Policy for Inclusion and Protected Characteristics

Name and **T**itle of **A**uthor: Elizabeth Evans, Natalie Dodds and Laura Noble

Name of **R**esponsible **C**ommittees: Local **G**overning Bodies

Trade **U**nion Representative
Approval:

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Target Audience:	
	SEN Code of Practice
Related Documents:	SEND Report
	Swanland's/Dunswell's Response to the Local Offer
References:	Equality Act 2010

Contents

Pages

Staffing

The Inclusion team at Swanland Education Trust consists of:

☐ Inclusion Leader Special Educational Needs and Disability Co-ordinator
   (SENDCo): Miss Elizabeth Evans

	Swanland Primary School	Dunswell Academy
Responsibility for the day to day provision of SEN for pupils in FS2 and KS1 and KS2	Mrs Natalie Dodds	Miss Elizabeth Evans
Looked After Children Leader	Mrs Natalie Dodds	Mrs Laura Noble
Child Protection Co-ordinator, Personal Social Health Citizenship Education Co-ordinator	Miss Hannah Stephenson	Miss Alison Oxtoby
Deputy Child Protection Co-ordinator	Mrs Natalie Dodds	Mrs Laura Noble
Special Educational Needs Assistant	Mrs Gillian Fountain	Mrs Laura Noble
Speech and Language Teaching Assistant	Mrs Deborah Yu	Class Teaching Assistants
Intervention Teaching Assistant	Class Teaching Assistants	Class Teaching Assistants
Inclusion Governor	Mrs Helen Sanderson	Mrs Louise Harte
Race Equality and Child Protection Governor	Kathy Rowe	Mrs Elaine Atkinson

Assessment Co-ordinator	Mrs Ann Neal	Miss Alison Oxtoby
Religious Education Coordinator	Mrs Jo Sivarajan	Mrs Catherine Burrell

Swanland Education Trust Vision Statement

"Value, nurture and fulfilment through support, harmony and praise"

Aims of the Policy

Swanland Education Trust values the abilities and achievements of all pupils. We recognise that those with 'protected characteristics' may be more vulnerable and may require additional monitoring and support to meet their potential.

This policy has been written in consultation with parents, children, staff and governors.

For further contextual information please see the Trust website.

Protected characteristics as detailed in the Equality Act 2010 include:
• Age
• Disability
• Gender reassignment
• Pregnancy and maternity
• Sexual orientation
• Race
• Religion or belief
• Gender
• Marriage and civil partnership

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

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

At Swanland Education Trust we aim to:

• Raise the aspirations of and capabilities for all pupils by focusing on outcomes.
• Promote justice, equality of opportunity and fair treatment for all and thereby allow all pupils, irrespective of their protected characteristics, to achieve the level of success and self-respect that they deserve

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    Provide a positive ethos and ensure the environment is developed within the school

- Provide a safe and welcoming place for all of its members
- Offer all pupils access to a broad and balanced curriculum
- Ensure the curriculum is appropriate to the individual's needs and abilities
- Provide a curriculum which emphasises the positive aspects of all protected characteristics
- Have equally high expectations of all pupils
- Recognise the strengths of pupils as well as their additional needs
- Identify all pupils requiring additional provision, as early as possible in their school career
- Ensure all pupils are as fully involved as possible in all school activities
- Provide a holistic approach to teaching and learning which is consistent across the school
- Make sure the teachers, by careful use of language and choice of resources, avoid reinforcing stereotypical views of society
- Ensure parents/carers of all pupils are kept fully informed of their child's progress and attainments
- Encourage pupils to be involved where practical, in decisions affecting their future provision
- Access guidance and support from outside agencies
- Reflect the local communities we serve and respond to their needs
- Prepare all pupils for life in a diverse and multi-ethnic society
- Challenge and deal effectively with incidents of prejudice and discrimination
- Ensure all staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners
- Ensure that all staff are aware of their responsibilities towards vulnerable learners and make sure that a positive and sensitive attitude is shown towards all pupils at all times

This policy should be read in conjunction with:
- The Child Protection Policy,
- Managing Medicine policy, Policy for Religious Education & The Single Equality Scheme.

Please also make reference to the SEN report and the School's Response to the Local Offer which are available on the school website.

