



# Inclusion and Equality Policy

July 2017

## INCLUSION AND EQUALITY POLICY

**NB: Our Inclusion and Equality Policy incorporates our disability equality scheme and school policy with regard to all issues re equality. It combines the following previous policies:**

- SEN policy
- Academically More Able Policy
- Nurture Group Policy
- Behaviour Policy
- Anti-Bullying Policy

### Contents

- <b>A whole school approach</b> .....	4
A - Inclusion Policy Introduction.....	4
B - Meeting the diverse needs of pupils.....	4
- Aims of the policy.....	4
<b>Our SEN provision</b>	
- Definition.....	5
- Designated Provision.....	5
- Nurture Group and membership .....	6
- Speech and Language Therapy.....	6
- SEN Objectives.....	6
- Responsibility of the Coordinator.....	7
- Role of the Class Teacher.....	8
- Role of the Governors.....	8
- Identification Procedures.....	9
- Provision for SEND.....	9
- Recording, monitoring and reviewing.....	10
- Parental Involvement.....	10
- Pupil Involvement.....	11
- Availability of resources.....	11
- Role of the Teaching Assistant.....	11
- Staff development.....	12
- Links with other services.....	12
- Arrangements for complaints.....	12
- Criteria for success.....	12
<b>Disability Equality</b> .....	13
- Mission Statement.....	13
- Equality of access to the environment, information, trips or out of school Activities.....	13
<b>Our Provision for Our Academically More Able Pupils</b> .....	14
-Aims.....	14
-Definition.....	14
-Identification.....	15
-Provision.....	15
-Types of Provision.....	15
-Role of the Lead Professional.....	18

-Monitoring and Review.....	18
<b>Community Cohesion.....</b>	<b>18</b>
-What is community cohesion ?.....	18
-Promoting Community Cohesion.....	19
-Teaching, Learning and the Curriculum.....	19
- Equity and excellence.....	19
-Engagement and Ethos.....	19
<b>Our Procedures for Dealing with Harassment, Discrimination or Prejudice.....</b>	<b>20</b>
- Definition.....	20
- Dealing with Incidents.....	21
<b>Roles and Responsibilities.....</b>	<b>21</b>
-Governors	
Headteacher	
-Staff	
-Parents	
-Pupils	
<b>Monitoring.....</b>	<b>22</b>
<b>Evaluating the Success of the Policy.....</b>	<b>23</b>
<b>Dealing with Complaints.....</b>	<b>23</b>

A Whole School Approach is taken to Inclusion and SEN and Equality.

### **A. Inclusion Policy Introduction**

*'Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation'*

Index for Inclusion - Booth and Ainscow 2000

- Successful inclusion should result in every pupil feeling safe, confident and happy at school. Successful inclusion should see every pupil making the best progress of which they are able and enjoying their time at school - be that in lessons, during their play or lunchtimes or when involved in any of our Extended School activities. Successful inclusion should promote every pupil's belief in themselves as a learner and valued member of our school community.
- Successful inclusive provision at Grove Street Primary is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.

### **B. Meeting Diverse Needs**

- At Grove Street Primary we recognize that in order to achieve the School Aims we must actively seek to recognize the very diverse needs of our pupils in response to the UN convention on the rights of the child, including

- Age;
- Disability;
- Race, colour, nationality, ethnic or national origin;
- Sex (including transgender);
- Gender reassignment;
- Maternity and pregnancy;
- Religion and belief;
- Sexual orientation; and
- Marriage and civil partnership (for employees).

*The best interests of the child must be a top priority in all decisions and actions that affect children (UN Convention on the Rights of the Child; Article 2)*

To also meet these diverse needs in the following way by:

- Monitoring the achievement and well-being of all our pupils and the quality/nature of the learning opportunities they are offered.
- Tracking each pupil's academic, social and emotional progress and using the resulting knowledge to plan provision for the individual or groups of pupils.
- Correctly identifying and then seeking to overcome potential barriers to pupils' learning or their full participation in school life.

Every child has the right to an education. (*UN Convention on the Rights of the Child: Article 28*)

- Developing and deploying our resources to best reflect the various levels of need experienced by pupils.
- Taking care to ensure that vulnerable pupils, including those with additional or Special Educational Need or Disabilities are appropriately supported.

