

— T H E —
SWEYNE PARK
— S C H O O L —

Inclusion Policy

including

**SEN Policy,
Equality Policy**

and

Medical Policy

(July 2015)



Inclusion Policy

Contents

	Page No.
Introduction	s1.1
Vision.....	s1.1
Section 1.....	s1.2
Responsibility for the implementation and operation of the policy	s1.2
Admission arrangements	s1.2
Resource Base for Hearing Impaired Pupils.....	s1.2
Identification and assessment arrangements	s1.3
Referral during secondary education	s1.3
Criteria for Identification of Special Needs.....	s1.3
The allocation of resources to and amongst pupils with SEN	s1.5
Provision.....	s1.5
Support staff	s1.6
Review procedures	s1.6
Arrangements for partnership with parents/carers	s1.6
Arrangements for providing access to the curriculum	s1.7
Links with Health, Social Services, Education Welfare and Voluntary Organisations	s1.7
Transition and progression	s1.8
SEN/D Local Offer.....	s1.8
Arrangements for SEN/D CPD.....	s1.8
Criteria for evaluation.....	s1.10
Procedures for considering complaints	s1.10

Appendices

The Sweyne Park School Disability Equality Scheme.....	Appendix 1
--	------------

INTRODUCTION

The Inclusion policy contains the Sweyne Park School's approach to all aspects of special need and complies with the Code of Practice for September 2014. It includes the Equality and medical policies in line with statutory guidelines.

Section 1 SEN/D policy

Section 2 Equality Policy

Section 3 Medical Policy

VISION

The Sweyne Park School is an 11-18 comprehensive academy school, committed to providing a high quality education for the children in our local area. Our main goal as a school is to ensure that all of our pupils achieve the best possible outcomes, both in terms of academic achievement and developing as confident, independent thinkers capable of succeeding in the twenty-first century world of dynamic change. This is equally our ambition for those of our pupils with Special Educational Needs and Disabilities (SEN/D).

SECTION 1

Responsibility for the implementation and operation of the SEN/D policy

Mr Andy Hodgkinson, Headteacher, and the Governing Body have responsibility for the overall management of all aspects of the school's work.

The Assistant Headteacher (Inclusion) has the responsibility of overseeing and supporting the Special Needs Co-ordinator, RBHIP manager and support staff in developing provision for students with special educational needs and disabilities within the school.

Mr Richard Bradley is Special Needs Co-ordinator at Sweyne Park School and, with his team, has responsibility for the day-to-day operation of the school's SEN policy, and for co-ordinating provision for all pupils with special educational needs.

Ms Joy Jacob has responsibility for the Resource Base for Hearing Impaired Pupils and, with her team, co-ordinates the school's work on behalf of children with statements of special educational needs related to a hearing difficulty.

Mrs Stephanie Whitcombe is the designated safeguarding lead.

Admission arrangements

The school's published number for each year is 248 pupils; this is the total number of pupils, including those with statements of special educational needs and those placed within the Resource Base for Hearing Impaired Pupils.

Where a pupil has a statement of special educational need or EHCP, the school needs to be satisfied that it can meet the needs of the child before the pupil can be admitted. Every effort is made to get to know the child and his/her needs in the primary school, and a representative from the Learning Development Department will always endeavour to attend the Year 5/6 Annual Review meetings in order to inform this decision.

Resource Base for Hearing Impaired Pupils

Pupils who have a hearing impairment are supported through the enhanced provision Resource Base for Hearing Impaired Pupils, part of the Sweyne Park School. The timetables for pupils are negotiated individually but aim at maximum inclusion while meeting their individual needs.

As a school, we aim to have in place high quality provision for all categories of need identified in the SEN Code of Practice. Our particular specialism is Hearing Impairment, and we have a Resource Base for Hearing Impaired Pupils. For more information regarding the RBHIP, please contact Ms Joy Jacob, Head of the Resource Base.

Identification and assessment arrangements

For the majority of pupils, their special educational needs will have been identified in the primary schools. The needs of others may only become apparent during secondary education.

Referral during secondary education

Referrals may be made because of concerns arising which have not been apparent at an earlier stage. Referrals may be made by staff by means of the referral system. Parents, outside agencies or the students themselves may also make a referral relating to special educational needs; they should indicate their concern to the appropriate Head of Year, form tutor or to the Special Needs Co-ordinator.

