

# INCLUSION POLICY

## MISSION STATEMENT

**Our school is at the centre of our local community and provides a safe and nurturing environment where everyone develops a sense of self-worth and achievement. We believe that every person matters!**

**Incorporating Special Educational Needs, pupils with disabilities, the gifted and talented, children from different ethnic groups, English as an additional language and equal opportunities.**

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## **1 INTRODUCTION**

In Brookvale Primary School's mission statement we talk of providing a safe and happy place at the heart of the community, where everyone has a sense of self worth and achieves to the best of their ability and we believe every person matters. We offer a broad based and balanced curriculum so that they can aspire to the highest level of personal achievement. This policy helps to ensure that our school promotes the individuality of all our children, irrespective of special needs, disability, attainment, ethnicity, age, gender or background.

## **2 AIMS AND OBJECTIVES**

**2.1** Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or group of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- Children with special needs.
- Children with disabilities.

- Gifted and talented children.
- Racial Equality.
- Children with English as an additional language.
- Equal opportunities.

The school recognises that the responsibility for identifying and supporting pupils with special needs rests primarily with the class teacher, within the framework of a whole school approach, and with the support of external professionals e.g. Educational Psychologist, Pupil and School Support teacher and Specialist Support Services.

It is also recognised that a partnership with parents is central to the successful outcomes of special needs intervention and that the pupils' views are important and should be sought and respected.

**2.2** The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges.
- responding to children's diverse learning needs.
- overcoming potential barriers to learning and develop curriculum based assessment tasks to identify individual needs.
- teaching staff offering full curriculum access to pupils from all racial groups and promoting diversity and racial equality.
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. (This includes external agencies such as Speech and Language therapists, Specialist Support Services etc.)
- developing partnerships with parents to enlist their support and keep them informed of progress at all stages.
- involving children, where appropriate, in the decision making process and in monitoring their progress.
- providing an atmosphere of encouragement, acceptance and respect for achievement of each individual child in which all pupils feel valued.
- ensuring every pupil develops a sense of personal and cultural identity, with a confidence and openness to change that allows them to be receptive and respectful with regard to other people's identities. Every pupil should develop the knowledge, understanding and skills they need in order to participate not only in Britain's multi-ethnic society but also in the wider context of an interdependent world.
- ensuring that staff are aware of the role of the Inclusion Manager.
- following the procedures outlined in the SEN Code of Practice, the Disability Discrimination Act, Code of Practice on the Duty to Promote Race Equality (2001).
- making no discrimination against anyone, be they staff or pupil or parent on the grounds of ethnicity, religion, attainment, age, disability, gender or background.
- promoting the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.

- seeking to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- constantly striving to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- ensuring that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone.
- challenging personal prejudice and stereotypical views whenever they occur.
- valuing each pupil's worth we celebrate the individuality and cultural diversity of the community centred on our school and we show respect for all minority groups.
- awareness that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences and support for each individual's legitimate point of view, we aim to promote positive social attitudes and respect for all.

**2.3** We achieve educational inclusion by continually reviewing what we do, by asking ourselves these key questions:

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

### **3 TEACHING AND LEARNING STYLES**

**3.1** We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children.

**3.2** When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area for which the child shows particular aptitude.

**3.3** Teachers are familiar with the equal opportunities legislation covering race, gender and disability. We ensure equality of access for all pupils, and prepare them for life in a society of diverse cultures. We use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs. We challenge racial discrimination and stereotyping, and teach pupils how to recognise bias. We provide opportunities for pupils to maintain links with their own culture, while at the same time appreciating cultural diversity.

### **3.4 Teachers ensure that all children:**

- Feel secure and know that their contributions are valued.
- Appreciate and value the differences they see in others.
- Take responsibility for their own actions.
- Participate safely in clothing that is appropriate to their religious beliefs.
- Are taught in groups that allow them all to experience success.
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping.
- Have a common curriculum experience that allows for a range of different learning styles.
- Have challenging targets that enable them to succeed.
- Participate fully, regardless of disabilities or medical needs.