*A child with a disability has the right to live a full and decent life with dignity and , as far as possible, independence and to play an active part in the community. Governments must do all*

they can to support disabled children and their families. (UN Convention on the Rights of the Child; Article 23)

- Sharing any concerns we may have regarding a pupil with their parents or carers and then seeking to work together with them, for the good of the pupil.
- Liaising closely with professionals from other Children's Services or Health agencies involved in the care and support of pupils.
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each pupil.

#### **Aims of our policy:-**

The vision for our school is to:

- Provide a relevant broad based curriculum within a caring and nurturing environment in which all pupils can develop and grow towards their full potential regardless of ability.
- Provide for and support the children with a range of diverse needs to follow the whole school curriculum and to achieve success and progress according to their potential.

#### **What exactly do we mean by Special Educational Needs?**

The legal definition of Special Educational Needs is defined in the 1996 Education Act as follows:

*"Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them."*

"A child has a learning difficulty if he or she:

- ❑ has significantly greater difficulty in learning than the majority of children of the same age;
- ❑ has a disability which either prevents or hinders him or her from making full use of the educational facilities available within the school;
- ❑ is under school age and falls within the definition above or would do so if special educational provision was not made for the child

**A child is not regarded as having learning difficulties solely because the language of the home is different from the language in which he/she will be taught."**

Pupils with SEN are entitled to:

- Be set suitable learning challenges.
- Have action taken to respond to their diverse learning needs - Reference Provision Management Document.
- Provision to help overcome potential barriers to learning and assessment for individuals and groups of children - reference Provision Management Document.

#### **1. Identification of Special Educational Needs or Disabilities.**

- Identification of SEND may have occurred prior to a pupil's enrolment at school. If this is the case then school will seek appropriate advice and support from the relevant school

and external agencies. This then informs the provision that is put in place for the pupil at Grove Street.

- When a concern is evident the class teacher will liaise with the Inclusion Manager/SENCO and parents/carers to ensure all are aware and can plan the best ways forward together. This may involve the teacher adapting certain aspects of their classroom practice or requesting that the parent/carer seek the advice of the GP/Hearing Support, Physiotherapists or Optician. Should standard provision not suffice to overcome the concern and a significant and/or persistent difficulty remains apparent, the pupil will be deemed as having Special Education Needs.
- Upon identification of such difficulties the school will seek to put in place additional educational provision. This may be long or short-term dependent upon the nature of the special need and the progress made by the pupil.
- There are four broad areas that give an overview of the difficulties a pupil may have. However it is important to note that a pupil's needs may cross one or more of the following:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health difficulties
  - Sensory and/or physical needs

The SEN Code of Practice (2014) describes a 'graduated response' to identifying and removing barriers to learning in order to put effective special education provision in place. (Please refer to SEN Policy)

### Nurture Group

The Nurture Group opened in September 2012 and is funded by Grove Street Primary School. It is open for 4 and a half days per week and is run on the Boxall Profile guidelines. Up to 8 KS1 children attend in the morning and up to 8 KS2 children attend on 4 afternoons. A child may be in the Nurture Group for up to 4 terms.

The Nurture group is overseen by the Nurture Group Steering Committee:-

Meg Marshall- Head teacher.

Nicky Cornford-Inclusion Governor.

Julie Chilton-Inclusion leader.

Alison Gillies-Lead practitioner.

Bev Chase-Support practitioner.

### Membership of the Nurture Group

Possible new members are identified by staff on the grounds that the child is not able to reach his/her full potential due to Social, Emotional or Mental Health difficulties.

A Boxall Profile is carried out by the child's teacher or TA based on classroom observations.

Each new case is discussed in depth by the Steering Committee and a decision about entry is based on the following:

- Group dynamics.
- Need.
- Available places.
- Parental Consent.

In exceptional circumstances, where a child has suffered eg. Trauma, and a place is available, a temporary placement may be made by the head teacher after consultation with the child, parents and staff.

Current members are carefully considered at each Steering Group meeting. Individual progress

is discussed and the way ahead planned. Re-integration programmes are put into place for those considered to be ready to re-enter full time mainstream.

### Speech and Language Therapy

We have several members of staff trained in the Wellcomm Screening. Screening is carried out on termly basis. Children who are working at an amber level are given relevant work packets to be carried out for 15 minutes daily, during the school day. Children who are working at a red level are referred to the Speech Therapist. The Speech Therapist will make her own assessments; contact parents; refer individuals to the clinic, ENT or offer work packs to be done in school.