Admission Arrangements

The Governing Body believes that the admissions criteria should not discriminate against pupils with a protected characteristic and adhere to the ERYC Local Authority Fair Access protocols. For more information on admission arrangements please see the local authority's policy 'Admissions Arrangements' No child will be refused admission to school on the basis of his or her special educational need, medical need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see
Admission policy for the school, as agreed with the Local Authority)
Special Educational Needs (SEN)

"Every teacher is a teacher of every child or young person including those with SEND"
Definition of Special Educational Needs:
> 'A person has SEN if they have a learning difficulty or disability which cause for Special Educational Provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities or a kind generally provided for others of the same age in mainstream schools.'
> (Introduction xiii and xiv)

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

Identification and Assessment

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

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

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

Working with Parents and Children

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

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:
- Formally let them know that their child is being placed at SEN Support
- Discuss assessments that have been completed
- Agree a plan and provision for the next term

This is part of the graduated approach cycle of 'Asses, Plan, Do, Review' required in the Code of Practice. The cycle of assessing, planning for the child, working with the child and reviewing the progress is the basis for all practice and this approach is detailed throughout the policy.
Depending on their age, and their developmental stage, the child may be invited to attend all or part of the meeting. Prior to the meeting the child's views will be sought and will be included in the meeting.

Stages of SEN and Possible Resulting Actions

Every child on the SEN register should have a termly support meeting and plan in place. At these meetings outcomes will be written and strategies for the outcomes will be put into a plan. A child friendly 'I Can' target sheet will be made for each child to facilitate their involvement in the process and act as a working document. Teachers, with support from the Inclusion Team will run the meetings with parents and child unless outside agencies are involved, in which case a member of the Inclusion Team will take the lead on the meeting. The three stages of SEN at Swanland Education Trust are: SEN support, SEN support plus and Statement/Education, Health and Care Plan (EHCP). Alongside the Termly Support Plan (TSP) each child will have an 'I can' sheet. This presents the desirable outcomes in child friendly language. The 'I can' sheet is kept with the child and referred to in class work and intervention work that related to the child's TSP. Children also work with a familiar adult to create a 'One Page Profile' annually. This will be a record of what the child, likes, dislikes and strategies that the child feels supports them effectively.

They will be available for all adults that come into contact with the child.

SEN Support:

A child is on SEN support if they:

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

(Refer to the trust criteria for SEND support)

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

- Provision of alternative learning materials/special equipment

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

This will be detailed in the TSP.

SEN Support Plus:

SEN Support Plus is used when a sustained level of support is needed, and external agencies are consulted.
Indicators of need at SEN Support Plus might be one or more of the following:
- The pupil still makes little or no progress in specific areas over a long period
- The pupil is working at below the age related expectations which is normally planned for in his/her class
- The pupil continues to experience difficulty in developing literacy/numeracy skills
- The pupil has emotional/social problems that often substantially delay own learning or that of the group.
- The pupil has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- The pupil has communication or interaction difficulties that require ongoing intervention from the Speech and Language Service

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

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

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

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

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

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

Role of the Parent / Carer

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

We recognise that parents have a unique understanding of the child's needs and can make a significant contribution to their support. Ways of doing this will be outlined in the TSP. Parents are encouraged to participate in the reviewing and setting of outcomes through termly support meetings. The TSP has a section which parents can complete prior to meeting with the teacher to record their views on their child's progress towards the outcomes.

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

Role of the Class Teacher

Class teachers' responsibilities include:

•   Being aware of the school's procedures for the identification, assessment and subsequent provision for pupils with SEND

-   Liaising with the Inclusion Team to collect evidence and to decide the action required to assist the pupil to progress
-   Being involved in the development of the **SEND** policy
-   Being involved in writing and delivering the individual programme set out in the **TSP**, and reviewing progress with parents/carers
-   Planning and evaluating with teaching assistants
-   Developing constructive relationships with parents

Role of the Inclusion Leader

The responsibilities include:

- Overseeing the day-to-day operation of the policy
- Assessing pupils
- Developing programmes of work for pupils
- Co-ordinating the provision of resources for pupils with additional needs
- Liaising with and giving advice to fellow teachers
- Overseeing pupils' records
- Informing parents/carers that SEN identification, and/or provision has been made for their child
- Liaising with parents at specific meetings and making them aware of his/her availability for advice
- Making a contribution to In-service Teacher Training (INSET) events
- Liaising with external agencies, LEA support services, Health and Social Services, and voluntary bodies
- Managing teaching assistants, including carrying out observations and the identification of training needs
- Reporting to parents on the school's inclusion policy including the allocation of resources from the school's budget

