

BRAMPTON VILLAGE PRIMARY SCHOOL



Equality Policy – including Racial Equality, Inclusion (Disability) and Gender Equality Policies

Approved by the Governing Body in [November 2010](#).

To be reviewed in [November 2017](#).

MAKING EQUALITY A REALITY

Promoting inclusion and managing for diversity

The school's context

Brampton Village Primary school was formed on September 1st 2007 as a result of an amalgamation of Brampton Infant and Junior Schools. It is a larger than average primary school with 386 pupils on roll.

Social and Economic Backgrounds

- Brampton has a mixed socio-economic population, including parents who commute to London and Cambridge, a large RAF base, some US air force families and a large area of rented housing, previously owned and sold by the RAF. Approximately 19% of pupils coming from RAF or other forces families.
- FSM is below the national average at 3%;
- Children with SEN (16%) is broadly in line with national averages; 7 pupils have a Statement of Special Educational Needs.
- Children of minority ethnic background (11%) and with EAL (6.6%) are above the NA.
- Mobility has traditionally been higher than average because of the proximity of a RAF base.
- Attendance is good with 96.6% (summer 10); unauthorised absence is below 1% (0.25%) and decreased last year because of a more stringent approach to the monitoring of attendance
- There were four fixed term exclusions in 2007-08 (two children) but none in 2008-09 or 2009-10.

Statement of Values and Aims of the Policy

Inclusion at Brampton Village Primary School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. It also ensures that we recognise and celebrate the differences that exist amongst us, that we treat all people fairly and that we strive to eliminate discrimination wherever it exists. This is a whole-school policy – equality applies to all members of the school community, students, staff, governors, parents and community members.

It is based on the following core values as expressed in this school's aims/mission statement.

At Brampton Village Primary School every child matters and each individual is valued for the unique contribution he or she makes to our community. We expect everyone to show respect for others, to be courteous, responsible and caring and we actively foster such behaviours. Our aim is to create an environment which promotes children's self-esteem, to make our school a place where pupils feel happy, safe and able to enjoy learning. We strive to provide a learning climate in which children can flourish and achieve their very best, where they can celebrate their differences and develop the skills and confidence to build happy and successful futures. By working closely with parents and the community we aim to build strong and effective partnerships, which help children to thrive.

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, disability, ability, sexual orientation, age and social circumstances. We strive to include and engage all students and to prepare them for full participation in a diverse society. This school will take steps to:

- Promote equality of opportunity and access
- Promote racial equality and good race relations
- Oppose all forms of prejudice and discrimination
- Ensure students with a disability have access to the school buildings and to the curriculum

This policy is supported by an action plan or is reflected in the school development plan that outlines specific tasks which the school will undertake in order to achieve the aims set out in this policy document.

Leadership and Management

The governing body and school management aim to create a clear ethos which:

- Reflects our commitment to equality for all members of the school community
- Promotes positive approaches to valuing and respecting diversity.

The reviewing and drafting of all policies includes current local and national guidance on equality and inclusion and all staff contribute to the development and review of policy documents. Governors are involved and take steps to encourage the contributions of parents and students.

We will monitor teaching and curriculum developments to ensure high expectations of all students and appropriate breadth of content in relation to the school and the wider community.

Additional grants and resources (such as those provided for minority ethnic and Traveller students, School Access Initiative, etc.) are appropriately targeted and monitored.

The policy and action plan will be available for staff, governors, students and the school community.

Responsibility

All who work in the school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

Our governors are responsible for:

- Making sure the school complies with the:
 - Race Relations Act 1976 and Race Relations (Amendment) Act 2000
 - Disability Discrimination Act 1995 and Disabilities Duties
 - SEN and Disability Act 2001, the revised SEN Code of Practice and the Inclusion Framework
 - Sex Discrimination Act 1995.
- Making sure this policy and its procedures are followed

The headteacher is responsible for:

- Making sure the policy is readily available and that the governors, staff, students and their parents/carers know about it
- Making sure its procedures are followed
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- Making sure all staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination

All our staff are responsible for

- Dealing with racist incidents, and being able to recognise and tackle bias and stereotyping
- Promoting equality and good race relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender or disability
- Keeping up to date with the law on discrimination and taking training and learning opportunities

Visitors and contractors are responsible for:

- Knowing and following our equality policy

Responsibility for overseeing equality practices in the school lies with a named member of staff and governor. Responsibilities include:

- Coordinating work on equality issues
- Dealing with reports of harassment

Promoting Equality and Managing for Diversity

a) Staffing – employment and training

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and Cambridgeshire County Council guidelines.