As a school we are fortunate to buy in a Speech Therapist, who comes into school, every Monday.

- **SEN Objectives**

**The objectives of our SEN policy are underpinned by the Every Child Matters agenda**

- The school's assessment and tracking arrangements ensure that pupil's special needs are identified as soon as possible. Refer- target tracker and SEN assessment data.
- Assessment data is used to inform decision making
- Pupils with special needs are given full and equal access to a broad and balanced curriculum
- Appropriate resources are allocated to ensure that the needs of pupils are appropriately met
- Parents are informed and actively encouraged to be involved in meeting the needs of their children in partnership with the school and involved in any decision making concerning their child's SEN provision -half- termly meetings with parents to discuss ASP/I.E.S.P/I.B.S.P's (Additional Support Plans/Individual Education Support Plans/Individual Behaviour Support Plan)
- Use is made of teachers, other professionals, facilities and resources from within the school and outside whenever appropriate. Refer to SEN Policy for agencies.
- Achievement targets are set and reviewed on a regular basis.
- All children grow in their confidence and independence and self-reliance to become confident and capable learners.
- All children are able to read, write and use numbers effectively and with confidence.
- All pupils are actively involved in all decision making processes that occur in their education including the setting of learning targets and contributing to their additional support plans/ individual educational plan (ASP/IESP/IBSP) through the target setting process and pupil progress meetings.

- **Responsibilities for Co-ordination**

- The school's Inclusion Leader is Julie Chilton who was appointed: 23<sup>rd</sup> March 2012
- The named governor for Inclusion and SEN is Mrs Nicky Cornford

The INCLUSION Leader's responsibilities include:

- Determining the strategic development of the SEN, Inclusion and Equality policy,

Gifted and Talented policy, Medical Conditions policy and provision with the Head teacher and Governing Body

- Taking day to day responsibility for the operation of the SEN policy and provision
- Carrying out analysis and assessment of the pupils' needs.
- Regularly review pupil progress and achievement.
- Manage and monitor the SEN, EAL, Gifted and talent registers.
- Advise class teachers on the appropriate provision and ensure that this provision is in place.
- Provide support for teachers in writing, implementing and reviewing ASPs/IESP's/IBSP/Focus group and ensure that parents are partners in the process.
- Meet with parents/carers to discuss children's needs as appropriate and in conjunction with and alongside class teachers
- Monitor key transitions for pupils with ASC and provide advice and support to enable children to progress
- Manage and monitor volunteers.
- Report to the governors on all aspects of inclusion and SEN as directed by the Senior Leadership Team
- Write reports and collate information for external agencies, including the assessment panel/Team Around the Family(TAF)/ Common Assessment Framework (CAF)/Individual health Care Plans (IHCP)
- Lead on the writing of applying for Education Health Care Plans.
- Supervise in the collation of information for external agencies, including PEP/Social Care.

- **Role of Class teacher**

All class teachers have a responsibility to ensure that the SEN policy, Inclusion and Equality policy, Gifted and Talented policy and Medical Conditions policy is put into practice. Class teachers responsibilities include:

- Delivering Quality First Teaching which is highly personalized.
- Identifying pupils who make little or no progress in spite of differentiated learning opportunities being provided
- Working with the Inclusion Leader and parents in collecting and recording information about the pupil in determining the action to be taken
- Planning and delivering appropriate ASPs/IESPs/IBSP's
- Recording on the ASPs/IESPs/IBSPs that which is different to or additional from the differentiated learning opportunities provided
- Accepting TAs as team members
- Involving pupils at an appropriate level in planning for their own learning
- Accepting, actively promoting and valuing the contribution of parents in their child's learning and identifying the best way of involving parents in working with the school
- Sharing ASP/IEP/IBP with partners
- Completing TAF/CAF/PEP/IHCP, referral forms to outside agencies when necessary.

- **Role of the Governors**

The Governors of this school would wish to ensure that:

- The SEN policy, Inclusion and Equality policy, Gifted and Talented policy and Medical Conditions policy is in place in line with the requirements of the Code of Practice
- Access to the policy is readily available to all staff including supply staff
- The policy is clearly articulated and consistently applied
- That SEN records are maintained by all staff and kept up to date
- The Governing Body will receive details regarding the success of the SEN policy and any changes
- The policy is available to parents on request.