Role of the Head Teacher

The Head Teacher's responsibilities include:

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

Role of the School Governing Body

The Governing Body's responsibilities to pupils with additional needs include:

- Ensuring that high standards of provision are made for pupils
- Ensuring that a 'responsible person' is identified to liaise with all those involved with teaching and supporting pupils with a statement of SEN
- Ensuring that pupils with additional needs are fully involved in school activities

- Applying the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and reviewing the inclusion policy

Problem Resolution

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

Data Protection

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

Disability / Medical Needs and Accessibility

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

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

- Include individual pupils on risk assessments for school visits and other activities outside of the normal timetable.

Medical Care Plans

- Medical Care Plans are created as soon as a new medical need is brought to the school's attention or in the case where a new pupil is starting the school, within the first few weeks. Where the need is significant the medical care plan will form part of the transition arrangements.
- The level of information within the plan will depend on the complexity of the child's condition. They will capture the key information and actions to enable the child to be supported effectively.
- Where a child has a SEN and disability or medical need, their SEN will be referred to within the medical care plan.
- A copy of the blank health care plan will be given for the parents to fill the details in. It is hoped that parents will involve their child in this, at an age and stage appropriate level. Where appropriate school staff and outside agencies will then meet with families to develop and finalise the plan.
- A folder with all medical care plans is available in each classroom, the school office and the senior mid-day supervisor holds a copy.
- Medical health care plans are reviewed and updated annually, or sooner should there be evidence that the child's needs have changed.
- Please see the policy for Supporting Pupils with Medical Conditions.

Unacceptable practice

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

- Prevent children from easily accessing their inhalers and medication and administering their medication when and where necessary;
- Assume that every child with the same condition requires the same treatment;
- Ignore the views of the child or their parents; or ignore medical evidence or opinion (although this may be challenged);
- Send children with medical conditions home frequently or prevent them from staying for normal school activities, including lunch, unless this is specified in their individual healthcare plans;

- If the child becomes ill, send them to the school office or medical room unaccompanied or with someone unsuitable;
- Penalise children for their attendance record if their absences are related to their medical condition, e.g. hospital appointments;
- Prevent pupils from drinking, eating or taking toilet or other breaks whenever they need to in order to manage their medical condition effectively;
- Require parents, or otherwise make them feel obliged, to attend school to administer medication or provide medical support to their child, including with toileting issues. No Parent should have to give up working because the school is failing to support their child's medical needs; or
- Prevent children from participating, or create unnecessary barriers to children participating in any aspect of school life, including school trips, e.g. by requiring parents to accompany the child.

At Swanland Education Trust we regularly review our general accessibility and inclusivity in terms of improving the physical environment, enhancing participation in the curriculum and improving accessible information for disabled pupils and parents.

Developments to the physical building and environment have included:

Swanland Primary School	Dunswell Academy
3 accessible toilets	1 accessible toilet
Ramp access to the main building and mobile classroom	Ramp access to the main building
Handrails fitted around school, to stairs and some toilets	ICT equipment to support individuals
All new building work is planned considering improving accessibility	All new building work is planned considering improving accessibility
ICT equipment to support individuals	
Accessible shower with chair and step	

Developments to enhance participation in the curriculum across the trust include:

- Clicker 6 purchased and in use in the classrooms

- ▯
- Netbooks/Hudls/tablets/IPADS/laptops shared between the classrooms
- Whole staff training on Dyslexia and on supporting pupils with Dyslexia in maths Whole staff training on An introduction to supporting children with Autism.
- Staff training on Attachment
- Team Teach training
- Moving and handling training
- Lego Therapy training
- Continuous training to support the delivery of Sensory Circuits
- The introduction of lunchtime clubs to support pupils with social difficulties
- Use of interventions to support the curriculum

Developments to improve accessibility of information include:

- 'SEND-Include Me' area on school website that has been designed by working parties of staff, parents and children. Current and up to date information about SEND is published on this part of the website.
- FISH newsletter being linked to the website
- Inclusion Newsletter issued to all parents of children on the SEND register (Also available on website)
- Termly 'Coffee and Chat' sessions for parents

Other necessary adaptations are constantly reviewed according to individual needs. Our single equality scheme provides further information and is available on the school website or in an alternative format upon request.