We will take steps to encourage people from under represented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored.

Equality and diversity issues are reflected in our school's employment practices.

Everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.

We will ensure that staff training continually highlights equality issues. Equality is incorporated in the induction programme for new staff.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community.

b) Curriculum

This school provides an appropriate curriculum for students of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis.

All students participate in the mainstream curriculum of the school.

The curriculum builds on students' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls
- students learning English as an additional language
- students from minority ethnic groups
- students who are gifted and talented
- students with special educational needs
- students with a disability
- students who are in public care
- students who are at risk of disaffection and exclusion

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all students.

The content of the curriculum reflects and values diversity. It encourages students to explore bias and to challenge prejudice and stereotypes.

Extra curricular activities and special events e.g. school productions, cater for the interests and capabilities of all students and take account of parental preferences related to religion and culture.

c) Teaching and Learning

All staff ensure the classroom is an inclusive environment in which students feel all contributions are valued. Positive steps are taken to include students who may otherwise be marginalized.

We take account of student's experiences and starting points and are responsive to students' different learning styles. All students are regularly consulted about their learning.

Student grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under continual review and analysed by ethnicity, gender and background.

Our teaching styles include collaborative learning. All students will be encouraged to question, discuss and collaborate in problem solving tasks. Students will be encouraged to be a resource for their peers.

Staff encourage students to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

Staff challenge stereotypes and foster students' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Resource and displays in our school reflect the experience and backgrounds of students, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school, e.g. the inclusion of images relating to minority ethnic, Gypsy and Traveller children; displays to be positioned at eye level, etc.

d) Assessment, Student Achievement and Progress

This school expects the highest possible standards. Staff have high expectations of all students and continually challenge them to reach higher standards.

The school recognises and values all forms of achievement. We will monitor student performance and staff will use a range of methods and strategies to assess students progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. print size.

We will analyse student performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum, planning, teaching and support.

This school believes that self-assessment is a teaching-learning strategy, and we will provide all students with opportunities to take responsibility for their own learning through regular

reflection and feedback on their progress. Students are consulted on issues relating to life at school, for example their progress, appropriate to their developmental level.

e) School Ethos

This school opposes all forms of racism, prejudice and discrimination.

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school.

All staff are expected to foster a positive atmosphere of mutual respect and trust among students from all ethnic groups and range of abilities.

Clear procedures are in place so that all forms of bullying and harassment, including racism, harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant Cambridgeshire LEA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters.

We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all students.

f) Behaviour, Discipline and Exclusion

This school expects high standards of behaviour from all students, appropriate for their development level.

There are strategies to reintegrate long-term non-attenders and excluded students which address the needs of all students.

We have procedures for disciplining students and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline.

It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour.

We monitor exclusions by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of students.

This school will take all reasonable steps to prevent the exclusion of a student for a reason related to any disability they may have.

Students, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

Information and advice on attendance and exclusion is made available to parents/carers in accessible formats such as relevant community languages. And large print.

g) Personal Development and Pastoral Care

Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of Traveller students, refugees and asylum seekers' children.

The school provides appropriate support for students learning English as an additional language and students are encouraged to use their home and community languages to enhance their learning.

We expect work experience providers to demonstrate their commitment to equality, including race equality.

Victims of harassment and bullying, are given appropriate support using external agencies where appropriate. The perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour.

h) Admissions

Steps are taken to ensure the school's admission process is fair and equitable to all students, including short-stay traveller and Refugee students and those with English as an additional language.

This school will not discriminate against a disabled student in the arrangements it makes for determining admission.