- **Identification procedures**

- The class teacher's responsibilities in identifying special educational needs include: Quality First teaching.
- Other agents such as speech therapists, health visitors or other non teaching staff may also be involved in the process by sharing expertise and advice and suggesting Intervention Programmes.
- Parents are encouraged to pass on information and concerns about their child's health and background by liaising with class teacher and Inclusion Leader, and other agencies.

Identification strategies used include:

- Observation.
- Teacher assessment.
- Discussions with Head teacher, other staff or external agencies.
- Discussions with parents.
- Discussions with pupils.
- Results of standardised tests e.g. reading tests, SATs results. Teacher Assessments
- School Tracking systems.
- Pupil progress reviews.
- Boxall Profiles.
- Observations by outside agencies such as Educational Psychologist, ASC Team, SENAAT, Health Practitioners etc.
- Looked After Child status is carefully monitored.
- Child Protection status is carefully monitored.

- **Provision for Pupils with SEN**

- The following stages of the provision are offered in line with the SEN Code of Practice:

### Individual Education Support Plans

The trigger for is where:

- There is a concern, underpinned by evidence that a pupil is making little or no progress in spite of receiving differentiated learning opportunities; the class/subject teacher, with the Inclusion Leader should collect all available information on the child and seek additional information from the parent before deciding on the action to be taken
- The class teacher is responsible for working with the pupil on a daily basis and for planning and delivering an individual learning programme which should be recorded within an IEP/Focus Plan
- A pupil becomes a member of the Nurture Group.
- The SENCo should take the lead in further assessment of a pupils' strengths and weaknesses and monitoring and reviewing action taken

A range of strategies are used to support the needs of SEN pupils on IESPs including:

- Different learning materials or more effective strategies.
- Special equipment or resources.
- Some group or individual support.
- Extra adult time devoted to the nature of planned intervention and monitoring its effectiveness.
- Undertaking staff development and training.

### Additional Support Plans

The trigger for School Action Plus is where:

- A pupil makes little or no progress in spite of receiving an individualised programme under an IESP
- Action at this stage will always involve consultation with outside agencies, including strategies recommended from their reports
- The Inclusion Leader is responsible for co-ordinating this consultation process
- The ASP should record fresh strategies which are being implemented
- As far as possible all support should be provided within class. Where withdrawal support is felt to be appropriate, this should be on a small group or one-to-one basis and time limited
- Delivery of interventions is the responsibility of the class/subject teacher

- **Recording, Monitoring and Review**

The class teacher is responsible for:

- Maintaining the class SEN records and contributing to the Individual Pupil Chronologies.
- Checking and updating the class medical list.
- Recording progress towards the achievement of IESP targets by termly review. (Dec, March, and July)
- Reviewing IESP's/IBSP's at least three times a year and more regularly where appropriate

The INCLUSION LEADER is responsible for:

- Monitoring the progress of pupils with SEN by Target Tracker, Assessment Data and Focus plans.
- Overseeing all record keeping.
- Line Manager for Nurture Group Staff.

- **Parental Involvement**

Parents will:

- Adhere to the Home/School Agreement
- Have access to the school's SEN Policy in an appropriate format and will be provided with information about their child's entitlement within the SEN framework
- Be informed where there is a concern about their child's needs and be encouraged to contribute to the assessment of their needs by meeting with class teacher and Inclusion Leader
- Be fully involved in decision making, developing ASP/IESPs/IBSP's, and setting targets by attending pupil progress meetings.
- Be invited to review the progress of their child by attending Reviews and Parent evening meetings.
- Be informed about the Parent Partnership Service when their child's needs are first identified
- Be informed of any training/ courses/ support groups which would help them and be offered support in applying for these by the Inclusion Leader.

- **Pupil Involvement**

Pupils will:

- Be involved in developing their own IEPs /IBP's/ASP's at an appropriate level by discussing and reviewing them with their class teacher and their parents/carers.
- Be progressively more involved in decision making, setting and reviewing targets
- Be given access to a member of staff to discuss any difficulties or concerns.
- Be given opportunities for choice and decision making by attending Review Meetings.
- Be supported in understanding the roles of other professionals by meeting with professionals.

