Cherry Tree Trust

Full Inclusion Policy

January 2018 (Update)

<table>
<tr><td colspan="2" align="center">Document Control</td></tr>
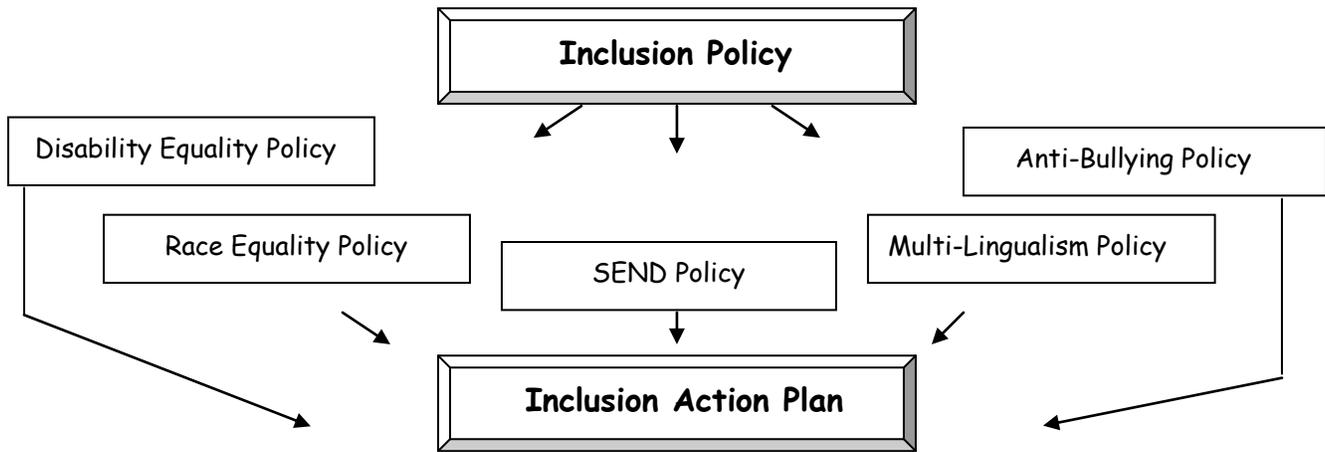<tr><td>Title:</td><td>Full Inclusion Policy</td></tr>
<tr><td>Date:</td><td>January 2018 update</td></tr>
<tr><td>Supersedes:</td><td>January 2017</td></tr>
<tr><td>Amendments:</td><td>Removal of Health Care plan details now on separate policy</td></tr>
<tr><td>Related Policies / Guidance:</td><td>Health Care Plan Policy

Medication Policy & Procedure

Equality Policy

Behaviour Policy</td></tr>
<tr><td>Review:</td><td>Dec 2020 –or if sooner if needed</td></tr>
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Statement of Principle

The school's definition of 'educational inclusion' is that all pupils, staff and parents have equal access to all aspects of school. The school leadership team, governors and staff are committed to providing equality across the school and into the wider community, and will work to remove any barriers preventing this. The legal acts underpinning this statement are:
Disability Discrimination Act 1995, 2005, Race Relations Act 1976, 2000

Policy Framework

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│ Disability Equality  │              │  Anti-Bullying Policy │
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    │  Race Equality Policy │      │ Multi-Lingualism Policy│
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Policy Development

This policy has been developed by the inclusion co-ordinator in conjunction with the leadership team, staff, pupils and governors of the school. The policy has been implemented via staff meetings/assemblies and questionnaires to parents. The current provision will be audited every two years.

Responsibilities

Governing Body's responsibility
- Ensuring that the school complies with Race Relations and Disability and SEN related legislation, including the general and specific duties.
- Ensuring that the policy and its related procedures and strategies are implemented.
- The nominated governor who has the lead responsibility for educational inclusion and equalities issues is Marilyn Peak.

Headteacher
- Along with the governing body, ensuring that the policy and its related procedures and strategies are implemented.
- Ensuring that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities
- Taking disciplinary action against staff or pupils who discriminate or contravene the policy.
- Ensuring that issues of equality and inclusion are addressed within the PSHE and Citizenship curriculum

Other people with specific responsibilities

- Ruth Perry - Inclusion Lead, Head of School
- Kirstie Mckenzie,KS1 SENCo, Clare Mullally, KS2 SENCo, Vicki Murphy EYFS SENCo
- Elizabeth Bolton – Head of EYFS
- Jill Hargreaves – Behaviour Lead, Assistant Head
- Vanessa Andrews - LAC designated TA

All staff
- Dealing with incidents of discrimination and knowing how to challenge bias and stereotyping
- Not discriminating on grounds of race, disability or other equality issues.
- Keeping up to date with equalities legislation by attending training and events organised by school/LA

Teaching Staff
- Ensuring that pupils from all equality groups have full access to the curriculum
- Promoting race equality, disability equality and diversity through teaching and through relations with pupils, staff, parents/carers and the wider community

Visitors and Contractors e.g L Os, cleaning staff, transport staff etc
- Having access to and complying with the school's Educational Inclusion Policy

Involvement of pupils
- Pupils will have a role in inclusion via class circle times, assemblies and the school council, and their views on the effectiveness of the policy will be sought via this.
- Where age appropriate, all pupils are currently invited to be involved in making decisions which affect them e.g PEPs/IEPs

How we will eliminate discrimination and promote equality and inclusion across school

Admissions and Attendance

- Our admission policy will continue to give every child equal opportunity.
- Access of admission for travelling groups will be addressed. (None at present)
- Inclusion co-ordinator will make staff aware of admission arrangements for particular groups ie asylum seekers, refugees or travellers
- The admissions policy is currently monitored by Manchester LEA to ensure it is administered consistently and fairly to all groups
- Staff who follow up absence are aware of and sensitive to relevant community issues.
- Both staff and pupils are entitled to provision made for leave of absence for religious observance.
- Pupil attendance is monitored by ethnicity, disability, care status and SEN, and will continue to be.
- Any discrimination or inequality should be reported to the inclusion coordinator or head teacher, and will be investigated.

Attainment, progress and assessment.