Not all cases of referral will indicate that the student has significantly greater difficulty in learning than the majority of children of the same age. Sweyne Park School has identified the following procedures and criteria that will indicate that the student should be included on the special need register.

Criteria for Identification of Special Needs

Monitoring:

Pupils who are at risk of not making adequate progress¹ are placed in this category and monitored by their form tutor and Head of Year. They will typically display one or more of the following characteristics:

- Level 3L-3H in English and/or Maths at the end of KS2.
- Reading age between 8.06 and 10.06 in standardised screening tests.
- Spelling age between 8.00 and 10.00 in standardised screening tests.
- 2+ MIDYIS scores between 85 and 89.
- English as an Additional Language.

SEN Support:

Pupils who do not make adequate progress may have special educational needs. These pupils will require additional or different provision in order to support them in closing the gap in attainment between them and their peers. Pupils identified with special educational needs will typically display the following characteristics:

Communication and Interaction:

- A diagnosis of an Autistic Spectrum Condition (ASC) by an appropriately qualified professional.
- A Speech, Language or Communication Need, identified by an appropriately qualified professional.

¹ Adequate progress is defined as that which is similar to the majority of their peer group.

Cognition and Learning:

- Pupils with moderate learning difficulties will meet at least 2 of the following criteria:
 - 2+ MIDYIS scores below 85
 - Reading age between 7.00 and 8.06
 - Spelling age between 7.00 and 8.00
 - Level 2L – 2H in English or Maths at the end of KS2 (*KS3 pupils*)
 - Predicted Grade E in GCSE English or Maths because of an identified skills gap (*KS4 pupils*)
- Pupils with significant learning difficulties will meet at least 2 of the following criteria:
 - 3+ MIDYIS scores below 73.
 - Reading age below 6.11
 - Spelling age below 6.11
 - Level 1L – 1H at the end of KS2 (*KS3 pupils*)
 - Predicted grade F in GCSE English or Maths because of an identified skills gap (*KS4 pupils*)
- Pupils with specific learning difficulties will have been identified as having one of the following learning difficulties by an appropriately qualified professional:
 - Dyslexia
 - Dyscalculia
 - Dysgraphia
 - Meares-Irlen Syndrome

Sensory and Physical Impairment:

- Pupils have been identified as having a hearing or visual impairment by an appropriately qualified professional.
- Pupils with a Physical difficulty/ disability will have been identified as having a condition of a medical nature requiring ongoing additional support in order to access the curriculum.
- Details for managing and supporting pupils with medical difficulties can be found in Section 3.

Social, Emotional and Mental Health needs

- Some pupils experience learning difficulties caused by social, emotional and mental health difficulties, which, in some cases, may be short term and part of normal adolescent development.
- The school has a Designated Safeguarding Lead, who together with pastoral staff, will work with colleagues, parents and outside agencies to develop strategies to support pupils with these difficulties.

Education, Health and Care Plans/Statements

Pupils with significant special educational needs will have an EHCP or a statement issued by the Local Authority.

The allocation of resources to and amongst pupils with SEN

The Sweyne Park School is an Academy. The LEA allocates sums of money to the school through its Section 52 pupil led funding formula and through the provision of specific monies for certain pupils who have a Statement of Special Education Need. Only pupils with complex or severe needs are awarded additional funding through this latter category.

Provision

As a school, we aim to have in place high quality provision for all categories of need identified in the SEN Code of Practice. Our particular specialism is Hearing Impairment, and we have a Resource Base for Hearing Impaired Pupils. For more information regarding the RBHIP, please contact Ms Joy Jacob, Head of the Resource Base.

The vast majority of our provision for pupils with SEN/D takes place in the classroom, alongside their peers. We aim to provide a broad based, dynamic curriculum that provides challenges for all our pupils regardless of their prior attainment. In order to do this, teaching staff prepare lessons carefully, using differentiated teaching approaches and resources. In this, they are supported by our team of support staff, who are deployed to enhance the development of pupils' learning either by supporting them directly in the classroom, or by preparing resources that will enable them fuller access to lessons.

In addition to this, we have interventions in place to address areas of difficulty. These include withdrawal for specific intervention work as well as bespoke individual interventions around learning difficulties and communication, emotional and social needs. Pupils with statements of special educational needs or EHCPs are assigned a keyworker, with whom they meet at least once a fortnight.

The effectiveness of the support in place is evaluated through analysis of pupil outcomes, both in the form of achievement data and 'softer' outcomes, such as increased confidence and engagement. Observation and discussion with pupils and parents/carers also play a key part in determining future development priorities.