- **Availability of Resources**

- Each year a proportion of the budget is allocated to the development of resources to support the development of provision for pupils with special needs.
- The school currently employs 2 TA's in the Nurture Group and a number of TA's to support individual children, as well as SEN provision groups.
- TAs are deployed by the Head Teacher and Inclusion Leader to deliver appropriate Intervention Strategies.
- SEN Resource's found in all middle bays, PPA room and in the cupboard next to the school hall.

- **Role of Teaching Assistants (TA)**

Teaching Assistants are responsible for:

- Directly supporting individuals or small groups of pupils
- Contributing to the implementation of ASP/IESPs/IBSP's
- Contributing to the development of resources for pupils with SEN
- Attending meetings as directed by the Inclusion Leader
- Reporting on the progress of pupils with whom they are working either in writing or orally to the class teacher
- Meeting with the class teacher to plan review and monitor targets.

- **Staff Development**

Staff are informed and involved in special needs through:

- Staff meetings.
- Directed time given to discuss inclusion issues with other staff/Inclusion Leader
- INSET by Inclusion Leader, colleagues from Inclusion Services or other external agencies as appropriate.
- Staff training will support the development of the skills of all teachers in meeting the needs of pupils with special educational needs

- **Links with Other Service**

The Inclusion Leader co-ordinates links with a range of other Services including:

- The School Health Visitor.
- The School Nurse
- Special Educational Needs Advisory Team
- The Educational Welfare Officer
- Colleagues from the Inclusion Services including the Educational Psychologist
- ASC Team.
- Speech and Language Therapists
- Incontinence Nurses
- SEN Assessment Team.
- Occupational Therapists.
- Consultant Paediatricians.
- Gilbrook Outreach.
- Hearing and Vision Support
- LAC Team

- **Arrangements for Complaints**

- Should any parent have cause for complaint, they should be addressed in the first instance to the class teacher.
- The complaint may be directed by the Head teacher to the Chair of Governors and/or the Governor for SEND.
- Should action need to be taken the complaints procedure will be followed.

- **Criteria for Success**

The following are the criteria to be used to evaluate the success of the SEN Policy:

- That everyone is familiar with the policy and is using it
- That pupils with SEN are identified quickly
- That parents are fully informed and as far as possible involved in supporting their child
- That pupils are well informed and involved in identifying, monitoring and recording progress in their learning
- That provision is matched to pupils' needs
- That there are close links with the Inclusion Services and other external support services

## **Disability Equality**

### **Mission Statement**

---

At Grove Street, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Grove Street, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

### **Equality of Access to the Environment, Information, Trips or out of school activities.**

#### **Reasonable adjustments:-**

- Grove Street Primary School is a single site school. Entrance to the building is through the main reception area or class porches, some of which have leveled access.
- There is currently one wheel-chair accessible toilet for children and adults in the main reception area.

- We have had a disabled toilet, which has a built in shower and an automated bed..
- Personal Computers.
- Key Staff trained to administer medication.
- Medical cabinets in classroom to store medication securely.
- Specific chairs in dining hall and classrooms.
- Inclusion Leader- signposting families to agencies
- Infant Staff- enabling children to be more independent when eating.
- Special Diet(s) noted and monitored in school canteen with reasonable adjustments made.
- Majority of staff have training in basic signing/communication.
- Key staff trained to use epipen
- Incontinence training.
- Extra support for child with ASC via ASC Team
- Occupational Therapy advice for specific children carried out.
- Referrals to CAMHS.
- School Nurse based on sight.
- Mrs. Chilton responsible for Individual Health Care Plans.
- Dyslexia- All Key Stage 2 staff received training from Orrett's Meadow.
- The school is equipped with amplifying equipment for children with hearing difficulties.
- All relevant staff has had ASC awareness training given by Sue Calveley and Julie Chilton in 2014/15.
- Key Staff trained in 2012 for administering the Wellcomm Screening to detect Speech and Language difficulties.
- Weekly meetings with the Speech Therapist.

## **Our Provision for our More Able, Gifted and Talented Children**

At Grove Street Primary School we are committed to:

- helping all our pupils develop their personalities, skills and abilities intellectually and socially.
- providing teaching which makes learning challenging and enjoyable and enables pupils to realise their full potential.
- working together for quality and equality of opportunity.

We believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to ensure that we recognise and support the needs of those children in our care who are more able, gifted and/or talented.