- The school should have equally high expectations of all pupils and be committed to encouraging and enabling all pupils to achieve the highest standards possible
- The school should recognise and value all forms of achievement (ie. Written, verbal sporting, arts, life)
- Disparities should be removed between different groups via moderation, observation of good

practice, SEALS and assemblies, PHSE, unified SMT, parental involvement, action against particular events or persons causing disparity.
- All methods of assessment are, as far as possible, free of linguistic and cultural bias.
- All pupils are appropriately supported in assessments so that they can show what they know and what they can do.
- Particular attention is paid to identifying and meeting the needs of disadvantaged groups.
- Assessment procedures are made accessible to children with 'special educational needs' and EAL children in accordance with national guidelines.

School Ethos

- Newall Green Primary publicly supports and values diversity. We actively promote inclusion and oppose all forms of discrimination.
- The school encourages a positive atmosphere of mutual respect and trust between pupils from different groups.
- Procedures for responding to incidents of bullying and inequality are set out in the school's anti-bullying policy below.
- Procedures for dealing with harrassment are set out in the staff handbook (for adults) and anti bullying policy (for children)
- Pupils are supported in their understanding of bullying by : Seals Circle Time activities and assemblies including whole school targets, ThInc Room groups.

Behaviour, discipline and exclusions
- All procedures for disciplining pupils and managing behaviour are fair to all groups.
- The effects of cultural background or disability are taken into account when dealing with incidents of unacceptable behaviour.
- All staff should operate consistent systems of rewards and sanctions according to Newall Green Primary's behaviour policy.

Personal development and Pastoral Guidance

- Pastoral support is equitable to all pupils and takes account of groups with particular needs such as refugees and asylum seekers.
- Appropriate support is given to pupils who experience bullying or harassment, engaging external services where appropriate
- Newall Green aims to provide positive role models for all groups of pupils.

Teaching and Learning
- Staff create an environment where all pupils can contribute fully and feel valued.
- Teaching aims to take account of pupil's cultural backgrounds, disabilities, linguistic needs and different learning styles.
- Planning incorporates collaborative learning so that pupils appreciate the value of working together.
- Different cultural traditions and life styles are valued in their own terms and made meaningful to pupils, by making connections with their own lives.
- Teachers challenge stereotypes and build pupil awareness so that they can detect bias and challenge discrimination.
- The PSHE and Citizenship curriculum covers issues of equalities, diversity, human rights and inclusion.

Curriculum
- All areas of the curriculum are planned to incorporate the principles of equality and to promote positive attitudes towards diversity and difference.

- Pupils have the opportunity to explore concepts relating to identity and equality.
- All pupils have access to the mainstream curriculum
- Newall Green aims to monitor it's effectiveness in providing appropriate curriculum for pupils from all groups
- Resources and displays portray positive images of different people from all groups and cultures.

Staff Recruitment and Professional Development
- All posts are formally advertised and are open to the widest pool of applicants.
- All personnel involved in recruitment and selection are aware of what they should do to avoid discrimination.
- Applications for employment, training and promotion, along with details of staff in post are monitored on equalities issues and this data is supplied to Manchester LEA.
- All employees have equal access to professional development.
- All staff have regular professional development reviews to enable them to develop and achieve their full potential
- The inclusion policy and ethos of the school is discussed during induction of new staff
- Supply/temporary staff are made aware of our inclusion policy and practice

Partnerships with parents/carers and communities
- Parents and carers are encouraged to participate at all levels in the full life of the school.
- Action is taken to encourage involvement of under-represented groups eg. Newsletters to all pupils, parent survival courses, chef courses, induction for EAL parents, school social workers.
- Newall Green Primary work in partnership with parents/carers and the community to develop positive attitudes to diversity and difference and to address specific incidents.
- The school's premises and facilities are fully accessible to and used by groups from all local communities.

Newall Green Primary School
S.E.N.D Policy

Introduction

At Newall Green Primary School we believe that every child is entitled to access a curriculum that is relevant and meets their needs. We do our best to ensure that the necessary provision is made for any pupil who has a special educational need. We identify a child as having a special educational need if they have a learning, behavioural or physical difficulty which requires extra provision to enable them to be fully included in the curriculum and all aspects of school life. We have a learning needs provision for children with moderate learning difficulties (The Acorn Room) and physical disabilities (Lancasterian Barrier Free Partnership). We also have a therapeutic inclusion room for children with emotional and behavioural difficulties.

We follow the guidelines laid down in the DCSF Code of Practice for Special Educational Needs.

THE SEND AIMS OF THE SCHOOL
- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school

career
- To ensure that SEN pupils take as full a part as possible in all school activities
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision

DEFINITION OF SPECIAL EDUCATIONAL NEEDS
A child has special educational needs if he or she has learning, behavioural or physical difficulties
that call for special educational provision to be made.

A child has learning difficulties if he or she:

a) Has a significantly greater difficulty in learning than the majority of children of the same age
b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LEA
c) Is under compulsory school age, and falls within the definition at a) or b) above or would do so special educational provision was not made for the child

Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area
- For a child under two, educational provision of any kind
  (1996 Education Act, section 312)

Children must not be regarded as having learning difficulties solely because their language, or
form of the home language, is different from that in which they are taught.
Newall Green Primary School will have due regard for the Special Needs Code of Practice when
carrying out our duties towards all pupils with special educational needs, and ensure that parents
are notified when SEN provision is being made for their child.
Roles and responsibilities

THE ROLE OF THE SENCo
The SENCO plays a crucial role in the school's SEN provision. This involves working with the
headteacher and Governing Body to determine the strategic development of the policy. Other
responsibilities include:
- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEN
- Liaising with and giving advice to fellow teachers
- Managing Learning Support Assistants
- Overseeing pupils' records
- Liaising with the parents
- Making a contribution to INSET
- Liaising with external agencies, LEA support services, Health and Social Services, and voluntary bodies.