We will admit students with already identified special educational needs. Students with statements of special educational needs will always be admitted unless, through the statutory assessment, it is determined that the student's inclusion would be incompatible with the efficient education of other children.

Comprehensive information about students' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms or gathered at admissions interview.

i) Attendance

Families are aware of their rights and responsibilities in relation to student attendance and absence is always followed up in a way that takes account of cultural issues or matters relating to a child's disability.

We make provision for leave of absence for religious observance, for staff as well as students.

We monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of students.

The school will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

We expect full-time attendance of Traveller and Gypsy students.

j) Partnership with Parents and the Community

We monitor parental involvement and have strategies to raise participation of under represented groups of parents and sections of the community.

Information and meetings for parents are made accessible for all.

Progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information.

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified.

This school encourages participation with parents and the community to address specific incidents and to develop positive attitudes to difference.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

k) Linguistic Diversity

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our students by:

- Highlighting how English has borrowed from other languages
- Raising awareness of the similarities and differences between English and other languages
- Reflecting the multilingual nature of wider society in our resources and displays

Breaches of the Policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Monitoring and Review

This policy is supported by an action plan which is reviewed regularly. It is linked with the school development plan and includes targets for promoting inclusion and equality in the school.

This policy will be regularly monitored and reviewed by staff and governors to ensure that it does not disadvantage particular sections of the community.

The Headteacher is responsible for equality and will evaluate the effectiveness of the policy annually.

The Headteacher will provide monitoring reports for review by the Governing Body. These will include: school population, key initiatives, progress against targets and future plans.

The School's Commitment to Race Equality

The school is fully committed to meeting its obligations under the Race Relations Amendment Act 2000 and this is reflected in the policy statements above. To meet the specific duties of the RRAA 2000 we will:

- *Ensure that all students and staff are encouraged and able to achieve the best of which they are capable*
- *Respect and value differences between people*
- *Prepare students for life in a diverse society*
- *Make the school a place where everyone, taking account of race, colour, ethnic or national origin, feels welcomed and valued*
- *Promote good relations between different racial and cultural groups within the school and within the wider community*
- *Ensure that an inclusive ethos is established and maintained*
- *Acknowledge the existence of racism and taking steps to prevent it*
- *Oppose all forms of racism, racial prejudice and racial harassment*
- *Be proactive in tackling and eliminating unlawful discrimination*

Meeting the specific duties

We will consider the implications for race equality and cultural diversity in planning and developing new policies. Where appropriate, policies will include an explicit statement on race equality.

Ethnic background data is kept up to date and is used to monitor students' attainment and progress and to set targets.

Ethnic data is used to monitor all areas of school life, for example the take up of extra curricular activities, exclusions, rewards and sanctions. Any pattern of inequality we find is used to inform future planning so that we can eliminate any racial discrimination.

We monitor the effects of our policies on parents/carers from different racial groups through various methods of consultation.

We monitor staff applications for posts, retention, professional development and promotion.

Within our regular review cycle, we assess, monitor and evaluate policies and strategies that are relevant to race equality, to see how effective they are in eliminating discrimination, promoting equality and good relations between different racial cultural groups.

Ethnic monitoring of student attainment, racist incidents, exclusions and other areas of school life identified in the School Development Plan will be shared with parents/carers, governors and staff on a regular basis. However, we will ensure that no published information will identify individuals.

Disability, Accessibility and Inclusion

Aim of the School's Policy and Accessibility Plan.

The aim of our school is to ensure wherever possible that disabled people should have the same opportunity as non-disabled people in their access to education and prevent any form of unlawful discrimination on the grounds of disability.

Meeting Statutory Duties

The governing body will take appropriate measures to ensure it meets its statutory duties:

- not to treat disabled students and potential students less favourably than other non disabled students
- to take reasonable steps to avoid putting disabled students at a substantial disadvantage

These measures are detailed in this policy and the school's Accessibility Plan.

Staff Training

The governing body will take steps to ensure that employees and those working with the school's authority:

- support the governing body in meeting its duties
- do not act in such a way that renders the governing body liable to a claim of discrimination

The governing body will therefore ensure that all staff and those working with the authority of the school are aware of the basic requirements of the Disability Discrimination Act and Disability Code of Practice for Schools. It will ensure that senior management of the school have a more detailed understanding of the requirements of the Disability Discrimination Act and the Disability Code of Practice for Schools.