### **Aims:**

We are committed to providing an environment, which encourages all pupils to maximise their potential and this clearly includes pupils who display some form of giftedness.

We aim to:

- recognise and develop the wide range of talents and abilities.
- ensure that we recognise and support the needs of all our children.
- enable children to develop their full potential.
- offer children opportunities to take responsibility for their own learning.

- ensure we challenge and extend all children.

## Definitions of More Able, Gifted and Talented Children

At Grove Street Primary School, we aim to ensure that we have an inclusive rather than exclusive approach to the definition of ability in order to include and recognise the talents of the many rather than the few, and to provide planned and appropriate challenges in the classroom.

More able children may be described as 'gifted' or 'talented'. Research suggests that gifted and talented pupils comprise around 2-10% of pupils within a school. The cohort is made up of pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group in their school. Within this cohort will be pupils who are:

**An able child**, as defined by our school, is one who achieves, or has the ability to achieve, at a level significantly in advance of the peer group. This may be in all areas of the curriculum or in a limited range" (Eyre, 1999.)

**A gifted pupil** is one who is in the top 5-10% of the pupil population of the school or class group (DfES definition) who 'has the capacity for or demonstrates high levels of performance in an academic area'.

**A talented pupil** is one who is in the top 5-10% of the pupil population at the school or class group with a specific ability in a non-academic area :

• <b>Physical Talent</b>	sports, games, skilled, dexterity
• <b>Visual / Performing Abilities</b>	dance, movement, drama
• <b>Mechanical Ingenuity</b>	construction, object assembly (& disassembly), systematic, working solutions
• <b>Outstanding Leadership</b>	organiser, outstanding team member, sound judgements
• <b>Social Awareness</b>	sensitivity, empathy, career
• <b>Creativity</b>	artistic, musical, linguistic

## Identification

We use a range of strategies to identify gifted and talented children, however before identifying any child gifted in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. Identification of pupils as 'gifted' or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area.' The school recognises this and will try to foster this ability where possible.

A gifted or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

• Teacher nomination	• Assessment results	• Specialist teacher identification
• Parental nomination	• Peer nomination	• Self nomination
Information from previous teacher	Checklists (see Appendix)*	

[TOP](#)

**It is worth remembering that gifted pupils can be:**

• Good all-rounders	• Of high ability but with low motivation	• Very able but with a short attention span
• High achievers in one area	• Of good verbal ability but poor writing skills	• Very able with poor social skills
• Keen to disguise their abilities		

**Everyone in school has a responsibility to recognize and value pupils' abilities. We are aware that :**

• Unnecessary repetition of work is de-motivating and de-motivated pupils will not always demonstrate potential
• There is sometimes peer pressure to under-achieve
• Gifted pupils are not always easier to reach than other pupils

Pupils who have been identified to the lead professional will be entered onto a register. (See Appendix) The specific areas of ability, the functioning levels and action being taken will be entered onto the register. A copy of the register will be available for all staff. Parents are informed at parents' evenings or pupil progress meetings.

\* All staff are aware that these lists are not exemplars- - they are examples that can be used as aids for identification.

### **Provision**

In providing for more able, gifted and talented children, Grove Street Primary School will have

regard to the principles of inclusion by:

- setting suitable learning challenges
- responding to pupils diverse learning needs
- overcoming the barriers to learning for individuals and groups

We aim to:

Maintain an ethos where it is acceptable to be bright, display abilities and take risks.
Encourage all pupils to be independent learners.
Recognize achievement.
Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement.
Provide a wide range of extra-curricular activities and clubs.
Always provide work at an appropriate level.
Provide opportunities for all pupils to work with like minded peers.
Build an ethos where teachers expect excellence and children are prepared to question and have a go.
Offer opportunities for pupils to work collaboratively.
Provide opportunities for enrichment, extension and acceleration.

## Types of provision

### Classroom Provision

Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for our children's learning such as:

- a common activity that allows the children to respond at their own level
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment
- the opportunity for children to progress through their work at their own rate of learning

Within our classroom provision we ensure that:

- teachers have high expectations
- tasks are designed to take into account levels of existing knowledge, skills and understanding
- children's individual targets are set to provide an appropriate level of challenge
- there are planned extension opportunities or open-ended tasks
- ability grouping takes place when appropriate
- homework is differentiated
- schemes of work address the needs of G&T pupils

### **School based provision**

- school clubs
- themed weeks
- enrichment opportunities
- opportunities for performance
- specialist teaching
- partnerships with cluster primary schools and feeder high school.