The over-riding principle, as resources are limited, is to use the staffing and allocation to benefit the maximum number of pupils with special educational needs. Allocation is initially made in order of the following priorities:

- Meeting provision for statemented pupils. Earmarked funding is used for the specific individuals, but this has to be supplemented by additional staff and resource input.
- Addressing the needs of pupils who require SEN support.

- The necessary administration involved with fulfilling the Code of Practice.

In allocating resources beyond these priorities and within the constraints of the timetable, the following principles would be considered:

- as reading underpins access to all parts of the curriculum, pupils with difficulties in this area would be a high priority
- where larger classes have a number of children with special educational needs and a range of abilities, consideration would be given as to whether in-class support is appropriate.
- where individual or small group intervention work is appropriate, resources will be deployed.

Support staff

Support staff are deployed according to the above criteria and in consultation with teaching staff. Staff involved in in-class support will complete the teacher-support staff pro-forma to identify the profile of needs in the teaching group and the support strategies required to meet the pupils' needs.

Intervention programmes and the production of teaching resources for subject staff will be provided using support staff expertise and specialisms.

Review procedures

The progress of pupils with special educational needs and disabilities will be closely monitored. Reviews for all school pupils can be undertaken by tutors and by Heads of Year as part of the school's profiling and Heads of Year monitoring. Monitoring of SEN pupils mirrors these procedures.

Arrangements for partnership with parents/carers

Parents and carers have a key role to play in their child's education and as a school we are keen to work in partnership with parents. All parents receive the following opportunities to discuss progress:

- Annual Parents' Evening
- Year 7 Academic Induction meeting
- Learning reviews in Year 10 and 11 with a senior member of staff
- Termly monitoring letters
- Regular home/school liaison for SEN/D pupils via diaries/phone calls

In addition, the following are made available for parents of children with SEN/D:

- Academic induction and learning review meetings are with a member of the SEN team.

- SENCO/Assistant SENCO available without appointment at Parents' Evenings.
- Parents are welcome to telephone the school to make an appointment with the SENCO/Assistant SENCO to discuss their child's progress and any concerns they may have.

We are also committed to involving pupils in their education, by engaging in on-going dialogue through profiling with their form tutor. Pupils are also encouraged to attend parents' evenings. A key part of our engagement with the pupil voice is our School and Year Councils. These are chosen through free elections by the pupils; each year, pupils with SEN/D have been represented on Year Councils, as well as the School Council.

Pupils with statements of special educational needs/EHCP's are specifically involved in their Annual Review through recording their views on the pupil view section of the paperwork, and are encouraged to discuss their achievements during the meeting.

Arrangements for providing access to the curriculum

At Sweyne Park School we would expect to provide access for pupils with SEN to a balanced and broadly based curriculum, including the National Curriculum unless specified otherwise in a statement of SEN or EHCP. In very exceptional circumstances (for example on medical grounds) a disapplication from the National Curriculum would be sought.

Links with Health, Social Services, Education Welfare and Voluntary Organisations

For some pupils with SEN/D, advice and/or extra support is provided by agencies outside the school. The degree of involvement and intervention can vary considerably from individual to individual, or may take the form of information or support for staff.

If a pupil attends the Dyslexia Institute, reports from teachers there are considered helpful.

Where a pupil is receiving, or has received tuition from the Children's Support Service we work closely with their tutors.

Pupils may also need extra support from our Education Welfare Officer, who visits the school regularly and takes referrals from pastoral staff.

Where appropriate, our Careers Adviser, Social Services and Child & Family Consultation Service are also consulted.

All appropriate staff are invited to the Annual Reviews of pupils with statements/EHCP's.

Transition and progression

Transition from Key Stage 2

When pupils with SEN are preparing to transfer to Sweyne Park School from primary schools, staff are involved prior to transfer. We welcome the opportunity to be involved in the Year 6 Annual Review for statemented pupils and to spend time with them in the classroom. We visit the main primary feeder schools during the summer term and discuss the needs and current provision of pupils on the SEN/D register with their class teachers. Special Needs information is entered by the Primary Liaison Co-ordinator on the transition form. Parents may make an appointment with the SENCO and are encouraged to bring their child with them. A summer school for pupils with SEN/D is held at the beginning of the summer holidays to assist the transition process.

Progression from Key Stage 4.