Less Favourable Treatment and Reasonable Adjustments

There will be occasions where the treatment of disabled children is different from non-disabled students. In such cases the school will be able to demonstrate that such treatment is justified. The reason for the less favourable treatment will be both material to the circumstances of the particular case and substantial (e.g. health and safety reasons). The school will also demonstrate that it has taken all reasonable steps to avoid the disabled student being placed at a significant disadvantage.

Careful consideration will be given to how participation can be best facilitated. A number of factors may be part of this consideration including:

- *the need to maintain academic, musical, sporting and other standards*
- *the financial resources available*
- *the cost of taking a particular step*
- *the extent it is practicable to take a particular step*
- *health and safety requirements*
- *the interests of other students*

The consideration of these factors may lead to the adoption of certain reasonable adjustments rather than others.

Meeting the School's Anticipatory Duties

We recognise that the duty to make reasonable adjustments for disabled students is anticipatory. To meet this duty we will review policies, practices and procedures to ensure that we do not

discriminate against disabled students. Examples of the specific measures we will be taking include:

- ensuring providers of facilities for school trips and extra curricular activities can accommodate disabled students before making bookings in advance;
- reviewing staffing arrangements to ensure the school is in a position to administer medication if required
- ensuring there are special arrangement in place for disabled students who are taking examinations
- ensuring our policies and procedures for bullying cover issues of disability
- working closely with parents and disabled students to identify potential barriers to participation and devise reasonable adjustments to overcome them: ensure that staff are trained and briefed on the Disability Code of Practice for Schools issued by the Disability Rights Commission.

We will also take reasonable steps to find out whether prospective or existing students have a disability. This will include (i) creating an ethos and culture which is opening and welcoming so that parents and students feel comfortable about sharing information about the disability (ii) asking parents when they visit the school during the admissions process about the existence of a disability (iii) providing continuing opportunities to share information (e.g. when seeking permission to go on a school trip) (iv) monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist agencies.

Accessibility and inclusion (Accessibility Plan)

The success of our school will ultimately be judged by the extent to which it serves our community, and people with special educational needs and/or disabilities are an integral part of our community. We have produced an accessibility plan which shows how we propose to make our school buildings as accessible as possible, how we intend to improve access to a full, broad and balanced curriculum, and how we plan to make information normally provided by the school in writing, available to disabled students. The plan is attached to this policy.

Our school believes that improving access to education and educational achievement by disabled students ensures equality of opportunity, encourages full participation in society, and improves the likelihood of independent living and economic self-sufficiency in the future. We believe that disabled people should be valued for what they can do rather than labelled for what they cannot.

- We will improve the accessibility of the physical environment within the resources available
- Our school accessibility plan includes a training programme for staff on further differentiating the curriculum and disability awareness.
- All curriculum policies include a statement on inclusive practices that incorporate the 'Principles on Inclusion' in Curriculum 2000. [Standard para to be included as drafted].
- Schemes of work, medium and short term planning include references to EO, SEN, EAL, and travellers (as appropriate).
- We identify and monitor the performance of different groups of students: boys/girls; minority ethnic groups; SEN; disabled students' travellers; Looked After students; EAL; chronic medical conditions.

- Assessment procedures take into account the SEN Code of Practice (2001) and its Toolkit; the needs of EAL students; the needs of minority ethnic students, including Travellers.
- We have a policy/procedure for involving all children in the assessment of their learning and monitoring this involvement and the outcomes
- Educational inclusion is an integral part of the school development programme, continuous professional development and (at least annual) governors meeting.
- We deploy resources to students with SEN in line with the expectations of the SEN Code of Practice 2001

Member of staff responsible for equality and race equality: Headteacher

Date of policy: 16th November 2010

Date adopted by Governing Body: 2nd December 2010

Date of review of policy: November 2011

Appendix: Accessibility Plan

Brampton Village Primary School Accessibility Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the Disability Discrimination Act (1995):

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act (1995):

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Definition

Disability is defined by the Disability Discrimination Act (1995) as:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities".

