

# Cherry Tree Primary School



## Inclusion and Equality Scheme

### **Our Mission Statement**

*Bringing out the best in each other as we blossom and grow*

### **Our Values**

*Happy, Aspirational, Resilient, Independent, Open-minded, Compassionate*

## Autumn 2015

<b>Policy Schedule</b>	<b>Date</b>	<b>Signed</b>
This policy was originally written and adopted by Cherry Tree School	May 2012	<i>Th Graham</i>
Up dated in line with the Children and Families Act 2014 and the new SEND Code of Practice 2014	Autumn 2015	
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# INCLUSION AND EQUALITY SCHEME

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

- Inclusion Policy
- Race Equality
- Gender Equality
- Disability Equality
- SEN policy
- Gifted and Talented Policy
- Multi-Cultural Policy

This policy also outlines our approach to Community Cohesion.

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## **Inclusion**

Inclusion is a term used to describe the process of ensuring equality of learning opportunities for all children and young people. It is a process of identifying, understanding and breaking down barriers to participation and belonging. Inclusion is about the quality of their experience; how they are helped to learn, achieve and participate fully in the life of the school.

Inclusion focuses particularly on those groups of children who have historically been marginalised or who have under-achieved. Inclusion does not mean that all learners necessarily learn the same way or together, but that practices are adapted to take account of all learners' individual needs.

### **Rationale:**

At Cherry Tree we are an educationally inclusive school, in which the teaching and learning, achievements, attitudes and well-being of every young person matter. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, disability, attainment and background. We are committed to providing an appropriate and high quality education to each child. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Cherry Tree is committed to inclusion. We aim to engender a sense of community and belonging. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Cherry Tree Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

### **Community Cohesion:**

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

Community Cohesion means working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

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

Every school - is responsible for educating children and young people who will live and work in a country which is diverse in terms of culture, faith, ethnicity and social backgrounds. The staff and pupil populations of this school do not reflect this diversity and it is therefore all the more important that our pupils have the opportunities to learn with, from and about those from different backgrounds.

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

## Objectives

1. To ensure equality of opportunity for each child to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
2. To seek to eliminate harassment, prejudice and discrimination against any child or person
3. To prepare each child for life beyond Cherry Tree Primary School, socially and academically, equipping our pupils to live and thrive alongside people from many different backgrounds.
4. To recognise the needs and talents of each pupil, ensuring effective identification and assessment of children's needs and provide early intervention.
5. To ensure the school complies with the following equality legislation and relevant Codes of Practice and that they are implemented effectively throughout school:

*The SEN and Disability Act 2001*

*The Disability Discrimination Act 2005*

*The Race Relations Act 1976*

*The Race Relations Amendment Act 2000*

*The Gender Equality Duty 2007*

*The Children and families Act 2014*

*The Special Educational Needs and Disability Code of Practice (2014)*

6. To ensure all members of school community feel secure in the knowledge that harassment, prejudice and discrimination will not be tolerated
7. To maintain a climate in school where pupils feel confident that they can confide in a member of staff and that the allegations will be taken seriously and fully investigated
8. To have agreed procedures for all staff for the investigation and recording of suspected incidents of harassment, prejudice and discrimination which are consistent throughout the school
9. To have strategies to help and support both the victim and the perpetrator
10. To teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
11. To provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.

## HOW WE PROMOTE EQUALITY

**Only in an environment where issues of equality are addressed will pupils be able to fully benefit from the opportunities available at schools.**