**3.7** We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to further extend their learning in a range of activities, including a range of after school clubs.

**3.8** In our school teachers use various methods to help children who are learning English as an additional language. We develop their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meanings.
- covering not just key words, but also metaphors and idioms.
- explaining how spoken and written English have different usages for different purposes.
- providing them with a range of reading materials, to exemplify the different ways in which English is used.
- giving them appropriate opportunities for talking, and using talking to support writing.
- using texts and materials that suit their ages and learning stages and by providing support through ICT, video and audio materials, dictionaries and reading material.
- If required we provide additional in class support or pre-tutoring to ensure children can take part in the full curriculum.

**3.9** All staff operate the school's behaviour policy of rewards and sanctions consistently.

- The school makes sure that procedures for disciplining pupils and for managing behaviour are fair and just to pupils from all racial groups.
- Staff are aware that cultural background can affect behaviour and take this into account when dealing with unacceptable behaviour.

## **4 SPECIAL EDUCATIONAL NEEDS**

Children have special educational needs if they have a **learning difficulty** that calls for **special educational provision** to be made for them.

Children have a *learning difficulty* if they:

- have a significantly greater difficulty in learning than the majority of children of the same age.
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Educational provision is that, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

This Inclusion policy details how Brookvale School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs to allow them to join in the activities of the school with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

Our school will have regard to the **Special Educational Needs Code of Practice** when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Children and young people with special educational needs often have a unique knowledge of their own needs, and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making

processes and contribute to the assessment of their needs, the review and transition processes.

#### **4.1 Identification, Assessment and Provision**

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the Inclusion Manager and all other members of staff have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs.* Teaching such children is therefore a whole school responsibility.

At the heart of the work of every class is a continuous cycle of planning, teaching and assessing, which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments, or attainment in specific subjects, fall significantly outside the expected range may have special educational needs.

#### **4.2 Provision**

Brookvale School will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred through *Early Years Action* and *Early Years Action Plus* from the Early Years setting. The Inclusion Manager and the child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Involve parents in implementing a joint learning approach at home.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there, or arise from special educational needs.

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The Inclusion Manager will have responsibility for ensuring that the records are kept and available as needed. If schools refer a child for a statutory assessment, they should

provide the LEA with a record of their work with the child, including the arrangements they have already made.

Additional provision provided by Brookvale School is monitored and planned by the Inclusion Manager through discussion with Class Teachers, Teaching Assistants and outside agencies. The Impact of intervention groups is also monitored by the Inclusion Manager who will advise changes to intervention groups when appropriate.

### **4.3 The role of the Inclusion Manager with regard to SEN in mainstream primary schools**

The Inclusion Manager's responsibilities may include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Coordinating provision for children with special educational needs.
- Liaising with and advising fellow teachers.
- Managing learning support assistants.
- Overseeing the records of all children with special educational needs to include monitoring results and impact of intervention groups.
- Liaising with parents of children with special educational needs.
- Contributing to the in-service training of staff.
- liaising with external agencies including the LEA's support and educational Psychology services, health and social services, and voluntary bodies.

### **4.4 Monitoring children's progress**

Our school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the Inclusion Manager to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

#### 4.5 Nature of intervention

The Inclusion Manager and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment.
- Some group or individual support.
- Extra adult time to devise the nature of the planned intervention and to Monitor its effectiveness.
- Staff development and training to introduce more effective strategies.
- Access to LEA support services for one-off or occasional advice on strategies or equipment.

#### 4.6 Individual Education Plans

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- The short-term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- When the plan is to be reviewed.
- Outcomes (to be recorded when IEP is reviewed).

The IEP will only record that which is additional to, or different from, the Differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents. The IEP will be reviewed at least twice a year and parents' views on their child's progress will be sought. Wherever possible the child will also take part in the review process and be involved in setting the targets.