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

Principles

- Compliance with the Disability Discrimination Act (1995) is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.

- The school recognises its duty under the Disability Discrimination Act (1995) (as amended by the SENDA):
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
 - Not to treat disabled pupils less favourably.
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
 - To publish an Accessibility Plan.
- The School will:
 - Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
 - Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. This curriculum endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum by:
 - Setting suitable learning challenges
 - Responding to pupils' diverse learning needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Activities

Education and Related Activities

The school will continue to seek and follow the advice of the LEA services and outside agencies such as specialist teacher advisers, SEN consultants, and appropriate health professionals.

Physical Environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Provision of Information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

Action Plan

The school will publish an Action Plan outlining short, medium and long term targets to ensure the aims of the Key Objective of the Accessibility Plan is met. The current Action Plan is attached.

Linked Policies

The Accessibility Plan will contribute to the review and revision of related school policies:

- School Development Plan (including Premises)

- Staff Development Plan
- SEN Policy
- Equal Opportunities Plan
- Curriculum Policies
- Anti-bullying
- Educational Visits

Plan Availability

The school makes its Accessibility Plan available in the following ways ;

- A copy is held in the school office
- A copy can be e-mailed or posted on request

The plan can also be made available in a large print size format upon request, the school office can be contacted for further details.

Action Plan

Actions for improving access to the curriculum are captured within the Inclusion section of the current School Development Plan. This is attached as an appendix.

Actions for improving physical access to the school are captured within the Premises Development Plan.

Team: Inclusion	
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Goals (priorities) & Success Criteria
<p>PRIORITY ONE – Ensure Quality Intervention at Wave 2 and 3</p> <p>Success criteria (i.e. what will success look / be like)</p> <ul style="list-style-type: none"> ▪ Children on the SEND register make good progress with the Wave 2 & 3 intervention programmes (i.e. expected progress or better) ▪ Children are able to transfer skills learned into other areas of learning ▪ Efficient and consistent planning, assessments and evaluations ensure interventions provide value for money ▪ TAs are well trained and confident to deliver the intervention programmes ▪ TAs take on increased responsibility for the evaluation and management of intervention
<p>PRIORITY TWO – Children on the SEND register are more engaged, active and independent learners</p> <p>Success criteria</p> <ul style="list-style-type: none"> ▪ Children on the SEND register are aware of, and are able to comment on, their IEP targets ▪ Children on the SEND register are actively involved in the setting, monitoring and assessing of their IEP targets ▪ Children with a statement of educational need attend at least part of their Annual Review meeting
<p>PRIORITY THREE – An additional SEN/AEN/Disability room is established for KS2 interventions to take place</p> <p>Success criteria</p> <ul style="list-style-type: none"> ▪ New SEN/AEN/Disability room is well used and a pleasant learning space

Priority 1: Ensure Quality Intervention at Wave 2 and 3
<p>Success criteria:</p> <ul style="list-style-type: none"> ▪ Children on the SEND register make good progress with the Wave 2 & 3 intervention programmes ▪ Children are able to transfer skills learned into other areas of learning ▪ Efficient and consistent planning, assessments and evaluations ensure interventions provide value for money ▪ TAs are well trained and confident to deliver the intervention programmes ▪ TAs take on increased responsibility for the evaluation and management of intervention