When pupils are preparing for the transition from Key Stage 4, they meet with our Careers Adviser to discuss possible destinations. Pupils with statements/EHCPs receive support from the Transition Pathway Service who attend Year 9 and 11 Annual Reviews and meet with pupils during Key Stage 4. School staff will liaise with colleges and training providers to enable a smooth transfer.

SEN/D Local Offer.

This information from the Local Authority is expected to be available via websites from September 2014.

Arrangements for SEN/D CPD.

Special Educational Needs is identified as a key aspect of the school development plan, relating to the curriculum, organisation, staff development and resources.

The senior manager responsible for staff development manages all training including that targeted at SEN issues. An annual staff development plan is prepared to support the school development plan and is evaluated on an annual basis. Where SEN/D is identified as a key issue on the school development plan there will be a whole school focus on related training. Training can also be initiated through an individual member of staff's performance review or through a department review.

The training plan and record as they relate to SEN are published by the staff development manager.

THE SWEYNE PARK SCHOOL: PROVISION & ACCESS MAP

P R O V I S I O N	A C C E S S	S T R A T E G I E S	
<p>PROVISION</p> <ul style="list-style-type: none"> Specialist 1:1 intervention (GLD/SplD) In class support/LSA/Teacher Exam booster classes Access arrangements Homework Club Wave 2 intervention (paired reading, reading, spelling groups) Wave 3 intervention (Toe by Toe, Catch Up) Software (Lexia, Wordshark) Study Support (eg entry level GCSE) Alternative curriculum KS4 Work Placements Guided option choices 	<p>ACCESS</p> <ul style="list-style-type: none"> Individualised records Mentoring Social Stories In class support Break & Lunchtime Clubs Specialist Intervention Access to LD when necessary Visual aids in teaching Use of symbols/visuals School structure/class numbers Specialist Intervention 	<p>STRATEGIES</p> <ul style="list-style-type: none"> Learning Development Plan Exam access arrangements Thinking School Advice from specialists Writing Frames Learning Style Assessment Student information to staff Differentiated planning & teaching in all subjects Ability setting in Eng, Ma, Sc, Humanities & MFL Work Experience 	<p>COGNITION & LEARNING</p> <ul style="list-style-type: none"> Learning Keyword Booklet KS3/4 Small groups School marking policy KS4 option choices KS4 curriculum pathways Work Experience
<p>PROVISION</p> <ul style="list-style-type: none"> Specialist 1:1 intervention (GLD/SplD) In class support/LSA/Teacher Exam booster classes Access arrangements Homework Club Wave 2 intervention (paired reading, reading, spelling groups) Wave 3 intervention (Toe by Toe, Catch Up) Software (Lexia, Wordshark) Study Support (eg entry level GCSE) Alternative curriculum KS4 Work Placements Guided option choices 	<p>ACCESS</p> <ul style="list-style-type: none"> Individualised records Mentoring Social Stories In class support Break & Lunchtime Clubs Specialist Intervention Access to LD when necessary Visual aids in teaching Use of symbols/visuals School structure/class numbers Specialist Intervention 	<p>STRATEGIES</p> <ul style="list-style-type: none"> Learning Development Plan Exam access arrangements Thinking School Advice from specialists Writing Frames Learning Style Assessment Student information to staff Differentiated planning & teaching in all subjects Ability setting in Eng, Ma, Sc, Humanities & MFL Work Experience 	<p>COMMUNICATION & INTERACTION</p> <ul style="list-style-type: none"> Whole school Code of Conduct Respect: positive language commitment Student information Mentoring School rewards & sanctions policy Differentiation in all subjects
<p>PROVISION</p> <ul style="list-style-type: none"> Specialist 1:1 intervention (GLD/SplD) In class support/LSA/Teacher Exam booster classes Access arrangements Homework Club Wave 2 intervention (paired reading, reading, spelling groups) Wave 3 intervention (Toe by Toe, Catch Up) Software (Lexia, Wordshark) Study Support (eg entry level GCSE) Alternative curriculum KS4 Work Placements Guided option choices 	<p>ACCESS</p> <ul style="list-style-type: none"> Individualised records Mentoring Social Stories In class support Break & Lunchtime Clubs Specialist Intervention Access to LD when necessary Visual aids in teaching Use of symbols/visuals School structure/class numbers Specialist Intervention 	<p>STRATEGIES</p> <ul style="list-style-type: none"> Learning Development Plan Exam access arrangements Thinking School Advice from specialists Writing Frames Learning Style Assessment Student information to staff Differentiated planning & teaching in all subjects Ability setting in Eng, Ma, Sc, Humanities & MFL Work Experience 	<p>PHYSICAL & SENSORY IMPAIRMENT</p> <ul style="list-style-type: none"> Medical/physiotherapy/OT Room Specialist equipment (eg. writing slope, Diachem matting) Ramps & handrails Lift Automatic doors Bespoke furniture (eg. Ripon stools) Environmental cues (eg. signs, displays etc) Accessible toilets