#### 4.7 School Action

When a class teacher or the Inclusion Manager identifies a child with special educational needs, the class teacher will provide interventions that are additional to from those provided as part of the school's usual differentiated curriculum. This will be called **School Action**. The triggers for intervention through *School Action* will be, concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes:

- Little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.



- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the Inclusion Manager may contact them if the parents agree. The Inclusion Manager will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

#### **4.8 School Action Plus**

A request for support from external services is likely to follow a decision taken by the Inclusion Manager and colleagues, in consultation with parents, at a review of the child's IEP. At *School Action Plus* external support services will usually see the child so that they can advise teachers on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials and in some cases provide support for particular activities.

The triggers for *School Action Plus* will be that, despite receiving individualised support under *School Action*, the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting IEP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

#### **4.9 School request for a statutory assessment**

Where a request for a statutory assessment is made by the school to an LEA, the child will have demonstrated significant cause for concern. The LEA will need information about the child's progress over time and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through *School Action* and *School Action Plus*. This information may include:

- Individual education plans for the pupil.
- Records of regular reviews and their outcomes.
- The pupil's health including the child's medical history where relevant.
- National Curriculum levels attainments in literacy and mathematics.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist.
- Views of the parents and of the child.
- involvement of other professionals such as health, social services or Education welfare service.

#### **4.10 Statutory Assessment of Special Educational Needs**

Statutory assessment involves consideration by the LEA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LEA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LEA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LEA will consider the case for a statutory assessment of the child's special educational needs. The LEA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to determine the child's special educational provision through a statement.

**4.11 A statement of special education needs** will include:

- The pupil's name, address and date of birth.
- Details of all of the pupils special needs.
- Identify the special educational provision necessary to meet the pupil special educational needs.
- Identify the type and name of the school where the provision is to be made.
- Include relevant non-educational needs of the child.
- Include information on non-educational provision.

All children with statements of special educational needs will have short-term targets set for them that have been established after consultation with parents

and child and include targets identified in the statement of educational need. These targets will be set out in an IEP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

#### **4.12 Annual review of a statement of special educational needs**

All statements must be reviewed at least annually with the parents, the pupil, the LEA and the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs, or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The Inclusion manager/SENCO of the receiving school should be invited to attend the final annual review in primary school of pupils with statements, to allow the receiving school to plan an appropriate IEP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

#### **4.13 High Focus IEPs and Provision Plans**

Our School is now funded directly to allow us to meet the needs of children who already have statements. Many children who would have needed Statements before will no longer need them in order to get the provision they need. This means a child's needs can be met straightaway, without having to wait for Statements.

When a child's needs cannot be met at School Action Plus, in consultation with the appropriate external agencies, a High Focus IEP will run for a period. This is used for focussing multiagency support on meeting the child's needs and provides valuable evidence for monitoring. A CRISP (Criteria for Special provision) form will be completed, as it is the means of identifying a child's SEN and planning provision.

After a period at High Focus, a Provision Plan will be made and used as the basis for annual planning of provision and informs the schools financial planning to meet SEN. IEPs setting short term targets are made and reviewed in the same way as a child having a statement. Provision Plans will be the basis for Annual Reviews.

Statements can still be applied for, for pupils in school where normal procedures break down e.g. the provision is not being made or the parents are dissatisfied.

Statements will still be made to provide funding for a few children not covered by the new system – that is those children who meet certain criteria or the CRISP. A child still needs a statement to qualify for a place in a special school.

#### **4.14 Special Facilities/building adaptations**

Ramps run up to both front and back entrances and a stair lift is in place on one staircase. Disabled toilet facility has been built next to the Reception Class on the ground floor. All steps have an alternative coloured edge to ensure high visibility.

#### **4.15 Transfers to other schools**

Head forwards all relevant records to appropriate school

### **5 DISABILITY**

The Disability Discrimination Act 1995 (DDA) and its amendments in the Special Educational Needs and Disability Act (SENDA) 2001 has significant implications for the school relating to all pupils or prospective pupils with disabilities. It is therefore “anticipatory”. The 2001 Act requires all educational providers to address disability equality and to anticipate and remove barriers to disabled pupils’ full participation. This Act gives disabled learners legal rights in their access to education. It states that the inclusion of disabled learners should be a central part of our planning and delivery. This legislation combines with the Revised Code of Practice for SEN 2002, to support the needs of individual children. The legislation applies to the needs of pupils, families and carers, employees and visitors to the school.