For effective co-ordination staff must be aware of:
- The roles of the participants
- The procedures to be followed

- The responsibility all teachers have in making provision for SEN pupils
- The commitment required by staff to keep the SENCO well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about SEN pupils
- What exactly constitutes a 'level of concern' and at which point School Action is initiated
- Mechanisms that exist to alert the SENCO to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEN provision
- Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

THE ROLE OF THE GOVERNING BODY
The Governing Body's responsibilities to pupils with SEN include:
- Ensuring that provision of a high standard is made for SEN pupils
- Ensuring that a 'responsible person' is identified to inform about the Statement all those involved with teaching and supporting Statemented pupils
- Ensuring that SEN pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy
- Reporting annually to parents on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget

THE ROLE OF THE CLASS TEACHER
The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:
- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Working with the SENCO to collect all available information on the pupil
- In collaboration with the SENCO, develop Class Action or School Action pro-formas for SEN pupils.
- Working with SEN pupils on a daily basis to deliver the IEP targets within differentiated planning
- Developing constructive relationships with parents
- Being involved in the development of the school's SEN policy

THE ROLE OF THE HEADTEACHER
The headteacher's responsibilities include:
- The day-to-day management of all aspects of the school including the SEN provision
- Keeping the Governing Body well informed about SEN within the school
- Working closely with the SENCo
- Informing parents of the fact that SEN provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

RELATIONSHIP WITH THE PARENTS

We believe that the parents have a vital role to play. We will build on our good relationships with parents to ensure that any SEN are identified and addressed as early as possible. Parents will be consulted regularly to discuss their child's progress. They will be invited to support their child at home (for example, by helping their child to learn spellings.)

THE CHILD
We will seek the views of the child when possible, and will take them into account when drawing up and

reviewing Action Plans and Individual Education Plans (IEPs).

Each child with SEN will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum.

Admission arrangements

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN.

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Newall Green Primary School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LEA Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with a statement educated in the mainstream the LEA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Identification, Assessment and Review

(a) CATEGORIES OF SPECIAL EDUCATIONAL NEED

The new Code does not assume that there are discrete categories of special educational need, but recognises that children's needs and requirements fall into four broad areas.

- Communication and interaction
- Cognition and Learning
- Emotional and Social development and Mental Health
- Sensory and/or physical

The SEN Code of Practice 2002 makes it clear that

'all teachers are teachers of pupils with special educational needs.'

All teachers are responsible for identifying pupils with SEN and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEND provision.

(b) EARLY IDENTIFICATION

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance in N.C. judged against level descriptions.
- Pupil progress in relation to objectives in the National Literacy/Numeracy Strategies.
- Standardised screening or assessment tools eg.
  - *Screening /diagnostic tests*

- *Reports or observations*
- *Records from feeder schools, etc.*
- *Information from parents*
- *National Curriculum results*

(c) SEN PROVISION

On entry to the school each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning. This will help the school to design appropriate differentiated learning programmes. For pupils with identified SEN the SENCo/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach
- Where applicable consult with external agencies for advice

(d) THE RANGE OF PROVISION

- The main methods of provision made by the school are:
- Full-time education in classes, with additional help and support by class teachers through a differentiated curriculum
- Periods of withdrawal to work with support staff
- In-class support with adult assistance
- Working in the Acorn Room for Literacy and Numeracy
- Time in Coral Cove
- Support from specialists within class or as part of a pastoral support plan.

(e) RECORD-KEEPING

The school will record the steps taken to meet pupils' individual needs. The SENCo will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Information from health/social services
- Information from other agencies

Graduated Response

At Newall Green we believe that teaching pupils with SEN is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support. The Code of Practice advocates **a graduated response** to meeting pupils' needs. When they are identified as having SEN, the school will intervene through **Class Action** and **School Action** as described below.

When a member of staff has a concern over a child's learning or behaviour, s/he will monitor the child's progress whilst undertaking a literacy and numeracy assessment with the child. At this time we will consider whether or not School Action support is necessary.

Early Years Action

If the child is still not making progress Nursery and Reception staff may consider that a child needs support under the Special Needs Code of Practice. At this time the SENCo will enter the child's name on the SEN Register. Staff will work together to provide support that is additional to or different from that provided for all children in the setting. An IEP will be devised; this will normally be reviewed twice yearly.

Early Years Action Plus.

At Early Years Action Plus, Early Years staff and the SENCo seek advice and support from outside specialists. Typically, this will be the Diversity and Inclusion Team or an Educational Psychologist. Staff will use strategies additional or different to those that were used at School Action. A joint IEP will be devised by staff involved with the child.

Class Action

If the class teacher identifies that a child needs SEN support, that child's name will be entered on our Special Needs Register at School Action. The class teacher will devise an IEP or an IBP (Individual Behaviour Plan.) or a GLP (Group Learning Plan) This IEP will provide the vehicle for support that is additional to or different from that provided as part of the differentiated curriculum. The class teacher is responsible for the planning and delivery of the IEP. The SENCo may consult with colleagues to organise future provision in line with school and SEN policies. The SENCo provides support in the form of resources to aid the delivery of the IEP, and to offer advice to the class teacher.

The SENCo monitors action taken by collecting in IEPs and Action Plans.

School Action

If, (usually following a minimum of two terms at School Action), the desired progress does not take place, the child's name is entered at School Action Plus. Advice and/ or support from external services/agencies is sought by the SENCo, the class teacher and the parents. A joint IEP or IBP will be devised. This will identify support that is additional to or different from that offered at School Action. The SENCo monitors action taken as before, and also coordinates any further assessment of the child. Colleagues' advice may be sought when devising intervention.

Reviewing Class Action/School Action Pro-formas

Pro-formas will be reviewed at least twice yearly and in most cases termly. Class teachers and support staff will review progress against targets set in conjunction with the child. Parents are informed of progress termly, either at parent teacher meetings or via report.

Education, Health and Care Plans

A very small minority of children need an EHC. If this is the case, LEA procedure and policy will be followed.

REQUEST FOR STATUTORY ASSESSMENT

The school will request a Statutory Assessment from the LEA when, despite an individualised programme of sustained intervention within School Action Plus, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.
The school will have the following information available:
- The action followed with respect to Class Action and School Action
- The pupil's School Action Pro-formas
- Records and outcomes of regular reviews undertaken

- Information on the pupil's health and relevant medical history
- Attainment levels
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

An Education, Health and Care Plan will normally be provided where, after a Statutory Assessment, the LEA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an Education, Health and Care Plan

Review
Education, Health and Care Plans are reviewed annually. The SENCo will organise the review and invite the relevant people. These will include:
Parents/carers, SEN caseworker, Professionals who work with the child, including external agencies, SENCo, Representative from health if appropriate., the child if appropriate.
All paperwork from the review will be copied to parents, other professionals and the LEA.