<p>PROVISION</p> <ul style="list-style-type: none"> Specialist 1:1 intervention (GLD/SplD) In class support/LSA/Teacher Exam booster classes Access arrangements Homework Club Wave 2 intervention (paired reading, reading, spelling groups) Wave 3 intervention (Toe by Toe, Catch Up) Software (Lexia, Wordshark) Study Support (eg entry level GCSE) Alternative curriculum KS4 Work Placements Guided option choices 	<p>ACCESS</p> <ul style="list-style-type: none"> Individualised records Mentoring Social Stories In class support Break & Lunchtime Clubs Specialist Intervention Access to LD when necessary Visual aids in teaching Use of symbols/visuals School structure/class numbers Specialist Intervention 	<p>STRATEGIES</p> <ul style="list-style-type: none"> Learning Development Plan Exam access arrangements Thinking School Advice from specialists Writing Frames Learning Style Assessment Student information to staff Differentiated planning & teaching in all subjects Ability setting in Eng, Ma, Sc, Humanities & MFL Work Experience 	<p>BEHAVIOUR, EMOTIONAL & SOCIAL DIFFICULTIES (incl. Mental Health)</p> <ul style="list-style-type: none"> Close liaison with parent/guardian/carer School structure/class number SPECIALIST REFERRALS Close liaison with specialists i.e. CAMHS Use of protocol: Green/Amber/Red with policy for pupils with high risk mental health issues KEYWORKER Pastoral Support Plans Withdrawal to work in IPS for interventions such as social stories etc
<p>PROVISION</p> <ul style="list-style-type: none"> Specialist 1:1 intervention (GLD/SplD) In class support/LSA/Teacher Exam booster classes Access arrangements Homework Club Wave 2 intervention (paired reading, reading, spelling groups) Wave 3 intervention (Toe by Toe, Catch Up) Software (Lexia, Wordshark) Study Support (eg entry level GCSE) Alternative curriculum KS4 Work Placements Guided option choices 	<p>ACCESS</p> <ul style="list-style-type: none"> Individualised records Mentoring Social Stories In class support Break & Lunchtime Clubs Specialist Intervention Access to LD when necessary Visual aids in teaching Use of symbols/visuals School structure/class numbers Specialist Intervention 	<p>STRATEGIES</p> <ul style="list-style-type: none"> Learning Development Plan Exam access arrangements Thinking School Advice from specialists Writing Frames Learning Style Assessment Student information to staff Differentiated planning & teaching in all subjects Ability setting in Eng, Ma, Sc, Humanities & MFL Work Experience 	<p>CONTINUING PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Targeted departmental/individual training Focus on cohorts & individual needs with all staff Information sheets re: high incidence needs Self evaluation INSET programme (ASD, dyslexia, working with LSAs) SENCO: Holds National award and Certificate of Competence in Educational Testing
<p>PROVISION</p> <ul style="list-style-type: none"> Specialist 1:1 intervention (GLD/SplD) In class support/LSA/Teacher Exam booster classes Access arrangements Homework Club Wave 2 intervention (paired reading, reading, spelling groups) Wave 3 intervention (Toe by Toe, Catch Up) Software (Lexia, Wordshark) Study Support (eg entry level GCSE) Alternative curriculum KS4 Work Placements Guided option choices 	<p>ACCESS</p> <ul style="list-style-type: none"> Individualised records Mentoring Social Stories In class support Break & Lunchtime Clubs Specialist Intervention Access to LD when necessary Visual aids in teaching Use of symbols/visuals School structure/class numbers Specialist Intervention 	<p>STRATEGIES</p> <ul style="list-style-type: none"> Learning Development Plan Exam access arrangements Thinking School Advice from specialists Writing Frames Learning Style Assessment Student information to staff Differentiated planning & teaching in all subjects Ability setting in Eng, Ma, Sc, Humanities & MFL Work Experience 	<p>TRANSITION</p> <ul style="list-style-type: none"> SENCO/Assistant SENCO visits primary schools & attends annual review meeting Ongoing liaison work between subject departments & primary schools Individual/small group visits to Sweyne Park Induction Day (supported) Induction Evening—SENCO & Assistant SENCO available Open Evening—LD gathers specific information for primary schools Summer School
<p>PROVISION</p> <ul style="list-style-type: none"> Specialist 1:1 intervention (GLD/SplD) In class support/LSA/Teacher Exam booster classes Access arrangements Homework Club Wave 2 intervention (paired reading, reading, spelling groups) Wave 3 intervention (Toe by Toe, Catch Up) Software (Lexia, Wordshark) Study Support (eg entry level GCSE) Alternative curriculum KS4 Work Placements Guided option choices 	<p>ACCESS</p> <ul style="list-style-type: none"> Individualised records Mentoring Social Stories In class support Break & Lunchtime Clubs Specialist Intervention Access to LD when necessary Visual aids in teaching Use of symbols/visuals School structure/class numbers Specialist Intervention 	<p>STRATEGIES</p> <ul style="list-style-type: none"> Learning Development Plan Exam access arrangements Thinking School Advice from specialists Writing Frames Learning Style Assessment Student information to staff Differentiated planning & teaching in all subjects Ability setting in Eng, Ma, Sc, Humanities & MFL Work Experience 	<p>PARTNER AGENCIES</p> <ul style="list-style-type: none"> Educational Psychologist Specialist Teacher (ASD, PML, HI, G/SplD) Educational Welfare Officer Children's Support Service Connexions Transition Pathways Service CAMHS Speech & Language Therapy School Nurse Occupational Therapist Physiotherapist Cedar Hall Outreach Family Support Worker Essex Family Solutions Social Care