Gender

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

- Appropriate support is allocated to groups of pupils who are perceived to be, or in danger of underachieving;
- The curriculum is reviewed regularly and aims to reflect the interests of individuals;
- We challenge the notion that some subjects are purely masculine or feminine by celebrating the achievements and careers of famous men and women;

- The resources are carefully selected to ensure there are positive examples of males and females;
- Teachers use a range of groupings and ensure that neither boys or girls are disadvantaged within their groups;
- Extra-curricular activities are inclusive for both boys and girls;
- The governors actively seek to employ female and male members of staff.

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

Swanland Education Trust recognises the sensitive nature of each of these protected characteristics and is fully committed to providing an inclusive, positive and holistic education for each pupil whether they are directly affected (relating to them in the first person), or indirectly (relevant to a parent/s or significant family member). In order to achieve this we:
- Seek the views of the pupil and parents / carers;
- Take advice from relevant outside agencies;
- Include pupils on the provision map;
- Commit resources to provide regular ongoing support as relevant;
- Have regular meetings to review progress and consider necessary adaptations;
- Be flexible;
- Work collaboratively with key school staff;
- Provide the pupil with a key member of staff that they feel comfortable in talking to.

Racial Equality

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

Monitoring of Pupils.

The attainment and progress of individual pupils and groups of pupils is tracked as they move through the school.
Monitoring will identify stages and areas where pupils are not doing well.

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

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

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

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

English as an Additional Language (EAL)

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

Use of the child's first language in school

We recognise the importance of valuing all of the languages spoken by children. We believe that the diversity of languages should be respected and celebrated. When children who have English as an additional language start at Swanland Education Trust they will be encouraged to use English alongside their first language in reading, writing and speaking. Ideally the languages will complement each other as opposed to one being used exclusively. However, the child's own preference will also be taken into account. A child will not be forced to use English before they feel comfortable.

Neither will they be persuaded to use their first language if they do not wish to.

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

Assessment

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

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

Planning, Teaching and Learning

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

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

Additional resources will be recorded on the provision map.

Partnership with Parents / Carers

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

Religion

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

The school recognises the right of pupils to take time off for religious observances. Action will be taken to minimise any disruption to the education of pupils who are absent for religious observances. Pupils who have been absent will be given details of

the topics covered while they were away to enable them to follow the topics in future lessons.

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

Pupil Premium and Service Premium

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

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

Looked After Children

In order to support Looked After Children in achieving their potential Swanland Education Trust recognise the need to:

- Have high expectations and recognise that children who are looked after may have 'hidden abilities';
- Engage children who are looked after in and taking responsibility for their learning;
- Monitor their academic, social and personal progress, through the provision mapping tools;
- Monitor their attendance;
- Provide swift and early intervention if a problem emerges, such as with behaviour or attendance;
- Providing a key member of staff that they can talk to;
- Be flexible and accommodating to individual situations and be aware that these may change;
- Involve them in extra-curricular activities;
- Have a unified but low profile support in school for each child who is looked after so that they are not made to feel different from other children;
- Engage successfully with carers, parents and outside agencies wherever possible;

- Involve the child with their Personal Education Plan (PEP), which reflects on their successes and meets the child's changing needs;
- Ensure that the child receives any funding which is available to them;
- Liaise with previous schools to establish a full understanding of the children's strengths, needs and abilities.

Young Carers

We understand that pupils who care for a member of their family may come into school with more on their minds than their education. We seek to put in place individual arrangements to ensure the pupil is able to learn, feel happy and safe by:
- Providing a key member of staff that they can talk to;
- Be flexible and accommodating to individual situations and be aware that these may change;
- Monitor attendance and provide support where necessary;
- Monitor progress and provide support where necessary (recorded on the provision map);
- Access external support services when relevant.