Curriculum Access and Inclusion
Newall Green Primary School strives to be an inclusive school, engendering a sense of community and belonging through its
- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

At Newall Green Primary School we have adopted a whole- school approach to SEN policy and practice. Pupils identified as having SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

Evaluating success
The success of the school's SEND Policy and provision is evaluated through:
- Monitoring of classroom practice by SENCo and subject co-ordinator
- Analysis of pupil tracking data and test results
  - for individual pupils
  - for cohorts
- Value-added data for pupils on the SEN Register
- Consideration of each pupil's success in meeting IEP targets
- Monitoring of procedures and practice by the SEN Governor
- School self-evaluation
- The Governors' Annual Report to Parents
- The LEA SEN moderation process
- The School Improvement Plan/SEN Action Plan

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

In evaluating the success of this policy, the school will consider the views of:
- Teachers
- Parents
- Pupils
- External professional

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Newall Green Primary
Race Equality Policy

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This race equality policy enables Newall Green Primary to meet it's statutory obligations under the Race Relations Amendment Act (2000). Through this policy the school is working in line with the Commission for Racial Equality Standards Learning for All (2000) and working towards meeting the recommendations of The Stephen Lawrence Inquiry (2000).

This policy sets out our commitment to tackling racial discrimination and promoting equality of opportunity and good race relations, and explains what this means for the whole school community.

At Newall Green Primary we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

We will actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality.

We aim to achieve this by:

1. Taking active measures to investigate, report and act on incidents of racial abuse
2. Treating all those within the whole school community (e.g. pupils, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences
3. Creating a school ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
4. Encouraging everyone within our school community to gain a positive self-image and high self-esteem.
5. Having high expectations of everyone involved with the whole school
6. Identifying and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all.
7. Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly.
8. Monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do
9. Working with outside agencies in reducing the number of racially motivated incidents.

3. Roles and responsibilities

This race equality 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 race equality and raising the achievement of minority ethnic pupils is the responsibility of the whole school staff, including support staff.

Introduction to this race equality policy and action plan will be included in induction arrangements for all new staff to the school. School induction procedures will high!ight the duties implied by this policy in the

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same way as child protection, health and safety and behaviour policies form part of the induction process.

3.1 Governors

The governing body of the school has agreed this policy and will:

2   assess and monitor the impact of this policy by reviewing the action plan annually; and

3   receive progress reports from the head teacher and other school staff on a regular basis, as part of the head teacher's report to governors.

4   Return statistical information to the relevant LEA or outside agencies.

One member of the governing body will have responsibility for monitoring this policy, acting as the designated governor for race equality. This governor is Marilyn Peak.

3.2 Head teacher

The head teacher will demonstrate through their personal leadership the importance of this policy. She will:

2   ensure that all staff are aware of the policy and understand their role and responsibility in relation to this policy;

3   develop an action plan to assess and monitor the impact of the policy and report outcomes to the governing body on a termly basis; and

4   ensure that, where additional funding is available for raising the achievement of minority ethnic pupils, the additional resources are used appropriately and targeted on the basis of identified need for this purpose.

3.3 Race Equality Co-ordinator

The Race Equality Co-ordinator is the SENCo in the school, involved in action planning and policy development and monitoring and evaluation. The role also includes keeping up to date with current thinking, being familiar with literature and resources, attending appropriate training courses and feeding back to colleagues.

3.4   Subject Co-ordinator/Leader

Other subject co-ordinators will be responsible for reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that race equality is promoted.

3.5 Teachers

Teachers will familiarise themselves with this policy and know what their responsibilities are to ensure that the action plan is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

3.6 Administrative, ancillary, supervisory and support staff

All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

3.7 Pupils

Pupils will share in the development of the race equality policy and be made aware of how it applies to them. They will learn to treat each other with respect and report incidents of a racist nature to an adult.

4. Complaints procedure

If anyone in the school feels that this policy is not being followed then they should raise the matter with the head teacher who will facilitate the appropriate action, which may include an investigation and report on the issue. If there is a formal complaint then the school's complaints procedure will be used.

5. Implementing this Race Equality Policy

This race equality policy is linked to our action plan for promoting race equality and raising achievement of minority ethnic pupils. It also links to other action plans the school is obliged to produce. Subject leaders should refer to this policy in their personal action plans and priorities for action in the future.

The head teacher will produce the action plan. The race equality action plan will identify key objectives, links to other plans, actions responsibility, resources, timescales, success indicators and targets as well as

monitoring and evaluation. The race equality action plan will be integrated into the School Development and Improvement Plan. The governors will monitor this action plan.

6. Key areas in promoting race equality
6.1. The ethos of the school
2   This race equality policy reflects the ethos of the school and is explicit in all the school's policies.
3   The school has an additional policy for dealing with racial harassment which clearly sets out the procedures for handling and reporting complaints and incidents.
4   Steps are taken to ensure that everyone associated with the school is kept informed about this racial equality policy and racial harassment policies and procedures, and abides by them.
5   The policies and procedures are regularly reviewed and their effectiveness evaluated, taking into account the views of all sections of the school community. Reflection of all ethnic groups should be included in all marketing strategies.

6.2 Pupils' achievements and progress
2   Pupils' attainment and progress in individual subjects is monitored by ethnic group (and by gender, language and disability).
3   The school develops strategies for tackling differences in the attainment and progress of particular ethnic groups.
4   When setting targets for individual pupils, teachers will be aware of the ethnic background of each child and will also be aware of current concerns regarding the under achievement of certain groups e.g. African Caribbean, Bangladeshi and Pakistani boys, white working class boys and, in particular, Gypsy and Traveller Pupils.
5   The school values the achievements and progress of pupils from all ethnic groups. All pupils have equal access to extra-curricular activities.
6   Every pupil is offered the support and guidance they need.
7   Staff challenge racism, stereotyping and promote racial equality in education, employment, training and career choice. Steps are taken to ensure that pupils on work experience are not subjected to racism or racial harassment.

6.3 Curriculum, teaching and learning (including language and cultural needs)
2   This school promotes an inclusive curriculum which reflects the multi-ethnic nature of our society.
3   Racial equality and ethnic diversity are promoted and racism and discrimination are challenged in all areas of the curriculum. Curriculum planning takes account of the ethnicity, background and language needs of all pupils.
4   Subject leaders and departmental heads provide guidance and examples of good practice for colleagues.
5   The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils.
6   The allocation of pupils to teaching groups and optional subjects is fair and equitable to pupils from all ethnic groups.
7   Assessment outcomes are used to: identify the specific needs of minority ethnic pupils, inform policies, planning and the allocation of resources.
8   Teaching methods and styles take account of the needs of pupils from different ethnic groups and encourage positive attitudes to ethnic difference, cultural diversity and racial equality.
9   The school takes active steps to ensure that resources in all areas of the curriculum are inclusive. It promotes a greater understanding of cultural diversity and racial equality. There is acknowledgement

of the importance of challenging racism and racial discrimination in all areas of the curriculum.