### **Out of school provision**

- opportunity to attend regional G&T activities
- national schemes/competitions/festivals

### **Role of the lead professional**

- Lead the development, implementation, monitoring and evaluation of the school policy for identifying and providing for more able pupils.
- Ensuring up to date knowledge of current developments in this area.
- Providing advice and training for colleagues.

### **Monitoring and Review**

The headteacher and SLT monitor the progress of all pupils, including more able pupils through the school's Target Tracker. (See Assessment Policy)

The G&T register will be reviewed termly by the Inclusion Leader and class teachers.

The policy will reviewed every two years by SLT, Governors and all staff.

## **Community Cohesion**

### **What is community cohesion?**

Community Cohesion means working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds

and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

The curriculum of our school prepares our pupils for the opportunities, responsibilities and experiences of later life. We consider this part of our role, and already work in ways which promote community cohesion. As migration and economic change alter the shape of our increasingly diverse local communities, it is more important than ever that we play a full part in promoting community cohesion. Our school is itself a thriving, cohesive community, but it also has a vital part to play in building a more cohesive society.

Every school - is responsible for educating children and young people who will live and work in a country which is diverse in terms of culture, faith, ethnicity, sexual orientation and social backgrounds.

Through our ethos and curriculum we promote a common sense of identity and support diversity, showing pupils how different communities can be united by common experiences and values.

## Promoting Community Cohesion

For schools, the term 'community' has a number of dimensions including:

- the school community - the pupils it serves, their families and the school's staff;
- the community within which the school is located - the school in its geographical community and the people who live or work in that area;
- the community of Britain - all schools are by definition part of this community;
- The global community - formed by EU and international links.

## Teaching, learning and curriculum

*An effective school will have a high standard of teaching and curriculum provision that supports high standards of attainment, promotes common values and builds pupils' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, faiths, Sex (including transgender); Gender reassignment; ethnicities and socio-economic backgrounds. Opportunities for discussing issues of identity and diversity will be integrated across the curriculum.*

We ensure:

- An effective voice and involvement of pupils in the life of the school in a way that teaches them to participate in and make a difference in school, in their local community and beyond
- Lessons across the curriculum promote common values and help pupils to value differences and to challenge prejudice and stereotyping - for example, opportunities in PSHE lessons and through the creative curriculum for pupils to discuss issues of identity and diversity and what it means 'to live together in the UK'.
- Curriculum activities whereby pupils' understanding of community and diversity is enriched through visits and meetings with members of different communities.
- Support for pupils for whom English is an additional language (EAL) to enable them to achieve at the highest possible level in English.

## **Equity and excellence**

We focus on securing high standards of attainment for all pupils, ensuring that pupils are treated with respect and supported to achieve their full potential.

The school tracking systems enable us to evaluate progress of different groups and to tackle underperformance by any particular group.

## **Engagement and ethos**

School to school: We seek opportunities to work in partnership with other schools locally and further afield.

Sharing facilities also provides a means for pupils to interact, as do opportunities for meaningful intercultural activities such as sport and drama.

School to parents and the community: Good partnership activities with the local and wider community include:

- Working together with community representatives, for example through mentoring schemes with the local high school or bringing community representatives into school to work with the pupils, ensuring that the pupil voice is heard and able to effect change.
- Maintaining strong links and multi-agency working between the school and other local agencies
- Engagement with parents through parent evenings and workshops

*In the light of the new duty we are considering how different aspects of our work already support integration and community harmony; we are taking stock of what has worked well so far. We are then considering where there may be scope to improve our existing work through a more explicit focus on the impact of their activities on community cohesion.*

## **Our Procedures for Dealing with Harassment, Discrimination or Prejudice**

At Grove Street we will not tolerate harassment, discrimination or prejudice of any nature, including:-

- Racial harassment, discrimination or prejudice
- Gender harassment, discrimination or prejudice
- Disability harassment, discrimination or prejudice
- Sexual orientation harassment, discrimination or prejudice
- Religion or belief harassment, discrimination or prejudice

We have agreed procedures for dealing with such incidents.