Brookvale School has followed guidelines in Birmingham’s Inclusion Team’s Success for Everyone document and an action plan has been completed and is reviewed annually.

#### **5.1 Definition of Disability**

**5.1a** “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.” Accessible Schools:  
summary guidance. DfES 2002

**5.1b** Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long term and substantial effect on pupil’s everyday lives.

**5.1c** Disability is not the same as special educational needs; not all children who are defined as having a disability have special educational needs, and vice versa.

## **5.2 What is Discrimination?**

- The DDA and SENDA make it unlawful and discriminatory to treat pupils less favourably for a reason relating to disability.
- It is unlawful to fail to take 'reasonable steps' to ensure that disabled pupils or prospective pupils are not placed at a substantial disadvantage, compared to their non-disabled peers. This duty relates to the policies, procedures and practices of the school.

## **5.3 Aims of our Disability Policy**

### **5.3a The promotion of equality of treatment for pupils with disabilities**

- In line with legal requirements, there will be no discrimination against children with special educational, pastoral or medical needs at the point of admission. Every opportunity will be taken to make children with such needs welcome in our school.
- Families of all children admitted to the school are made aware of our inclusive ethos.
- All school policies and procedures aim to promote inclusion of pupils with a range of learning needs
- Our Behaviour Policy makes it clear that all forms of bullying are unacceptable. Clear, prompt and decisive action will always be taken to deal with any incidents of bullying such as name-calling or making fun of children who are different.
- Opportunities for staff training for teaching and support staff will be included in the School Action Plan, to increase awareness of disability, equality, supporting individual needs across the curriculum and dealing with specific health issues.
- All children will be encouraged to work together and support each other.
- The achievement of all pupils will be recognised and celebrated.

### **5.3b The undertaking of reasonable steps to avoid disadvantages to pupils with disabilities**

- Making provision for children who need medication during the school day, e.g. inhalers, anti-epilepsy drugs, Ritalin, insulin.
- Making provision for children who need physiotherapy during the school day, e.g. those with muscular dystrophy, cystic fibrosis.
- Making provision for children with hearing and visual impairment.
- Creating individual education plans in liaison with parents and external agencies.
- Ensuring staff who supervise playtimes are able to facilitate suitable inclusion of all pupils.
- The school must consider the health and safety of the disabled pupil and others in the school.

### **5.3c The improvement of accessibility to the school**

We will endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of the resources available.

- Access to the school by ramps, handrails and lifts.
- Accommodation within the building, by providing a toilet for disabled pupils.
- Furniture by procuring rise- and- fall tables.
- Information and communication technology, by selecting appropriate hardware and software.
- In working towards these aims, the Governors and Staff of the school have written a 3-year Access Plan, which addresses inclusion issues relating to physical access, curriculum and learning and means of communication.
- This Access Plan is based on a thorough audit of access in all three areas and will be reviewed annually. This plan is a legal requirement of the DDA & SENDA. All learners will be included at relevant levels of activity across the curriculum, with sufficient breadth and depth of opportunities.

### **5.3d The curriculum**

We use teaching strategies to enhance learning and participation in a broad and balanced curriculum.

- We find ways in which all pupils can take part in sport, music and drama. We plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate.
- Opportunities for continuity and progression for all children will be created.
- We will work to enable the highest possible standards of achievement for all children.
- All children will receive relevant and supportive feedback on each aspect of work so that children can come to manage their own learning.
- We use language that does not offend and we make staff and pupils aware of the importance of language.
- Our reading books and other resources contain images of people with disabilities.
- The school regularly reviews the way resources are matched to the needs of all the children. If necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training.
- Many of the adjustments we make are dependent upon individual needs, and we are moving towards more individualised approaches. Individual Education Plans are effective and manageable.
- We seek and respond to guidance from parents and the children.