Criteria for evaluation

The Sweyne Park School Inclusion Policy will be monitored and evaluated on an annual basis and the 'Special Needs Governor' will submit an annual report to the Governing Body.

In attempting to evaluate the effectiveness of the special needs policy initially, the following indicators may be used:

- the extent to which pupils are achieving the targets.
- the extent to which pupils are integrated into mainstream classes
- the ways in which pupils have received support within the framework of the whole curriculum
- the number of pupils helped by specific programmes
- standards achieved by SEN pupils in standard tests/examinations and in regular monitoring of attainment grades from information provided by SLT
- CPD training undertaken by staff
- the extent to which departments progress in the differentiation of teaching materials
- the record of parental involvements, including the extent to which parents are involved in helping to implement learning programmes at school and at home
- the record of involvement with outside agencies and with other schools/training providers.

Procedures for considering complaints

At Sweyne Park School, we believe that pupils make most progress where home and school are working together; we hope that there will be good communication between us and that any difficulties can be quickly resolved.

If there are any problems or concerns, we would ask parents initially to contact the relevant form tutor, Head of Department, Head of Year or the Special Needs Co-ordinator in order that the problem can be investigated and resolved.

If this initial approach proves unsuccessful, parents should bring the matter to the attention of the Headteacher and follow the school's complaints procedure accordingly.

SECTION 2

Equality Policy 2015

Equality Policy

Contents

1.	Vision	s2.3
2.	Mainstreaming equality into policy and practice	s2.3
3.	Equal Opportunities for Staff	s2.4
4.	Equality and the law	s2.4
a.	Race	s2.4
b.	Disability	s2.5
c.	Gender	s2.5
d.	Sexual orientation	s2.6
e.	Community cohesion.....	s2.6
5.	Consultation and involvement	s2.6
6.	Roles and Responsibilities	s2.6
7.	Tackling discrimination	s2.7
8.	Review of progress and impact	s2.8
9.	Publishing the plan.....	s2.9

1. Vision

At Sweyne Park School, we are committed to securing pupil success. This involves ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or socio-economic background. We aim to develop a culture of respect, inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

The Sweyne Park School is committed to safeguarding and promoting the welfare of children and young people and expects all members of the community to share this commitment.

2. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

Teaching and learning

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

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our ethos of respect.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and examined.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Sweyne Park School. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

4. Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

The action plan at the end of this Equality Plan outlines the actions we will take to meet the general duties detailed below

4a. Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality; (see relevant policy- community cohesion section)
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

4b. Disability

This section should be read in conjunction with the other sections of the inclusion policy.

