



The Rule of Law

- Pupils are taught the importance of laws and rules applicable to class, school and the wider community.
- Pupils are taught the value and reasons behind rules and laws; that they are there to govern and protect and that there are consequences when ignored or broken.
- Teaching is reinforced by the school motto, 5Rs and the School Behaviour thermometer.
- We use visits from partner agencies such as police to support and reinforce learning.
- We ensure that expectations are reinforced regularly and we praise positive choices.

Outcome: Pupils display excellent behaviour and demonstrate fairness in sport.

Individual Liberty

- Pupils are actively encouraged to make choices in a safe and supportive environment.
- Pupils make informed choices regarding their education and behaviour
- They are given the freedom to make choices and become critical thinkers
- Pupils identify the benefits in evaluating, reflecting and collecting valid and reliable evidence on which to base choices
- PSHCE/e-Safety lessons equip pupils with the skills to make safe choices and empower them to know their rights

Outcome: Pupils display responsibility and independence

Tolerance of those of Different Faiths and Beliefs

- Longfield Primary is an extremely diverse school
- We actively promote diversity through our celebrations of different faiths and cultures
- Religious Education and PSHE lessons reinforce messages of tolerance and respect for others
- Members of different faiths and religions are encouraged to share their knowledge
- Pupils visit places of worship that are important to different faiths
- We promote messages of equality

Outcome: pupils display tolerance, knowledge and understanding of different faiths, races and cultures

Mutual Respect

- Pupils are taught core values such as 'Show respect' and 'Working together to achieve'
- They demonstrate responsibility for self and others
- Our school reward system is centred on our four school houses: Livingstone, Jubilee, St. George and Sunflower
- Rewards are given for positive attitudes and behaviours: courtesy slips, house points and good walking tokens
- High levels of mutual respect are developed through relationships between staff and pupils

Outcome: Pupils display mature learning behaviour and excellent relationships with peers and adults

Date Written: May 2019

Review Date: May 2021

Date Ratified:

Signature: _____ (Chair of LPS Governing Body)

Legislation

The Equality Act 2010 replaced nine major Acts of Parliament and almost a hundred sets of regulations which had been introduced over several decades. It provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by getting rid of anomalies and inconsistencies that had developed over time, and it extends protection against discrimination in certain areas.

In England and Wales the Act applies to all maintained and independent schools, including Academies, and maintained and non-maintained special schools.

Reference will be made to and legislation has been taken from the following:

'The Equality Act 2010 and Schools' (DfE May 2014)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf (Last accessed February 2017)

'Equality Act 2010' (gov.uk)

<http://www.legislation.gov.uk/ukpga/2010/15/contents> (Last accessed February 2017)

'Public sector equality duty guidance for schools in England' (Equality and Human Rights Commission-EHRC)

https://www.equalityhumanrights.com/sites/default/files/psed_guide_for_schools_in_england.pdf (Last accessed February 2017)

'Reasonable Adjustments for Disabled Pupils' (EHRC)

https://www.equalityhumanrights.com/sites/default/files/reasonable_adjustments_for_disabled_pupils_1.pdf (Last accessed February 2017)

What is Equality?

Previously public bodies were bound by three sets of duties to promote disability, race and gender equality. In April 2011 these were replaced by a single public sector equality duty (known as the PSED or the equality duty).

This new duty extends to all the aspects of a person's identity – known as 'protected characteristics' – that are protected under the Equality Act 2010. These are:

- gender
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

The equality duty has two main parts: the 'general equality duty' and 'specific duties'.

The general equality duty sets out the equality matters that schools need to consider when making decisions that affect pupils or staff with different protected characteristics. This duty has three elements.

In carrying out their functions public bodies are required to have '*due regard*' when making decisions and developing policies, to the need to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Having '*due regard*' to the need to advance equality of opportunity is defined further in the Equality Act 2010 as the need to:

1. Remove or minimise disadvantages
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low.

In order to help schools in England meet the general equality duty, there are two specific duties that they are required to carry out. These are:

- A. To publish information to demonstrate how they are complying with the equality duty.
- B. To prepare and publish one or more specific and measurable equality objectives in the form of the Accessibility Plan (see end of this document).

The Act defines four kinds of unlawful behaviour:

- 1) Direct discrimination; occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people.
- 2) Indirect discrimination; occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.
- 3) Harassment; is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”. This covers unpleasant and bullying behaviour.
- 4) Victimisation; when a person is treated less favourably than they otherwise would have been because of something they have done (“a protected act”). As well as it being unlawful to victimise a person who does a protected act, a child must not be victimised because of something done by their parent or a sibling in relation to the Act.