### **Equality of Access to learning and the curriculum**

- Encourage all children to have high aspirations about their learning and potential achievement.
- Track and monitor the progress of each pupil, to identify needs as they arise and to provide support as early as possible. Pupils' attainment and progress is also monitored by ethnic group, by gender, language and disability.
- Promote an inclusive curriculum which reflects the diverse nature of our society. Curriculum planning takes account of the gender, ethnicity, background, religion, any disability and the language needs of all pupils.
- Raise awareness, tolerance and understanding of others' beliefs, cultures or lives through the curriculum, in particular through PSHE and RE to ensure that all pupils perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/ carers. In PSHE we teach our children to recognise how hurtful it can be to be excluded from a group situation and to realise the nature and consequences of discrimination, prejudice or harassment and how to respond to it.
- Provide full access to the curriculum through differentiated planning by class teachers, SENCO, and support staff as appropriate. Teaching methods and styles take account of the needs of pupils from different groups and encourage positive attitudes to both sexes, all races and disabilities. (Except where disapplication, arising from a Education and Health Care Plan (EHC) / Statement occurs, we aim to offer the full curriculum to all our pupils. (Disapplication is very rare)
- Take active steps to ensure that resources in all areas of the curriculum are inclusive. It promotes a greater understanding of diversity and equality. There is acknowledgement of the importance of challenging stereotyping and discrimination in all areas of the curriculum.
- The school is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.
- We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.
- Staff work in such ways as to avoid the isolation of the children they are supporting, and to encourage peer tutoring and collaborative learning, encouraging children to support each other and appreciate each other's achievements no matter what their starting point
- Provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils with particular individual needs and / or disabilities.
- Enable all children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- Monitor pupil attendance by groups and, where necessary, use the data to develop strategies to address poor attendance.
- Involve parents/carers at every stage in plans to meet their child's additional needs.
- Involve the children in planning and in any decision making that affects them.
- Staff are vigilant, particularly at break times. They are also approachable, aiming to convey the message that we will listen and help them where we can. Year 6 'buddies' act as peer mediators and

are also trained and able to listen and help children.

- All staff are involved in the implementation of action against all forms of prejudice, harassment and discrimination
- We will make reasonable adjustments to make sure that, as far as possible, a pupil with a disability has access to the facilities of the school and to the curriculum.

### **Admission Arrangements**

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

### **Equality of Access to the Environment**

- Cherry Tree Primary School is a single site school. Entrance to the building is through the main reception area or class porches, all of which have leveled access. The school is semi open-plan. Following internal re-designing, enclosed classrooms were created in Summer 09. These meet all regulations re disability access. Thus there is wheelchair access throughout the building.
- There is currently one wheel-chair accessible toilet for children or adults in the main entrance area.
- We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils. Our new classrooms have been designed to provide good acoustic conditions so that the effects of hearing difficulties are minimised
- Children requiring equipment due to an impairment are assessed by occupational health in order to gain the support that they require.

### **Equality of Access to Information (see also School Access Plan)**

- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

### **Disability equality and trips or out of school activities**

- We aim to make all trips inclusive by planning in advance, using accessible places and vehicles.

## **Our SEND provision**

### **Definition of a Child with Special Educational Needs and disabilities**

A child has a special educational need if he/she has a learning difficulty, which calls for a special educational provision to be made for him or her.

A child has a learning difficulty if he/she has:

- greater difficulty in learning than the majority of the children of the same age or
- a disability which hinders him/her from making use of the educational facilities provided for children of the same age.

### **Our Procedures**

1. The SENCO meets with class teachers when required to discuss additional needs, concerns and strategies to support pupils with SEND.
2. Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
3. The SENCO, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEN through classroom observation, work scrutiny, data analysis and monitoring planning.
4. SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is co-ordinated by the SENCO and delivered by trained teaching assistants throughout the school. This is funded from the school's annual budget. The support timetable is reviewed termly, by the SENCO, and the management team, in line with current pupil needs and the budget.
5. Teachers, SENCO and Head Teacher decide whether to make a further referral to the inclusion team, educational psychologist, complex case, child development centre or other professional bodies.
6. When required progress is recorded using p-scale and b-squared.
7. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.
8. Parents are kept informed throughout the process and meet with the class teacher each term.

### **Identification and Assessment Arrangements, Monitoring and Review Procedures**

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing either:

Differentiated curriculum support within the class –under attaining (UA)

SEN support

Or they maybe allocated an Education Healthcare Plan after application to the local authority

### **Differentiated Curriculum Provision**

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

**Monitoring** of progress will be carried out by the class teacher and used to inform future differentiation within

whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **SEN support** level may need to be made.

