for the child.
- The assessments allow the overall provision within the school to be monitored. The results of individual interventions can be compared with the cost of the intervention to inform future use.

School Development Planning and Target Setting

Through the work on the Single Equality Scheme and the School Development Plan, the school sets targets and reviews practice. Please see the Trust website for further information.

<http://www.edukos.co.uk>

Evaluating the Success of our Inclusion Policy

The Inclusion Team reviews the policy annually. In consultation with parents and in conjunction with the governing Board they consider whether or not the specific objectives given at the beginning of this document have been achieved. The inclusion team across the trust meet at least once a term to develop and improve practice together. This is led by the Trust SENDCo.