10 Resources available to meet the specific needs of pupils from minority ethnic groups, including dual language resources, are used appropriately.

11 The school makes full use of the resources available within its local minority ethnic communities.

6.4 Guidelines for working with pupils who have English as an additional language
See Multi-lingualism policy

6.5 Pupil behaviour, discipline and exclusion
2 The school's procedures for managing, rewarding and disciplining pupils are fair and applied equally to all pupils, irrespective of ethnicity.

3 The school identifies and adopts good practice strategies in order to reduce any differences in rates of exclusion between ethnic groups

4 The process of excluding a pupil is fair and equitable to all pupils.

5 Strategies to reintegrate long-term truants and excluded pupils address the needs of pupils from all ethnic groups.

6.6 Racism and racial harassment
2 There is a clear policy and established procedures for dealing with incidents of racism and racial harassment which is understood by everyone in the school community.

3 The monitoring system used by the school enables the school to report the relevant details to the governing body and to Manchester LEA each term.

6.7 Admissions and transfer procedures
2 Manchester LEA will take active steps to ensure that the admission process is fair and equitable to pupils from all ethnic groups.

3 Steps are taken to ensure that all selection methods are fair and equitable to pupils from all ethnic groups.

4 The school monitors pupil attendance by ethnic group and uses the data to develop strategies to address poor attendance. Provision is made for pupils to take time off for religious observance, leave of absence and authorised absence.

6.8 Staff recruitment and career development
5 Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment and other equality legislation.

6 Everyone involved in recruitment and selection adheres to this Code.

7 Steps are taken to encourage people from under represented minority ethnic groups to apply for positions at all levels in the school.

8 The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.

9 The school monitors the employment and professional development of staff by ethnic group.

10 Staff and governors go through regular and systematic training programmes on race equality issues.

11 Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all ethnic groups.

12 Individual staff effectiveness in dealing with race equality issues is addressed through various line management mechanisms.

13 The school takes active steps to ensure that selection for redundancy avoids racial discrimination.

6.9 Parents, governors and community partnership
2 Parents are welcome and respected in school.

3 People from minority ethnic communities are encouraged to become school governors.

4 Governors are encouraged to play an active role in the life of the school in order to fulfil their

monitoring duties.

5   The school seeks to support all governors in performing their role, for example, through school induction procedures for new governors

6   All parents are regularly informed of their child's progress.

7   Proactive steps are taken to involve minority ethnic parents in the school.

8   The school's premises and facilities are equally available for use by all ethnic groups.

9   The school has active links with minority ethnic community groups.

10 The school encourages community groups to use its facilities for after school activities and for holiday schemes.

7. Monitoring the race equality action plan

2   The school monitors the impact of this policy and action plan on pupils, parents and staff from different ethnic groups. In particular, the impact of policies on the attainment levels of pupils.

3   To monitor our pupils' attainment, we collect information about pupil performance and progress, by ethnic group, analyse it and use it to examine trends. To help interpret this information, we also monitor other areas, such as:

- o   exclusion;
- o   racism, racial harassment and bullying;
- o   curriculum, teaching and learning (including language and cultural needs);
- o   punishment and reward;
- o   membership of the governing body;
- o   parental involvement;
- o   working with the community; and
- o   support, advice and guidance.

Monitoring information will help us to see what progress we are making towards meeting our race equality targets and aims.

In particular it will help us to:

2   highlight any differences between pupils from different ethnic groups;

3   ask why these differences exist and test the explanations given;

4   review the effectiveness of current targets and objectives;

5   decide what further action will be necessary to meet particular needs and to improve the performance of pupils from different ethnic groups (which might include positive action);

6   re-think and set targets in relevant strategic plans;

7   make links with performance management objectives which will include information about quality as well as quantity; and

8   take action to make improvements

Newall Green Primary School

Anti-bullying Policy

Head Teacher: Sarah Rudd

CONTENTS

Context

From time to time children fall out, disagree, quarrel and sometimes fight. Most children can sort out disagreements and fallouts by themselves. In fact, it is important that adults do not intervene over every incident as children need to learn how to handle conflict. This however is not bullying.

Bullying is behaviour that is deliberately hurtful (including aggression), **repeated often over a period of time** and where it is difficult for victims to defend themselves. It can take many forms including:

- **Physical** – hitting, kicking, taking belongings, an older child deliberately hurting a younger/smaller child on more than one occasion and by design
- **Verbal** – name calling, insulting, making offensive remarks, **regularly** 'picking on' another child and tormenting them
- **Indirect** – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, text messages, face book comments

Bullying is a complex issue which we address in school. We believe that anti-bullying strategies are important because:

- A third of girls and a quarter of boys are at some time afraid of going to school because of bullying.
- A recent report found that 39% of boys and 19% of girls would not tell anyone about a bullying incident.
- Children with special needs are two to three times more at risk of being bullied and they are also more at risk of taking part in bullying others.
- Nearly half a sample of adults who were bullied as children said they had contemplated killing themselves while they were still at school. Many of the women still found it difficult to trust people and felt easily victimised. The men often reported feeling uncommunicative, shy and lonely (Young Minds, 1998).
- Bullying can affect all relationships e.g. adult to adult, pupil to adult, pupil to pupil and adult to pupil.

Legal requirements:

Bullying behaviour which conforms to the above definitions can take many forms, as described in the 'Safe to Learn' suite of guidance from the Department for Children Schools and Families (DCSF, 2007). Bullying takes place through means which can be verbal (e.g. name-calling), indirect (e.g. exclusion) and physical (e.g. hitting). The DCSF has also highlighted particular forms of bullying for which it has issued separate

guidance. These are: racial and religious bullying; homophobic and transgender bullying; bullying related to special educational needs and disability; and cyberbullying. Cyberbullying, which means the use of electronic equipment such as computers and mobile phones, involves new and increasingly complex forms and types of bullying such as impersonation and exclusion from social networking.
The 2004 Children Act which requires Children's Services Authorities to improve the well-being of children in their area through partnership with others, and to safeguard and promote the welfare of children;

• The 2006 Education and Inspections Act which places duties on school governing bodies and head teachers to promote good behaviour and the wellbeing of pupils, and institute measures to prevent all forms of bullying among pupils; and,
• The Children's Plan: Building brighter futures (2007), which emphasises the importance of tackling bullying in schools and the community.