## **6 RACIAL EQUALITY**

Brookvale School values the individuality of all our children. We do not tolerate bullying or harassment of any kind.

This policy reflects the school's general and specific duties as detailed in:

- Race Relations (Amendment) Act (2000)

- Code of Practice on the Duty to Promote Race Equality (2001), issued by the Commission for Racial Equality (CRE)
- Preparing a Race Equality Policy for Schools CRE (2002)

### **6.1 Aims of our Racial Equality Policy**

- To strive to eliminate all forms of racism and racial discrimination.
- To promote equality of opportunity.
- To promote good relations between people of different racial and ethnic groups.

### **6.2 Tackling racial harassment**

- The definition of institutional racism is ‘the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin’. It can be seen in processes, attitudes and behaviour that amount to discrimination, through unwitting prejudice, ignorance, or thoughtless and racist stereotyping, all of which disadvantage minority groups.
- Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to personal property, or lack of cooperation in a lesson, on account of another pupil’s ethnicity.
- Minor ethnic groups include Gypsy travellers, refugees, asylum-seekers and, in certain contexts, white Europeans.
- All racist incidents are investigated by the Headteacher. Incidents of racism are recorded in the incident book and the Headteacher reports to the governing body and the LEA on the number of incidents, the prevailing trends, and how the issues have been dealt with.
- All pupils, parents and staff are aware of our procedures for dealing with racist incidents and all staff are trained to deal firmly, consistently and effectively with racist incidents.
- Victims of racism and racial harassment will be supported by the school and, where appropriate, we will seek the support of external agencies.

### **Monitoring and tracking**

The Inclusion Manager will track levels for all children from ethnic minority groups, to enable the school to identify/focus on any underperforming groups. This tracking information will be held on each school years provision map.

## **8 ENGLISH AS AN ADDITIONAL LANGUAGE**

Brookvale School has a number of children who have particular requirements with regard to learning and assessment and these are linked to their progress in learning English as an additional language. Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full

curriculum may be in advance of their ability to communicate in English. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

The aim of this policy is therefore to help ensure that we meet all the needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act (1976)

### **8.1 Provision**

We are expecting our percentage of children who have English as an additional language to increase over the next few years.

Additional provision for children who have EAL is included on the school provision map. Brookvale School adopts a flexible approach to ensure that needs are met as they arise. Extra support will be provided if necessary, language cards and picture resources will be used to support children who are EAL. Pre-tutoring is also arranged to support subject specific language development and comprehension language skills.

### **8.2 Newly arrived children**

When children arrive with no English Language skills the newly arrive bursary will be applied for so we are able to provide additional support of in class work and pre tutoring to ensure newly arrived children are able to participate as much as possible.

Newly arrived children will be assessed within the first week at Brookvale. This assessment will be questions about the child and discussion about a picture. The assessment will be repeated after 6 weeks and 1 term.

Brookvale School uses dual-language video clips to help support newly arrived children's integration into our school.

### **8.3 Monitoring and tracking**

Using the school provision mapping system children who have EAL will have their progress tracked and analysed so we can identify any children who are underachieving and ensure that their language needs are met correctly.

## **9. EQUAL OPPORTUNITIES**

Brookvale School promotes the individuality of all children. The school's aim is to provide for all pupils according to their needs irrespective of ethnicity, religion, age, disability, gender or background.



## **9.1 Gender equality**

We recognise that nationally the achievement of boys is falling behind that of girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

**9.1a** We have put in place a number of measures to raise the achievement of the boys. These include:

- dealing with negative aspects of boys' behaviour, including bullying and name-calling.
- removing gender bias from our resources.
- making sure that our displays reflect boys and men as effective learners and achievers.
- encourage boys to read fiction.