**SEN support** provision would be indicated where there is evidence that:

- ❖ There has been little or no progress made with existing interventions
- ❖ Additional support is required to develop literacy or numeracy skills
- ❖ Additional support is required for social, emotional or mental health difficulties
- ❖ Additional support is required for sensory or physical impairments
- ❖ Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded at **SEN support**

- ❖ Children who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
- ❖ Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

### **SEN support now includes those children who were at School Action Plus**

Provision at this level **always** includes the involvement of **specialist services**. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

The group may be taught by the class teacher and also supported by a TA.

The responsibility for planning for these children remains with the class teacher, in consultation with the SENCO.

A child receiving SEN support will have an SEN Support Plan.

Individual Education Plans are reviewed at least termly. Parents/carers and wherever possible, their child, are invited to contribute and will be consulted about any further action.

As part of the review process, the SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to apply for a Education Healthcare Plan

### **SEN Support Plan**

- Our approach to SEN Support Plan, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
  - Our SEN Support Plan are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
  - Our SEN Support Plan will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.

- Our SEN Support Plan will be based on informed assessment and will include the input of outside agencies,
- The SEN Support Plan has been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- Our SEN Support Plan will have a maximum of four short / medium term SMART targets set for or by the pupil.
- Our SEN Support Plan will be reviewed at least termly by class teachers in consultation with the SENCO.

### **School request for a Education Healthcare Plan/statutory assessment**

For a child who is not making adequate progress, despite a period of support at [SEN support](#), and in agreement with the parents/carers/carers, the school may request the LEA to make a an assessment in order to determine whether it is necessary to have an Education Healthcare Plan .

The school is required to submit evidence to the LA whose Moderation of Assessments Panel makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

### **Education Healthcare Plan or Statement of Special Educational Needs**

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the Education Healthcare Plan or to the funding arrangements for the child.

#### **Education Health and Care Plan or Statement of Special Educational Needs**

- Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for
  - High Needs Block Funding
  - An Education Health and Care Plan
 and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice.

### **The Provision Map**

The whole school provision map enables the school to:

- Plan strategically to meet pupils' identified needs and track their provision.
- Audit how well provision matches need
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, LEA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

## **The School's Arrangements for SEN and Inclusion In-Service Training**

The SENCO attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.

In-house additional needs and Inclusion training is provided through staff meetings by the SENCO.

Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

The Governors are given regular updates regarding the school's SEN provision and occasionally training. This is delivered by the SENCO or the Head Teacher.

## **The use made of teachers and facilities from outside the school, including support services**

The Educational Psychologist visits the school regularly (according to timetable), following discussion with the SENCO as to the purpose of each visit.

Specialist, direct teaching from the LA service is used to assess children's needs where we do not have the necessary in-house expertise

The SENCO liaises whenever necessary with a number of other outside agencies, for example:

1. Education Welfare Service
3. School Nurse
4. Speech Therapy
5. Occupational Therapy

Parents/carers are informed if any outside agency is involved.

## **Arrangements for partnership with parents/carers**

Staff and parents/carers will work together to support pupils identified as having additional needs.

Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks this is appropriate.

At review meetings with parents/carers we make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

IEP targets will often include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All SEN Support Plan and reviews will be signed by all parties, copied and sent to parents/carers after meetings.

Regular curriculum workshops are offered for parents/carers to attend.

Parents/carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.

Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the Governing Board. Our complaints procedures set out the steps in making a complaint in more detail.

## **Transfer arrangements**

Foundation staff will meet with staff from local pre schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting.

Our Year 6 teacher/SENCO meets the SENCO from the high school during the summer term to make effective transition arrangements for pupils as necessary for their individual needs.

Transition forms are completed when necessary.