More detail concerning legislation is included in the guidance document 'Safe to Learn: Embedding anti-bullying work in schools' (DCSF, 2007). The suite of 'Safe to Learn' guidance produced by the DCSF is recommended for all schools and other organisations.

OFSTED Guidance
"Evaluating Educational Inclusion" OFSTED states that inspectors need to assess how well a school ensures that all pupils, especially those at particular risk, are safe, that their welfare is safeguarded and that they learn effectively. Schools are required to consider the following:
- Asking pupils directly about bullying in and outside the school.
- Comparing these findings with what the school records and reports.
- Ensuring that staff deals effectively and rapidly with any verbal comments to do with pupils' disabilities, racial background, gender, sexual orientation.
- Checking what happens if bullying or harassment has been observed by staff or reported to them.
- Ensuring that racial incidents are reported annually to the Governing Body, parent/carers, and the LEA.
- Analysing trends in bullying incidents and their causes.
- Monitoring the incidence of the use of sanctions.
- Ensuring staff have access to training and external organisations to help them understand and deal effectively with incidents (of harassment).
- Having effective measures in place to promote good attendance and behaviour, and to eliminate oppressive behaviour such as all forms of harassment and bullying.

Values and Ethos
In our school we believe that the school's values and attitudes foster mutual respect and

create a safe, caring community, where children, parents/carers and staff feel free to voice their concerns. We also believe:

- That bullying is unacceptable.
- In positive, respectful relationships between adults and with children in school.
- In the vital role all adults in school have as adult role models. They must demonstrate a commitment that bullying and the abuse of power are not acceptable.
- Good behaviour management and a positive learning environment will help reduce the incidence of bullying.
- The role of anti-bullying strategies in promoting social inclusion.
- Particular children are more vulnerable to experiencing bullying such as Looked after Children, Traveller Children, Children with a Disability, Children with Special Educational Needs, bullying motivated by racism or homophobia.
- Anti-bullying strategies are also integrally linked to policies on welfare, behaviour discipline and equal opportunities.

Aims and Objectives

We aim to prevent and deal with any behaviour deemed as bullying, and to promote an ethos where bullying is regarded as unacceptable, so that a safe and secure environment is created for everyone to learn and work in.

This will happen through:

- Raising awareness of and defining bullying as well as gaining an understanding as to why some children bully.
- Positive action to prevent bullying within PSHE and Citizenship and opportunities within other curriculum areas.
- Development of a consistent response to any bullying incidents that may occur.
- Provision of support for all members of the school community who may be involved in a bullying situation.
- Developing and supporting home, school and community partnerships.

Procedures for Reporting and Responding to Bullying

Bullying, however, is never acceptable and adult intervention is important and essential. When a bullying incident occurs we will take positive action such as:

- Allow appropriate 'cooling off' time for pupils involved.
- Listening to the victim, quietly, attentively and without annoyance.
- Listening to the aggressor.
- Making sure they are both all right, calm and have stopped the unacceptable behaviour.
- It may then be appropriate to discuss behaviour together and obtain genuine apologies.

- Ensure that all incidents of bullying and procedures are recorded in behaviour incident logs.
- Inform both parents.
- Depending on the seriousness and/ or frequency of the unacceptable behaviour, parents/ carers may be encouraged to take an active part in 'target setting' in order to promote acceptable behaviour.

Sanctions Available

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- Loss of golden time.
- Withdrawal from playtime(s) for an agreed period
- Withdrawal from favoured activities
- Withdrawal from representing the school
- Withdrawal of privileges
- Seclusion (exclusion from peers)
- Seclusion in another school
- Exclusion from school for a fixed period

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Strategies for the Prevention and Reduction of Bullying

High quality teaching and the promotion of positive learning environments can reduce the incidence of behaviour and bullying incidents within the classroom. We will also promote behaviour to prevent and reduce bullying through:
- The taught curriculum
- Intervention from 'Coral Cove ' team.
- Co-operative group work
- Circle Time
- Buddying Scheme
- Mediation by adults
- Circle of Friends
- Whole school activities e.g. assemblies
- A well organised and supervised outdoor environment (see dinner time games rota)
- Use of outside agencies, where appropriate (lunchtime clubs)
- A range of activities to encourage play and positive social interaction at play and lunch-time, as well as good supervision

Monitoring and Evaluation
In addition to the monitoring and evaluation procedures outlined in the main section of the PSHE and Citizenship policy we will be aware and note the following success indicators:
- Willingness to report incidents of bullying.

- Improved attendance.
- Improved achievement
- Reduced duration of bullying.
- Reduced frequency of bullying incidents.
- Reduced exclusions for the playground.
- Pupils perceptions that the school is prepared to take action.
- An increased sense of collective responsibility.

Links to other policies, strategies and plans

Bullying is a form of behaviour that impacts on the emotional health and well-being of all involved. This policy must therefore be read and understood in conjunction with other relevant documentation, including:
• Safeguarding Policy
• Behaviour Policy
• Inclusion Policy

ANTI-BULLYING WEBSITES
www.bullying.co.uk

A regularly updated comprehensive resource for parent, carers, children/young people and professionals.

www.childline.org.uk

Deals with all aspects of bullying behaviour. Includes quotes from celebrities and useful publications

www.dfes.gov.uk/bullying

The Department For Education and Skills anti-bullying website with up-to-date information including access to materials and multi-media.

www.everychildmatters.gov.uk

Includes the five point outcome framework

www.nspcc.org.uk

'Bullying Matters' – anti-bullying materials

www.parentlineplus.org.uk

A general website aimed at parent/carers with a section on bullying.

(Adopted from the policy of Education Bradford)
'No child should be expected to cast off the language and culture of the home as he/she crosses the school threshold, nor to live and act as though school and home represent two separate and different cultures which have to be kept firmly apart.'
The Bullock Report 1975 A Language for Life

1. Introduction
In the last fifty years, large numbers of people have moved around the world. Today, Manchester, like many cities, is a place where many languages are spoken. Many citizens of Manchester speak a South East Asian language, a language from Eastern Europe, an African language or a dialect of French from the Caribbean.