What is Disability?

The Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’ Some specified medical conditions are considered as disabilities. Long term is defined as lasting, or likely to last, for at least 12 months.

The law on disability discrimination is different from the rest of the Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

Schools and education authorities have had a duty to provide reasonable adjustments for disabled pupils since 2002: originally, under the Disability Discrimination Act 1995 (the DDA 1995); and, now under the Equality Act 2010.

The reasonable adjustments duties on schools are intended to complement the accessibility planning duties and the existing special educational need and disability (SEND) statement or Education Health Care (EHC) provisions which are part of education legislation, under which local authorities have to provide auxiliary aids to pupils with a statement of SEND or an EHC. (See also the SEND policy and School offer document on the school website.)

Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils.

Statement of principles

This policy outlines the commitment of the staff, pupils and governors of Longfield Primary School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Longfield Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

Current Profile of the School

Longfield Primary School is a diverse, multicultural school set in the suburbs of North West London, Harrow. The school is set in a two storey building the upper floor accessible by stairs.

The local community has a very diverse ethnic and multicultural background and the school population reflects this. There are 780 pupils on the school roll

As of May 2019 the breakdown of our school is as follows:

| Group | No. Boys | No. Girls | Total | % of school population |
|--|----------|-----------|-------|------------------------|
| Gender | 387 | 393 | 769 | N/A |
| Ethnicity | | | | |
| Any other Asian background | 88 | 105 | 193 | 23% |
| Indian | 140 | 130 | 270 | 35% |
| White British or Irish | 23 | 26 | 49 | 6% |
| Pakistani | 22 | 25 | 47 | 6% |
| Any other white background | 35 | 29 | 64 | 8% |
| Any black background | 17 | 20 | 37 | 5% |
| Any other ethnic background | 12 | 16 | 28 | 4% |
| Bangladeshi | 6 | 3 | 9 | 1% |
| Languages (English as an Additional Language-EAL) | 219 | 205 | 424 | 54% |
| 29 different languages are spoken at Longfield with the main languages being: English (18%); Tamil (10%); Gujarati (12%); Urdu (4%). | | | | |
| School Staff | 7 | 114 | 121 | N/A |
| The school staff, made up of teaching and support staff, reflects the diversity of the school with representation from all of the ethnicities shown above. | | | | |
| Governing Body | 5 | 9 | 14 | N/A |
| The governing body reflects the diversity of the school with representation from White British, White Any other, Any other Asian, Pakistani and Indian ethnicities. | | | | |
| Disability | 14 | 7 | 21 | 2.7% |
| The range of disabilities we have at our school covers: Attention Deficit Hyperactivity Disorder, Autism, hearing and visual impairments, as well as some medical conditions and Downs Syndrome. | | | | |
| Looked after children/Children in care (including special guardianship) | 2 | 3 | 5 | 0.6% |

Ethos and Values

In meeting the duties described above will mean that all our actions will embody key principles and values; we:

- strive to make the best possible provision for all pupils regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.
- respect diversity; we know that treating people equally is not simply a matter of treating everyone the same and adopt the view that inclusion is the process of taking necessary steps to ensure that every young person is given an equal opportunity to develop socially, to learn and to enjoy community life.
- know that equalities is not simply about protecting the potentially vulnerable. We believe that all children may be disadvantaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.
- value staff for their ability and potential to help us make the best possible provision for the children in our school, regardless of disability, ethnicity, culture, religious belief, national origin, gender or sexual orientation.
- are proactive in our efforts to identify and minimise existing barriers or inequalities.
- seek the views of all groups affected by the policies and work of our school and try to involve them in policy review.
- recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our school.
- will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.
- encourage all pupils to greet visitors to the school with friendliness and respect.

Monitoring and Review

Longfield Primary is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We make termly assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources and interventions are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information.

This relates to:

- Attendance
- Exclusions and truancy
- Incidents of racism, disability discrimination, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in Clubs and Classes

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Developing Best Practice

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping and make best use of materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the Personal Social and Health Education (PSHE) and Religious Education (RE) curriculum covers issues of equality and diversity, religion, human rights and emotional well-being
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school places a very high priority on the provision for special educational needs and disability.
- We meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- The school provides an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage. Although physical access to the school is difficult under normal circumstances as we are a two storey building with many shorter sets of steps on both levels, provision is made for physical disabilities on a personal circumstances basis. There is a designated disabled parking space in the staff and visitor car park and the Accessibility Plan states how this provision will be enhanced.