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Publish a Disability Equality Scheme which covers these requirements and review this scheme every three years. (Appendix B)

4c. Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Opportunities Policy which covers the requirements and review and revise this policy every three years.

4d. Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

4e. Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007. The school currently has a Community Cohesion Policy.

5. Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' evenings, PTA and Parent forum meetings
- Feedback from the school council, CPRE lessons, whole school surveys on children's attitudes to self and school.
- Issues raised in annual reviews or reviews of progress on Individual Education Plans, mentoring and support;
- Feedback at Governing body meetings.

6. Roles and Responsibilities

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the Headteacher (or senior leader responsible for Equalities)

- It is the Headteacher's role to implement the school's Equality Plan and he is supported by the governing body in doing so.
- It is the Headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher/Head of Year/member of the Leadership Team/Headteacher where necessary. All incidents are reported to the Headteacher via the school's anti-bullying log, and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

8. Review of progress and impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

9. Publishing the plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website – www.sweynepark.com
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

SECTION 3

Medical Policy 2015

INTRODUCTION

The Sweyne Park School aims to ensure all children with medical conditions have the same opportunities as other pupils. The named person with responsibility for implementing this policy is the Assistant Headteacher (Inclusion) June Morgan.

The school also has a designated member of the support staff who has responsibility for ensuring medical procedures are followed and healthcare plans are monitored and reviewed.

Designated First Aiders are trained and their certificate is renewed when necessary. The school has 9 fully qualified First Aiders ensuring that the school is fully covered at all times.

All staff are trained in the use of Epi pens and clear about emergency procedures.

Individual training is provided for staff in specific support roles for disabled pupils.

All staff are fully insured under the terms of the public liability section of the insurance policy.

Emergency procedures

In an emergency, staff will fulfil their duty of care understand what action to take. This includes:

- How to contact the emergency services and what information to give
- To contact Pupil Services for immediate a First Aider
- A member of the Leadership Team will be informed
- For pupils : Pupil Services staff will immediately contact the parent/carer or emergency contact on the school system
- For staff: the emergency contact will be informed.

Healthcare plans

All pupils with known medical conditions have a healthcare plan devised by the School Nurse in consultation with the pupil, parent/carer and key school staff. These healthcare plans are closely monitored and reviewed regularly.

All relevant staff are informed about pupils' medical conditions and understand their duty of care and are aware of procedures to follow in an emergency. Cover teachers are provided with copies of the healthcare plan.

Risk assessments

Risk assessments are carried out for all activities and trips according to the Essex Health and Safety Policy.

Pupils who need to be taken to hospital will be accompanied by a member of staff if the parents cannot be contacted in time for them to arrive at school.

Managing Medicines Procedure

The school has clear procedures for the administering of medicines.

- All pupils with inhalers and epi pens carry them with them and a spare is kept in Pupil Services
- All medicines/tablets are stored in a locked cupboard in the medical area of Pupil Services.
- Parents will arrange for these to be labelled with the pupil's names and tutor groups.
- Pupils go to Pupil Services medical area to take the medication at the appropriate times and are supervised while taking the medication. A log is completed to record the time and dosage.

Defibrillators

The school has a defibrillator situated in the PE department and there are qualified First Aiders who are trained to use this.

Unacceptable practice

All staff are aware that pupils with medical conditions, whether temporary or on-going, should have access to the following at all times:

- Medication when necessary
- Drinking, eating, taking toilet breaks in order to manage their condition
- Participate in all aspects of school life, including extra-curricular activities and trips

It is therefore unacceptable for staff not to comply with these arrangements.

The Sweyne Park School Disability Equality Scheme.

This document forms Appendix A of the Equality Policy.

3-year period covered by the plan: December 2015-2018.

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since December 2006, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the revised DDA:

- To promote disability equality.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 DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum and extra –curricular activities, while taking due consideration of health and safety issues.
- 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.

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

The Sweyne Park School's ethos of respect and inclusion promotes meeting individual needs as its core vision.

The Equality Policy outlines how this ethos is maintained. This Scheme links with this policy.

1B: Information from pupil data and school audit

Sweyne Park School has 1488 pupils and 194 permanent members of staff. The number of staff who are known to have a disability as defined in the Disability Discrimination Act at this time is 11 and the number of pupils is 251.

All staff were made aware of the requirements of the DDA when it was introduced in 2001 and updated information was provided when the Act was revised in 2005. Information about individual pupil needs and strategies for meeting these needs is published in Individual Pupil Profiles and on the school computer system as soon as it becomes available.