This policy addresses issues for the education of all children and young people, especially those who have access to more than one language as a result of their home or community experiences. In many cases, they will be competent in one or more languages and at the early stage of learning another. In some cases, they may be balanced bilinguals with equal access to two languages. Some may be literate in both languages. Some may have only oral skills, either because they have not yet reached a stage where literacy is taught or because they come from a tradition where there is no written form of the language.

The policy recognises that high quality English is a key to success in Britain and that English is the primary language of education in this country. It also acknowledges the fundamental part that language plays in people's perception of themselves and in their attitudes to learning and therefore recommends that all aspects of children's language repertoire should be valued in school.

2. Rights and responsibilities
Languages for All: Languages for Life, the National Strategy on Language Learning, states that 'Languages are a lifelong skill – to be used in business and for pleasure, to open up avenues of communication and exploration and to promote, encourage and instil a broader cultural understanding.' The Race Relations Amendment Act requires schools to eliminate unlawful discrimination, to promote equality of opportunity and to promote good relations between different groups.

An aspect of this is that all languages of the school community should be valued and there should be equality of treatment for all pupils and staff, no matter what their first language.

Whatever their preferred language, all children and parents should have access to the services provided by the school.

3. Principles

English is the primary language of education and communication in this country and in the world. Therefore all children have a right to effective teaching of English and in English.

Support in all the languages in a child's linguistic repertoire helps to ensure that children have the best access to new concepts and ideas and therefore to the highest possible achievement. It is essential that this starts with a strong foundation in the early years.

Language is a fundamental aspect of identity. Denying children the experience of communicating in their home languages damages their confidence, but valuing and drawing on this asset builds self-esteem and belief in their ability to learn.

All pupils should have access to a range of languages in order to increase social and community cohesion.

An ability to communicate in more than one language is a social and life advantage.

To value the whole child or young person their full language repertoire must be included.

Continuing to develop the first language at home and at school while learning English maintains family and cultural relationships.

Promoting home languages at school and within the school's community, including communicating with parents in ways which are accessible to them, builds community links and mutual respect. This encourages families and schools to work in partnership to develop children's full range of language competencies.

Achievement in more than one language develops the capacity to enjoy being a confident and competent user of spoken and written language for an expanding range of purposes.

The approach to language development is inclusive and values the language heritages and experiences of all pupils and adults within the educational community, whether they are monolingual, bilingual or multilingual.

4. A whole school approach to practice

4.1 Leadership
There is a need for governors and senior managers in school to be committed to valuing the linguistic diversity of the school, its community and the wider community of Manchester and beyond. Governors should consider the approach taken to multi-lingualism and language diversity as part of their curriculum plan and their action plans under the Race Relations Amendment Act.
School leaders are in a strong position to take a lead on multi-lingualism and linguistic diversity through relevant policies, the expectations they set for notices and displays, Acts of Collective Worship and assemblies, classroom practice and communication with parents and the wider community. School leaders have a role to play in establishing practices which give children opportunities to communicate in their first language as well as providing structured support for the development of high standards in English.
Governors and headteachers can promote the value of community languages by making these an essential or desirable characteristic in recruitment processes at all levels. They can also ensure that staff who wish to develop their skills in community languages have access to appropriate professional development.
Schools should consider their policies for Modern Foreign Languages to ensure that they give appropriate value to the languages of the community. Schools should also ensure that language skills learned in supplementary schools and out of hours classes are known about and celebrated within school.
Attitudes in the school to children and the languages they speak will influence their confidence in using both their first and other languages. Fostering the ethos and supporting the training that will lead to understanding of the value of all languages to the processes of cognition and in building a climate of respect is an aspect of good leadership.

4.2 Teaching and learning, including the curriculum
Approaches to teaching should recognise that children learn most effectively where all their prior knowledge and skills are built on as an aspect of current learning. This includes their whole linguistic repertoire.

Opportunities to use a range of languages can be offered whether or not there are bilingual adults in the classroom. For example, group and pair work using a share language and whole class work like games and

rhymes can be enjoyed by all children.

Bilingual and multilingual adults within the classroom can model community and target languages and provide a bridge between other languages and English. This can be through translating key words, explaining key concepts in the first language and enabling children to work in some language groups.

Children can be asked for the key terminology in their first language. If one knows, then this can be communicated to the whole group.

Where children are new to English and arrive mid-phase, buddying can be very helpful to develop their security and ability to learn.

The Foundation Stage documents and the National Strategies, for both Primary and Key Stage 3 provide detailed guidance on supporting pupils for whom English is an Additional language.

The curriculum for English, Modern Foreign Languages, history and geography all provide opportunities to value linguistic diversity and the contribution which all world languages and peoples have made to English language and culture.

Schools should seek opportunities to develop literacy as well as oral skills in first languages. A good range of fiction and non-fiction resources are needed to support this process

4.3 Assessment

Wherever possible, pupils who are in the early years of education or new to English should be assessed in their strongest languages as well as in English. It is also important to use the preferred language when a bilingual child is being assessed to determine whether there is a Special Educational Need or whether the child is still at the early stage of English language development. Pupils' language development takes place in all areas of the curriculum. Any assessment should take account of this and should include all relevant curriculum and learning contexts.

4.4 Training and support

The role of parents is crucial. Parental involvement increases children's chances of success and this applies particularly to language development. Regular conversation with children and sharing texts with them supports oral skills and literacy development.

Where parents are confident about their own skills in more than one language and take pride in the linguistic accomplishments they will best be able to support their children.

It is important that parents use their strongest languages with their children, as a good foundation in any language give the best platform for learning.

Parents have the right to access any communication that goes out from the school. Strategies to enable this include translation, availability of bilingual staff to explain letter on the day they go home and networks of parents, for example telephone trees or street links.

Parents who need to come into school for a meeting or to discuss an issue need to know that there will be bilingual support if this is required.