Curriculum

At Longfield Primary School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into

- account their cultural, backgrounds, linguistic needs and learning styles
- All pupils have access to qualifications which recognise attainment and achievement and promote progression

Resources and Materials

The provision of good quality resources and materials within Longfield Primary school is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials
- Include materials to raise awareness of equal opportunity issues
- Be accessible to all members of the school community

When ordering new resources and materials staff will ensure that consideration is made to ensure that they reflect issues of equality allowing all to be able to access resources and that the equalities of opportunities is considered.

Language

We recognise that it is important that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case
- Log incidents of inappropriate language use and categorise the area of discrimination in order to report to the local authority and the governing body regularly

Clubs and Classes

The school has a vast range of extra-curricular provision through own resources as well as through the extended schools provision. It is the policy of Longfield Primary School to provide equal access to all activities e.g. girls involved in football and tag rugby clubs, mixed dance classes and mixed teams wherever possible.

We implement a random allocation criterion for attendance at clubs and give all pupils equal access to clubs and classes by monitoring the take-up by gender and ethnicities. We sometimes target a particular group of pupils for inclusion in a club or class like the Able, Gifted and Talented.

We ensure that all external providers who have contact with children adhere to our requirements and are CRB checked e.g. the school uses external providers for cooking and language classes as well as Sports Coaches to run some after school sports clubs.

Provision for Bi-lingual pupils

At Longfield we make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners

Greater guidance can be found in the 'Induction of New Arrivals' policy but some of our provisions are to:

- Use first language effectively for learning
- Complete an induction booklet

- Give a new pupil an experienced pupil buddy
- Gain background family information from admission arrangements

Staff and Staffing Development

Longfield Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to a balance of male and female staff at all key stages where possible
- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- Access to opportunities for professional development is monitored on equality grounds

In the recruitment of new staff:

- All posts are advertised formally and open to the widest pool of applicants
- Access to opportunities for professional development is monitored on equality grounds by the Continuing Professional Development Leader
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Roles and Responsibilities

We want the Governing Body to:

- Oversee that the school complies with all equalities legislation relevant to the school community.
- Ensure that the Equality and Accessibility policy and associated plans are maintained and updated regularly.
- Ensure that procedures and strategies related to the policy are implemented.
- Monitor all incidents and the action taken in relation to all said incidents.

We want the Head Teacher and Senior Leadership and Management to:

- Along with the Governing body, provide leadership and vision in respect of equality and accessibility
- Oversee the implementation of the Equality and Accessibility Policy.
- Co-ordinate the activities related to equality and accessibility.
- Ensure that all who enter the school are aware of, and comply with, the policy.
- Ensure that staff are aware of their responsibilities and are given relevant training and support.
- Take appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment or discrimination.
- Consider the inclusion of all protected characteristics in future plans for the school

We want all staff to:

- Deal with incidents of discrimination and know how to identify and challenge bias and stereotyping.
- Not discriminate on grounds of the protected characteristics.
- Keep up to date with equalities legislation by attending relevant training events.
- Continue raising our high standards of teaching and learning.
- Encourage visits and workshops which reflect the cultural diversity of the school population.
- Feel valued and supported.
- Enjoy a healthy work-life balance.

We want all our pupils to:

- Experience a broad and balanced curriculum
- Have opportunities to celebrate their religion, culture, language through assemblies and visits
- Develop lively enquiring minds and a love of learning
- Have high self esteem
- Work with independence
- Be successful
- Have their achievements celebrated
- Feel safe
- Become good citizens
- Show respect for others beliefs, opinions and point of view
- Care for their environment
- Be self-disciplined and courteous

We want all parents to:

- Feel welcomed in school
- Participate in the life of the school
- Work in partnership with teachers
- Be well informed by clear communications

Further reading

The following documents were utilised in the compilation of this policy and plan:

‘Single Equalities Policy Guidance for Schools’ (Lancashire County Council: February 2012)

For information

Race

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

Disability

Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being *disabled* (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

Gender

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.
- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

Sexual Orientation

Sexual orientation is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual or transgender (LGBT) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as **homophobia**, although **lesophobia** and **biphobia** are also coming into use.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGBT people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and

supportive environment.

Transgender and gender re-assignment

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender re-assignment is the process a transgender person goes through to change sex.