As a school with some limitations for wheelchair access, we have a pupil who is wheelchair bound and several pupils who have physical and/or medical disabilities which require considerable support and adaptation.

1C: Views of those consulted during the development of the plan

The parents of one disabled pupil had written to the Headteacher and Governing Body to support the school persuading the Local Authority to install a lift to the upper floors.

Two members of staff have indicated their need for special arrangements to enable them to carry out their responsibilities. These adaptations to timetable, working practices and furniture have been implemented, including the inclusion of a hearing dog.

The pupils in the Resource Base for Hearing Impaired Pupils are very positive about the adaptations made to enable them to access the curriculum. There is still, however, a problem with transport for extra-curricular activities which the school continues to try to resolve.

The school piloted a scheme to treat classrooms to become acoustically enhanced. This scheme is ongoing and the next phase has been implemented.

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

All pupils are taught in mainstream classrooms and have full access to the National Curriculum and, in Key Stages 4+5, to accredited courses, and extra-curricular activities. The Resource Base staff, including communicators, enable our hearing impaired pupils to fully participate in all aspects of school life.

However the need to solve the problem of flexibility of contracted transport for disabled pupils continues. The current Essex LA and now Southend LA policies do not allow for transport to be available on a flexible timing programme and as a result the school needs to continue to fund transport when necessary.

The school's SEND policy plays a key part in ensuring access to the curriculum for pupils with special learning, sensory and medical needs.

Through the use of strategies such as individual support, withdrawal sessions, staff training and in-class support, we seek to secure pupil success through a curriculum accessible to all.

.There is also a need to ensure that the curriculum continues to include opportunities to **promote** disability equality.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The physical environment of the school is the most challenging area for disabled people. The school has access to the ground floor of the main building at Sweyne Park near the Pupil Services entrance, through the use of ramps and hand rails, but limited or no wheelchair access to the upper floors in certain areas of the school.

Toilets adapted for disabled people are available on the ground floor of the main building and in the Media/Drama block.

One lift is operational in one part of the main building. This enables access to the upper floors of one block of the school for pupils and staff who have need for it.

Some widening of doorways, sliding doors at the main pupil entrance, further ramps and a room suitable for physiotherapy with a hoist and specially adapted toilet facilities were completed by September 2011. These developments have greatly enhanced the inclusion of a year 8 boy who is wheelchair bound.

Creative use of support staff as escorts has also enabled easier access for pupils. Where necessary, lessons for these pupils are timetabled in ground floor venues.

The acoustic environment is good. We have a loop system in the hall and soundproofed doors in the Resource Base and on several classrooms. We have also improved the acoustics in several classrooms, following the successful pilot scheme with the local Authority begun at Easter 2008. This involved a number of classrooms being acoustically treated with false ceilings, special wallboards and window coverings, to test the effects on the acoustic environment. The latest development in this programme has been to treat the main hall and Drama studio.

Our alarm system has been adapted to include visual alarms.

Development of signage, particularly directional, has been made.

Windows have reflective film and/or blinds to maximise visual context. A new phase of replacement windows and wall cladding has been completed.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Our Resource Base staff use BSL and Signed English to enable pupils to engage with learning and information. DVD's are subtitled for use in lessons and communicators are always available for hearing impaired parents.

We have developed the use of DVD's to explain Health and Safety Issues and access arrangements.

Many visual teaching resources are employed to enable easier access to the curriculum for pupils. This includes an interactive whiteboard in every teaching area.

Whole school events such as Awards and Open Evenings are sur-titled.

We have not yet needed to provide information in Braille, but are aware of how to access this help if it should become necessary.

3. Making it happen

3A: Management, coordination and implementation

As above, plans are in place to enhance the accessibility and learning environment for all our pupils, staff and building users and especially those with disabilities.

Representatives from the school liaise closely with representatives from the Local Authority and specialist teachers to develop provision for disabled staff and pupils.

The implementation of adaptations to the site are ongoing as funding becomes available and building work feasible.

Reviews of schemes of work to include positive reference to disability are ongoing and we are continuously reviewing our provision.

3B: Getting hold of the school's plan

Please telephone the school on 01268 784721 for a copy of this plan.

The Sweyne Park School
Sir Walter Raleigh Drive
Rayleigh
Essex
SS6 7DT

www.sweynepark.com