**9.1b** To make our teaching more boy-friendly, we:

- Begin a lesson by stating learning outcomes, and giving the 'big picture'.
- Employ a variety of activities and include a kinaesthetic element.
- Deliver work in bite-sized chunks with 'brain breaks' and new starts.
- Provide challenge, competition and short-term goals.
- Give regular positive feedback and rewards.
- Set writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available.

**9.1c** We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve the boy's attainment do not do so at the expense of achievement by the girls.

## **10 MANAGEMENT STRATEGIES**

### **10.1 General**

- The governing body will seek to ensure that our school complies with all inclusion legislation and that this policy and its procedures are implemented.
- The Headteacher, along with the governing body, will see that the policy and its procedures are implemented, that staff are aware of their responsibilities, that staff receive appropriate training and support in putting the policy into practice, and that disciplinary action is taken against staff or pupils who discriminate in any way.
- The school will liaise with specialists to support individual pupils. Among these specialists are the following: physiotherapists, educational psychologists, speech therapists, the Specialist Support Services including provision for the hearing and visually impaired, doctors, the school nurse, social workers and the staff of the voluntary and statutory agencies.

## **10.2 Special Needs**

- Training will be provided in the local implementation of recent legislation and guidance, particularly SENDA and the SEN Code of Practice.

## **10.3 Disability**

- When advertising posts, or interviewing applicants or deciding on appointments, the governors and staff will follow the necessary procedures, and will not discriminate against people with disabilities.
- Should a member of staff become disabled, the governing body will make reasonable adjustments to that person's employment arrangements, or to the premises, in order to enable them to continue in post.

## **10.5 Racial Equality**

- All staff will deal with racist incidents in accordance with school procedures and will know how to challenge racial bias and stereotyping. They will not discriminate on racial grounds.
- Visitors and contractors will comply with the school's race equality policy.

## **10.6 Equal opportunities**

- The Inclusion Manager monitors the school provision for equal opportunities. The Inclusion Manager will continue to do everything to ensure that all members of the school community are treated fairly and equally.
- It is the Headteacher's role to implement the school's policy on equal opportunities and he is supported by the governing body in so doing.
- It is the Headteacher's role to make sure that all staff are aware of the school's policy on equal opportunities and that teachers apply these guidelines fairly in all situations.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum and in providing opportunities for training.
- Class teachers recognise their own prejudices, but do their best to ensure that all pupils are treated fairly and with respect.
- When designing schemes of work, both in our choice of topics to study and in how we approach sensitive issues, teachers attempt to counter images of Africa and Asia and show the true diversity of development in different parts of the world.

## **11 MONITORING AND REVIEW**

The governor with responsibility for inclusion issues will monitor the effectiveness of this policy. The governor will work with the Headteacher and Inclusion Manager to ensure adequate provision is made to support the school's efforts to help every pupil to reach his or her full potential.

- The Headteacher will provide feedback to the governing body on an annual basis on the effectiveness of this policy. The monitoring includes feedback from parents and children, as well as regular

classroom observations of teaching and learning, and termly evaluations of children's written work.

- School performance information is evaluated in comparison with national data and LEA data to identify any patterns of underachievement.
- The Inclusion Manager will monitor the following records, checking them for signs of discrimination: attendance, admissions, exclusions, racist incidents, the SEN register and applications of the behaviour policy.
- The Inclusion Manager will monitor attainment and progress by ethnicity. This is essential to ensure that minority groups are not being disadvantaged.
- The Inclusion Manager will monitor the school provision for gifted and talented pupils (see separate Able Gifted and Talented Policy).
- The staff appointment process will be monitored so that no-one applying for a post at this school is discriminated against.
- The governors will take into serious consideration any complaints from parents, staff or pupils regarding any aspect of inclusion.

### **13 SUMMARY**

In Brookvale School the teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.

Named Governor responsible for Inclusion: Rhona Barnett

Inclusion Manager: Mrs J Maskell

Policy drawn up by: Rosie Walls - 2010

Reviewd by Mr J Smart Date: June 2011

Ratified by the Governing Body

Signature \_\_\_\_\_  
(Chair of the Governors)

Date: \_\_\_\_\_