LONGFIELD PRIMARY SCHOOL – YEAR 2018-19 - ACTION PLAN FOR EQUALITIES

| Target | Actions to be taken | Success Criteria | Time-scales Aut 18 Spr 19 Sum 19 | Lead Staff | Resources / Cost/Budget | Monitoring Arrangements (who is checking progress & how?) | Achieved/Partly Achieved/ Not Achieved (state below and comment) |
|---|--|---|---|------------------------------|---|---|--|
| Implement the revised allocation of Teaching assistants to support teaching and SEND pupils and facilitate a flexible support approach | <p>Ensure we keep parents informed on the progress of the send pupils from interventions</p> <p>Liaise with Teachers and TAs through regular meetings to ensure continuity during the revision</p> | <p>Teachers and SEND pupils will have more support in class that can be utilised in a flexible manner</p> | Autumn 2018 | Inclusion Leader | none | <p>Inclusion Leader through regular meetings with parents, and school staff</p> | |
| Develop use of a SEND room | <p>Resource an allocated room where SEND pupils can work together as groups, take time-out and respite time and can be used for SEND interventions</p> <p>Liaise with TAs and teachers to produce a timetable for the room to facilitate SEND pupils working with a range of adults</p> | <p>SEND room is well utilised and used effectively by SEND pupils, teachers and TAs</p> | Summer 2018 | Inclusion Leader | <p>Some cost for the set-up of the room for cushions and sensory items</p> <p>£300</p> | <p>Inclusion Leader, TAs, learning mentors and Teachers through meetings with one another and hands on work to arrange the room and timetable</p> | |
| Introduce mental health awareness lesson to the whole school as part of keeping safe week | <p>Use the materials from mental health first aid training</p> <p>Add lessons to the suite of keeping safe lessons</p> <p>Add mental health awareness question to the safeguarding meeting with children with the safeguarding governor</p> <p>Maintain mental health training for staff with a focus on TAs</p> | <p>Children will have a small understanding of what good mental health is</p> | Autumn 2018 | Designated Safeguarding Lead | <p>Cost already taken from budget for the mental health first aid course and for the CCS contract</p> | <p>Designated Safeguarding Lead through the development of the plans and resources, as well as implementation of the training</p> | |

LONGFIELD PRIMARY SCHOOL – YEAR 2017-18 - ACTION PLAN FOR EQUALITIES

| Target | Actions to be taken | Success Criteria | Time-scales Aut 17 Spr 18 Sum 18 | Lead Staff | Resources / Cost/ Budget | Monitoring Arrangements (who is checking progress & how?) | Achieved/Partly Achieved/ Not Achieved (state below and comment) |
|---|---|---|---|------------------|--|---|---|
| Further enhance support for SEND pupils so that it remains outstanding | SEND working party to share the resources they have used Resources to be grouped into area of SEND need and stored in new SEND room | Resources are more readily available for staff to utilise | Spr 2017 | Inclusion Leader | NO cost | Inclusion Leader by initiating the INSET and organising the resources | Achieved -INSET was completed in the term allocated and resources stored appropriately |
| Develop a comprehensive reporting system for SEND support | Work with parents and assess their needs and wants for information about their child Work with TAs to trial methods of reporting to ensure the format gives a balance of information and ease of use Use the new reporting system in applications for EHC Plans Research models for the accurate reporting of SEND support | SEND pupils will have an accurate and ongoing record of progress made and evidence for achieving their outcomes | Aut 2017 | Inclusion Leader | No cost | Inclusion Leader through parent coffee mornings, TA meetings and format, training and impact of the materials | Achieved -Different methods of reporting were trialed by TAs during the allocated term. On the whole feedback from parents and TAs was that the current method was better than any trialed versions so we have remained with the same system but clarified for purpose. |
| To continue the SEND and safeguarding training for staff | Focus on at least 1 safeguarding INSET per term (might use twilights) Run ADHD training for staff Safeguarding and fire warden training to be completed during the academic year Renew any first aid certificates and train another member of staff in paediatric first aid | Staff training will remain current and cater for the most vulnerable pupils | Spr 2017 | Inclusion Leader | Cost (£300) for paediatric first aid certificate | The Inclusion Leader through the orchestration, evidence and impact measuring of the training initiatives | Achieved -Safeguarding INSETs have provided a more worthwhile dialogue about safeguarding which enhances the annual level 1 training. SEND training this year has included ADHD, dyscalculia. New welfare staff have been trained in paediatric and first aid at work. |