5. References

The Bullock Report (1975): A Language for Life

Languages for all: Languages for life, a strategy for England DFES Publications, PO Box 5050, Sherwood Park, Annesley, Nottingham NG15 0DJ

'A Parents' and Teachers' Guide to Bilingualism' Colin Baker (Multilingual Matters)

'Equality Assurance in Schools – Quality, Identity, Society' The Runneymede Trust – (Trentham Books)

'Foundations of Bilingual Education and Bilingualism' Colin Baker (Multilingual Matters)

'Learning to Learn in a second Language' Pauline Gibbons (Primary English Teaching Association)

'Supporting Pupils Learning English as an Additional Language' National Literacy Strategy

'Supporting Pupils who are New to English – Practical approaches for schools and staff' Education Bradford

'Use of first language in the Literacy Hour' Module 6 – 'Supporting Pupils Learning English as an Additional Language' National Literacy Strategy

'Being Bilingual' Safar Alladina Trentham Books

Parental Education Network, Rutland House, 114-116, Manningham Lane, Bradford BD8 7JW

<u>Footnote</u> : **Terminology**
There are no perfect descriptors which fit everyone's experience of exposure to more than one language. The terms used are commonly acknowledged to have these meanings:
Bilingualism: different people use the term in different ways. For some, bilingualism means an equal ability to communicate in two languages. For others, bilingualism means the ability to communicate in two languages but with the possibility of greater skills in one language. In this document the latter meaning is intended.
Multilingualism: the ability to communicate in three or more languages. Again this may be with varying degrees of skill and confidence.
First language: the first language a child comes into contact with.
Home language: any language used within the home environment.
Community language: a language used within a particular community and part of the heritage of that community but not necessarily used by all members of that community.

| Newall Green Primary |
| **Disability Equality Policy** |

(revised from December 2007 edition)

School Ethos, Vision & Values
We seek to serve the local and wider community by offering children a caring and educationally rich learning environment in which to flourish as individuals and become increasingly valuable members of society.
The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery. This school will not tolerate harassment of any person whether a disabled people with any form of impairment or a pupil who is a carer of disabled parents**.**

What do we understand by "disability"?
"Disability: is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities" (DDA 1995 Part 1 para.
1.1.) This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act:-

 People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis. For a mental impairment the need for it to be clinically well recognized has been removed.
 The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.
The definition extends to those who have had a disability. (DDA 1995 Part 1 para 2**.** - (1)
The provisions of this Part and Parts II and III apply in relation to a person who has had a disability as they apply in relation to a person who has that disability.)
We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. The school recognizes that social, educational and behavioural difficulties are part of

this definition.

Schools Strategic Priorities

Newall Green Primary works closely with **Lancasterian School** and **LOIS** to accommodate disabled pupils within our mainstream setting. Pupils are supported by staff from Lancasterian when necessary, and staff are trained through LOIS programmes.

Learning : all pupils are taught according to need**.**

Environment: Internal ramps accommodate any wheelchair users as and when necessary. External ramp provides access to the main entrance. External ramps are in place to all classrooms. The DDA and Accessibility Plan are considered when refurbishment is undertaken.

The obligations under the DDA are entirely congruent with the school's obligations to deliver high quality learning opportunities and provision of care for every member of the school community.

The General Duty

We will actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the DDA Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons –
    - This means not representing people in a demeaning way; it also means not pretending they do not exist and not representing them anywhere at all.
- encourage participation by disabled persons in public life -It is also important to respect thewishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

(DDA 2005 S.49A)

How we will meet the General Duty & Specific Duty

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for our school. The main actions to be taken in the next three years to promote disability equality are described in the school's Accessibility Plan. This plan will run in conjunction with the School Development Plan and will be subject to revision and amendment at the end of the three year period.

Involvement of Disabled People in Developing the Scheme

Responsibility for developing this scheme lies with the Headteacher / SENCO, and Link Governor for SEN

- Developing a voice for disabled pupils, staff and parents/carers

Disabled pupils and their parents and other disabled members of the school

community have been involved in devising, monitoring and evaluating this scheme.

Pupils and their parents will have a direct voice into this scheme through review with the head teacher or SENCo

The Governing Body

Membership of the Governing Body is open to all eligible persons irrespective of

disability. Members of the Governing Body are encouraged to visit school to aid monitoring of measures taken to ensure that Every Child Matters.

Removing physical barriers:

See the School's Inclusion Action Plan.

Disability in the Curriculum, including teaching and learning:

See the School's Inclusion Action Plan.

Eliminating harassment and bullying: See Anti Bullying Policy above

Reasonable Adjustments:

The DDA requires schools to make reasonable adjustments to ensure that disabled pupils and users of the

school are not put at a substantial disadvantage and are able to access the same opportunities as non - disabled peers. Specifically, the school intends that disabled pupils and users will have the same access to the curriculum, to information and access to the school environment and facilities as non – disabled pupils and users. In planning developments to deliver this intention the school considers the needs of current and future pupils and users of the school. The main strategies to bring about reasonable adjustments in the next three years are described in the Accessibility Plan, however, reasonable adjustments are made on an individual basis according to need, by working collaboratively with disabled persons and/or their parents.

The school will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully

 in the classroom

 in the school curriculum

 at all times and in all parts of the building

And when

 disabled persons feel part of the life of the school

 disabled persons are included by their peers in all parts of school life

 parents and carers of disabled pupils feel their child is part of the life of the school

 staff feel confident in working with disabled pupils

School Facility Lettings Use by the community

Developments to improve accessibility of the school to disabled users are required. It is important that community users have full access to all areas of school and hirers/users are asked to discuss their requirements with school staff when booking premises.

Link with the PCT

The school has a nurse who is available throughout the term on request. Notification of visits is available via the SENCo. She provides a direct link between school and health care professionals dealing with our pupils and their parents. The nurse plays a leading role in helping the school anticipate and plan for the needs of current and future disabled users of the school.

Information, Performance and Evidence

The school will collect data annually to help monitor the impact of its policies. Data collected will include information on

a. Pupil Achievement

b. Learning Opportunities - i.e. take up of courses/external visits

c. Exclusions

d. Social Relationships

e. Employing, promoting and training disabled staff

3.7 Reviewing/Monitoring

The scheme will be monitored during the year by staff and Governors. The views of those pupils (and their parents and carers) affected by the policy will be sought during IEP reviews and via other means if the pupil is not Statemented. The school will use the information gathered to update and amend the policy, setting new targets in the accessibility strategy to further the aims of the school in this area.

Please view our Accessibility Plan document online as objectives are updated annually.