Specific actions	Who's responsible	By when?	Monitoring & Evaluation (evidence to be gathered, & how, to assess impact; reporting to HT/govs)	By whom / when?	Resources (inc. staff mtg. time / training)
a. Appropriate children and times are chosen for the Wave 2 & 3 interventions	SENCo/CTs/JW	July '10; reviewed aut / spr terms	<ul style="list-style-type: none"> • Attainment Tracking Grids • Provision maps • ECM meetings • Teacher assessments 	JW/SENCo	ECM meetings
b. Regular planning for these intervention programmes by the TA alongside the class teacher/SENCo	SENCo/CTs/TAs	On-going	<ul style="list-style-type: none"> • Monitoring of planning • Evidence from children's work 	SENCo/CTs	Meeting time
c. TAs receive training to deliver the programmes	SENCo/JW	Turnabout – July '10; other programmes, on-going	<ul style="list-style-type: none"> • TAs confident to plan and deliver intervention programmes • TAs are able to find and use appropriate resources including ICT • TAs take on increased responsibility for evaluation and management of intervention • TA performance management 	SENCo/TAs	SENCo time for TA training; CPD money e.g. for NVQ level 3; SLT release time
d. Pupil progress is monitored and measured by a clear and consistent system of record keeping and assessments	TAs	Termly	<ul style="list-style-type: none"> • Pre and post intervention assessments • Group observations • Feedback to SENCo and CTs • TAs report that system is efficient 	SENCo/TAs/CTs	ECM meetings

e. Impact of intervention programmes is carefully evaluated and monitored.	SENCO/ CTs/ TAs	Termly	<ul style="list-style-type: none"> • Parental questionnaires and feedback through consultation/termly IEP meetings • IEP targets show progress • Feedback from children • Evaluation forms • Value for money toolkit • Raise Online • Attainment Tracking Grids 	SENCo/TAs/parents/ CTs/JW Report to Inclusion governors	Termly meeting time
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Evaluation

Monitoring record: actions taken	Impact on pupils	Evidence
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Priority 2: Children on the SEND register are more engaged, active and independent learners

Success criteria:

- Children on the SEND register are aware of, and are able to comment on, their IEP targets
- Children on the SEND register are actively involved in the setting, monitoring and assessing of their IEP targets
- Children with a statement of educational need attend at least part of their Annual Review meeting

Specific actions	Who's responsible	By when?	Monitoring & Evaluation (evidence to be gathered, & how, to assess impact; reporting to HT/govs)	By whom / when?	Resources (inc. staff mtg. time / training)
a. New child-friendly IEPs are produced and trialled with the help of a group of children on the SEND register	SENCo/ TAs/	Oct 10	• Children report that IEPs are child friendly	Children Nov 10	Research time; Meetings with children
b. New child-friendly IEPs are introduced to whole school if pilot is successful	SENCo/ TAs/CTs	Jan 11	• Teachers report that children are more engaged with their targets and their learning	CTs	
c. Children with a statement of educational need are encouraged to attend at least part of their Annual Review meeting	TAs/CTs / SENCo	On-going	• Review form shows attendance	JW/SENCo	

d. Termly meetings to assess targets and set new ones, linked to intervention programmes	Children/ TAs/CTs	Termly	<ul style="list-style-type: none"> • Children report that their views are taken into account • Children report that they know and understand their targets 	SENCo/CTs	
e. IEPs are used as a working document by children to monitor their own IEP targets with support from CTs and TAs (eg 'child-friendly' IEP stuck in front of maths/literacy books)	Children/ TAs/CTs	Implement Jan '11 – termly thereafter	<ul style="list-style-type: none"> • Lesson/group observation 	SENCo/JW	Observation time

Evaluation

Monitoring record: actions taken	Impact on pupils	Evidence
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Priority 3: An additional SEN/AEN/Disability room is established for KS2 interventions to take place

Success criteria:

- New SEN/AEN/Disability room is well used and a pleasant learning space

Specific actions	Who's responsible	By when?	Monitoring & Evaluation (evidence to be gathered, & how, to assess impact; reporting to HT/govs)	By whom / when?	Resources (inc. staff mtg. time / training)
a. Room is equipped with appropriate sized tables and chairs and appropriate visual aids are displayed	JW/ SENCo	Sep 2010	<ul style="list-style-type: none"> • Children and staff comment that the room is a comfortable area for learning • Observation 	All	Furniture budget
b. All resources are sorted (stored in workshop at present) and suitably stored	TAs/ SENCo	Nov 2010	<ul style="list-style-type: none"> • All necessary resources are easily found 	TAs/SENCo	
c. Timetable set up for use of room	TAs/ SENCo	Nov 2010	<ul style="list-style-type: none"> • Room is well used 	SENCo	

Evaluation

Monitoring record: actions taken	Impact on pupils	Evidence
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