Protected Character Incident Procedure

An incident against a child or group of children with a protected characteristic or perceived protected characteristic may include:
- Derogatory name-calling, insults, jokes and language
- Verbal abuse and threats ☐ Physical assaults.
- Ridicule based on differences
- Refusal to co-operate with others because of perceived or actual differences
- Stereotyping
- Comments
- Graffiti
- Written abuse
- Damage to property
- Incitement of others to act unfairly or unfavourably
- Provocative behaviour such as wearing offensive badges or insignia.
- Bringing offensive materials such as leaflets, magazines or computer software onto the premise.

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

Dealing with Incidents

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

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

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

Recording and Reporting Incidents

Swanland Education Trust records all incidents. The information includes the following details:

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

Copies of these forms will be kept in the school office and blank forms are available on the staff shared area of the ICT server.

Although some incidents seem minor, it is still important to log them as repeat incidents often mean that earlier reports assume greater importance.

Governors are informed of the number and nature of incidents and the action taken to deal with them.

The pattern and frequency of incidents are analysed in order to inform future planning.

Details of the pattern and frequency of incidents are held at institutional level.

We will advise the police of any incidents that may be categorised as crimes.

Support for the Victim

When dealing with incidents involving pupils, staff should:

- Listen
- Listen attentively
- Indicate they are pleased that the pupil has been able to tell them.
- Remain calm and reassuring
- Accept their language and terminology
- Remember that to confide in a member of staff may need considerable courage.

Acknowledge

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

Report

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

Support

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

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

Monitoring and Review

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

Provision Mapping

Provision mapping is a tool used by the school to identify the additional needs of pupils and to decide on appropriate provision for these pupils.
Note: Pupils with a protected characteristic are only included on the provision map if they require additional provision.

Identification of Need

- Attainment grids are completed for reading, writing, spelling and maths for the whole school, using the end of year results. This allows all individuals and groups of pupils to be tracked and all vulnerable pupils / pupils with a protected characteristic to be identified.
- Pupils with physical, behavioural, emotional, social or communication needs are also identified and recorded using teacher knowledge.
- Pupils medical needs are identified using parental advice and that of medical professionals.
- Other needs may also be identified through information provided from parents or outside agencies.

Identification of Appropriate Provision

- Any pupils who are falling 'significantly below' in reading, writing or spelling complete baseline assessments. These are used to:
  - Identify appropriate interventions;
  - Identify resources to support individuals; Support any necessary referrals.
- Interventions for other areas are identified using the initial screening.

- Possible actions include:
  - Literacy: Precision Teaching, Acceleread Accelerwrite, Phonographix, Direct Phonics, Nessy, Write Away Together, 1:1 tuition, EP referral, mastering memory
  - Maths – Precision Teaching, Nessy, Numicon, Springboard, 1:1 tuition, EP referral;
  - Social difficulties – Talk Boost, Time to Talk, Lola programme, ELSA, referral to EP or to the Social Communication Panel;
  - Behavioural/Emotional – individual plan, ELSA, Lunch clubs, referral to EP or the Social Communication Panel;
  - Physical/Sensory – Write From The Start, Speed Up, Sensory Circuits, resources including pencil grip, sloping desk, laptop, SAPTs referral, OT referral (through GP);
  - Speech and Language – Talk Boost, Talking Boxes, Speech and Language programme, referral to SALT, the EP of Social Communication Panel.

All of the above is recorded on the provision map

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

Parental Involvement
- Once an intervention has been selected the pupil's parents are invited in.
- All pre-intervention data can be shared with the parents.

- An outline of the selected intervention is shared and a copy of the target sheet is given to the parents.
- When the intervention is underway the parents are able to observe a session.

Once the intervention has been completed the parents are invited in to discuss the impact of the intervention.

Delivering the Intervention

- Following appropriate training, a teaching assistant usually delivers the intervention. The daily progress is recorded on the 'record of intervention'.
- The Inclusion Leader monitors and supports the teaching assistant in the delivery of the intervention.

Following the Intervention

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

School Development Planning and Target Setting

Through the work on the Single Equality Scheme and the School Development Plan, the school sets targets and reviews practice. Please see the Trust website for further information.
http://www.swanlandeducationtrust.co.uk

Evaluating the Success of our Inclusion Policy

The Inclusion Team reviews the policy annually. In consultation with parents and in conjunction with the governing body they consider whether or not the specific objectives given at the beginning of this document under 'Aims of the Policy' have been achieved.