## **Roles and Responsibilities**

### **Headteacher**

- the Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the Head Teacher and the Governing Board will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO)
- the Head Teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - analysis of the whole-school pupil progress tracking system
  - pupil progress meetings with individual teachers
  - regular meetings with the SENCO
  - discussions and consultations with pupils, parents and outside agencies

### **Special Educational Needs Coordinator**

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- contributing to the in-service training of staff
- Implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support
- monitoring the school's system for ensuring that Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners
- liaising and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- Attending area SENCO network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)

- Liaising closely with a range of outside agencies to support vulnerable learners.

### Class teacher

- liaising with the SENCO to agree :
  - Which pupils in the class should be on the SEN register. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with statements/EHC Plans)
  - Which pupils are underachieving and need to have their additional interventions monitored– but do not have special educational needs.
- securing good provision and good outcomes for all groups of vulnerable learners by :
  - providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
  - ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2013)

ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

### **Partnership with Parents/Carers**

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child’s education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child’s strengths as well as areas of additional need
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

### **Involvement of Pupils**

**We are aiming to improve the way in which we involve pupils in target setting.**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum **so that they know what their targets are and why they have them,**
- self-review their progress and set new targets

- (for some pupils with special educational needs) monitor their success at achieving the targets on their SEN Support Plan.

## **Our Provision for Our More Able Pupils**

### **Definition**

A child is considered to be More Able if they perform at a level that exceeds the level of others in their class or that expected for children in their age group. This may be in one or more areas of learning.

### **Our Procedures**

We believe that provision is generally most effective when it is made within the classroom, through a stimulating, differentiated curriculum. We also recognise that in some cases, particularly with pupils talented in sports and music that we may need to work with external partners to further develop their talents.

### **In the classroom:**

We aim to achieve the following:

- Use stimulating and challenging questioning by the teacher to skilfully develop higher order thinking in the pupils.
- Establish what pupils can already do or have already done, in order to reduce duplication and repetition.
- Provide appropriate challenge through high quality tasks for enrichment and extension.
- Plan work so that extension tasks are always available for the gifted pupils, allowing for flexibility to adapt to changing needs.
- Be flexible and varied regarding the grouping of pupils; ability, mixed ability, individual, pairs, and friendship.
- Differentiate appropriately through stimuli, resources, tasks, outcomes expectations and responses.
- Provide wide variety in what we prepare for pupils and in what we ask them to do for us.
- Set challenging, individual targets that the pupils are actively encouraged to be involved with.
- Set differentiated homework activities.
- Celebrate achievement, but maintain the highest possible expectations.
- Use a range of teaching methods and activities to connect with pupils' diverse learning styles. (Visual, Auditory or Kinaesthetic)

### **Outside the classroom**

We will try to provide opportunities for pupils to use their talents in various ways and to perform in a variety of contexts, enabling them to grow in confidence and the whole school and the wider community to share their abilities.

We will celebrate pupils' out of school achievements by encouraging them to bring in their awards, badges, certificates, etc.

We also offer after-school clubs and activities, together with the opportunities for entering competitions, residential and day visits and adventure weekends. We also link with a variety of professional organisations offering outside experts to coach pupils' throughout the school.

Where gifts and talents are identified at home, parents will be encouraged to work alongside the teacher. School will be available for guidance in maximising the pupils' potential. Similarly, when gifts and talents are recognised within school, either by staff or expert coaching staff e.g. Warrington Wolves coaching staff, parents will be alerted by individual staff members with the aim of working in partnership to promote and develop a particular pupils gift and talent. Possibly offering

opportunities for specific pupils to try out for local sporting teams/organisations, take part in local concerts or specific events/courses that further promote individual gifts and talents. School will also try to provide parents with contact details for local clubs or organisations that would further enhance the specific gifts and talents demonstrated by an individual pupil.

### **Identification and Assessment Arrangements, Monitoring and Review Procedures**

Our aim is to actively identify our able, gifted and more able pupils using a variety of methods including detailed assessment records, discussions with the child or parents and continual assessment by class teachers. We realise that this is easy when a child is apparently good at everything, but more difficult on occasions because able, gifted and talented pupils may demonstrate some of the following traits:

- They may be very willing to talk, but reluctant to put things down on paper. When they do, handwriting and spelling may be poor.
- They may produce high quality work in one particular subject area, but be unexceptional or possibly below average in other areas.
- They sometimes have difficulty getting on with their peer group and concerns about behaviour can sometimes mask their true ability.
- They may be poorly motivated and therefore produce less than the teacher feels they are capable of.
- There may be factors that mask the child's true ability, such as English as a second language or lack of pre-school stimulation.

### **Who is involved in monitoring provision?**

- The pupils themselves, within their classroom.
- Parents/carers are able to assess the pastoral and curricular effects upon their children.
- The Co-ordinator for More Able pupils.
- Individual subject co-ordinators.
- The Head Teacher
- Governors

### **What is monitored?**

- That planning and delivery of the curriculum take account of the gifted and talented.
- That class work and homework are differentiated appropriately.
- That challenge is effective.
- That resources are adequate and appropriate.
- That grouping arrangements are effective.
- That transition arrangements are effective.
- That progress is maximised within lessons.

## **English as an Additional Language**

### Definition

The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English.

### Aims

Our main aim is for all EAL pupils to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.

### Identification and Assessment

Pupils who are EAL are identified upon starting the school. If it is clear that a pupil's fluency levels are low then they will be assessed using the EAL Stages.

This assessment will be done termly to record specific progress against EAL targets.

## **Promoting Community Cohesion**

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

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

## **Teaching, learning and curriculum**

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

We ensure:

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

## **Equity and excellence (see page 5 of this policy)**

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

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

## **Engagement and ethos**

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

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

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

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

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

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

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

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

We have agreed procedures for dealing with such incidents.

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

### **Definition**

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

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

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

### **Dealing with Incidents**

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

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

## **Roles and Responsibilities**

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

### **Governors**

The Governing Board of the school has agreed this policy and receives reports from the Head Teacher on a termly basis in the Headteacher's Report on:

- incidents related to equality
- current SEN provision and action

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

The Governing Board will make sure the school Equality Scheme and its procedures are followed.

One member of the Governing Board will have responsibility for monitoring this policy, acting as the designated governor for equality and SEN

### **Head Teacher**

The Head Teacher is responsible overall for:

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

### **Staff**

All staff are responsible for:

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

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

### **Parents**

Parents are seen as partners involving/supporting/encouraging and praising all children. Parents are involved and kept informed about their child's progress and are given opportunities to meet to discuss this with the class teacher. Parents are invited to both formal and informal meetings about their child. All actions concerning a child are only carried out with full parental consent. Where access arrangements for parents due to issues such as language barriers, physical disabilities etc, we work to try to ensure they are fully included in parents/carers' activities.

All parents are expected to have good attitudes towards all members of the school community, avoiding discrimination against anyone for reasons of ethnicity, disability or gender;

## **Pupils**

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

## **Monitoring**

- Analyse our own data on pupil progress to:
  - Ensure individual needs are being met and take further action where necessary
  - Highlight any differences between pupils from different groups
  - Decide what further action will be necessary to meet particular needs and to improve the performance of pupils from different groups.
  - Take action to make improvements.
- Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead
- Each term, the SENCO will provide information to the Governing Board as to the numbers of pupils receiving special educational provision through SEN Support, EHC/ Statements as well as any pupils for whom a Statutory Assessment has been requested. The Head reports on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.
- The SENCO will meet with the SEN governor to discuss Inclusion and current SEN concerns. The SEN governor leads governor monitoring of the SEN policy through sampling, observations and other procedures agreed annually.
- Use responses from pupil and parent questionnaires to monitor the impact of our work on Inclusion
- The monitoring system used by the school enables the school to report the relevant details where applicable to Warrington BC each term e.g. Incidents of a racist nature

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

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

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

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

### **Dealing with complaints**

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