Pupils who are victims of harassment, discrimination or prejudice may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils are encouraged to report harassment, prejudice or discrimination in school.

## **Definition**

Prejudice is defined as adverse judgement or opinion formed beforehand or without knowledge of the facts, an often hostile attitude, fear or hatred towards a particular person / group of people

Discrimination is defined as unfair treatment of a person or a group which advantages or disadvantages people because of a difference between themselves and others e.g. colour, culture, ethnic origin, sexual orientation, gender, physical abilities. In its more subtle form it is as damaging as in its more overt form.

Harassment is verbal or physical attacks including name calling, suffered by individuals because of differences between them and their perpetrator such as their colour, race, nationality and ethnic or national origins, sexual orientation, gender or physical appearance or abilities.

## **Dealing with Incidents**

The following steps are taken by the school when dealing with incidents:

- any incident/ allegation will be dealt with immediately by the member of staff who has been approached, using the consequences set out in the behaviour policy
- if discrimination, harassment or prejudice is suspected or reported, the incident will be reported to the head teacher or deputy head teacher and a plan of action will be agreed and appropriate records are kept
- measures will be used as appropriate and in consultation with all parties concerned, in line with the school behaviour policy and anti-bullying policy

## **Roles and Responsibilities**

The Inclusion Policy outlines the roles and responsibilities of everyone involved and connected with the school, so that each individual knows what is expected of them. Promoting equality and raising the achievement of all pupils is the responsibility of the whole school staff.

## **Governors**

The governing body of the school has agreed this policy and receives reports from the Head teacher on a termly basis in the Headteacher's Report on:

- incidents related to equality
- current SEN provision and action

The governors are responsible for making sure the school complies with the relevant equality legislation and will assess and monitor the impact of this policy annually.

The governing body will make sure the school Inclusion Policy and its procedures are followed.

One member of the governing body will have responsibility for monitoring this policy, acting as

the designated governor for Inclusion and SEN.

## **Head teacher**

The Head teacher is responsible overall for:

- dealing with discrimination related incidents and in her absence the deputy Head teacher.
- making sure the race, disability and gender equality action plans are readily available and that the governors, staff, pupils, and their parents and carers know about them.
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including racist bullying and bullying related to gender or disability.

## **Staff**

All staff are responsible for:

- dealing with racist and other discrimination related incidents;
- being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities and good race relations;
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender;
- taking up training and learning opportunities.

The details of this policy are part of the induction training for new members of staff.

## **Parents**

Parents are seen as partners involving/supporting/encouraging and praising all children. Parents are involved and kept informed about their child's progress and are given opportunities to meet to discuss this with the class teacher. Parents are invited to both formal and informal meetings about their child. All actions concerning a child are only carried out with full parental consent. Where access arrangements for parents due to issues such as language barriers, physical disabilities etc, we work to try to ensure they are fully included in parents/carers' activities. All parents are expected to have good attitudes towards all members of the school community, avoiding discrimination against anyone for reasons of ethnicity, disability or gender;

## **Pupils**

- All pupils are expected to have good attitudes towards other children, avoiding discrimination against anyone for reasons of ethnicity, disability or gender;
- Fully participate in all learning opportunities re equality

## **Monitoring**

- Analyse our own data on pupil progress to:

- Ensure individual needs are being met and take further action where necessary
  - Highlight any differences between pupils from different groups
  - Decide what further action will be necessary to meet particular needs and to improve the performance of pupils from different groups.
  - Take action to make improvements.
- Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead
  - Each term, the Inclusion Leader will provide information to the governing body as to the numbers of pupils receiving special educational provision through School Action, School Action Plus and Statements as well as any pupils for whom a Statutory Assessment has been requested. The Head reports on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.
  - The Inclusion Leader will meet with the SEN governor to discuss Inclusion and current SEN concerns. The SEN governor leads governor monitoring of the SEN policy through sampling, observations and other procedures agreed annually.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.

## **Evaluating the success of the Policy**

### **Success Criteria may include:**

- A reduction in the percentage of children with very low attainment,
- An increase in the percentage of children recorded as having special educational needs attaining Level 2 at the end of KS1 and Level 4 at the end of KS2,

### **Dealing with complaints**

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the class teacher and / or the Learning Mentor, who will try to resolve the situation.
- If the issue can not be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.

Reviewed by *Governors*:

Reviewed by *staff*: