**Heene Church of England (Aided) Primary School**

**Inclusive Practice Policy**

**Date: March 2021**

**Date for Review: March 2022**

**Compliance with legislation**

This policy is a statement of the arrangements for Inclusion at Heene CE (Aided) Primary School. It has been written in response to the Special Educational Needs Code of Practice 2014, the Special Educational Needs and Disability Act, Section 69 of the Children and Families Act 2014, the Equality Act 2010 and the National Curriculum 2014.

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1. **Inclusion**

**Aims and objectives**

All children have a human right to be educated. As a school we are committed to giving all our pupils every opportunity to achieve the highest of standards and to safeguard the interests of all children. We are an inclusive school. It is important that all children are treated fairly and have the opportunity to learn without interference or disruption. This means that equality of opportunity must be a reality for all our pupils. We make this a reality through the attention we pay to different groups of children within our school:

* Minority, ethnic and faith groups
* Children with SEND
* Girls/boys
* Children Looked After/Adopted children
* Children with medical needs
* Children who need support to learn English as an additional language
* Travellers, asylum seekers and refugees
* Children who have physical disabilities
* Gifted and talented children
* Children who are at risk of exclusion
* Young Carers
* Children in families under stress
* Children entitled to the Pupil Premium Grant.

We aim to:

* include all pupils in all aspects of school life and to give pupils a voice in their own education;
* work together with parents and carers and to fully involve them in their child’s education;
* work together with all partners in the education of the young person;
* continue to raise staff awareness of inclusion by on-going staff development;
* maximize the learning potential of all pupils and raise educational attainment for all;
* promote the personal, social, moral and cultural development of all children within a culture of respect for others;
* recognise and celebrate the progress and achievements that all members of the educational community make;
* develop inclusive practices throughout the educational community and to

promote equality of access and opportunity for all learners ensuring that no child is treated less favourably than other pupils (Section 69 of the Children and Families Act 2014)

* ensure that resources for all pupils are closely matched to need;
* seek to continuously monitor and evaluate the success of our policy and practice;

**Admissions**

All applications for places at Heene CE (Aided) Primary School will be treated fairly using the school’s admission arrangements. This includes those with Special needs and Disabilities. (Section 69 of the Children and Families Act 2014).

We value the importance of effective induction procedures with pre-school visits, parents meetings and review of previous records. If the school is aware of Special Educational Needs and Disabilities before a child starts school, we will liaise with parents and outside agencies to gather information and assess the individual needs of the child. Where resources are available, every effort will be made to support a child who has Special Educational Needs/Disability.

At Heene CE (Aided) Primary School every effort will be made to provide support for those families from ethnic minorities, especially those who speak English as an additional language or who have come into the country recently.

**The Curriculum**

The National Curriculum 2014 is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

* setting suitable learning challenges;
* responding to children’s diverse learning needs;
* overcoming potential barriers to learning and assessment for individuals and groups of pupils;
* providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

At Heene Primary School we provide education for all pupils through a variety of access strategies, including appropriate differentiation, and the provision of resources and facilities as necessary. All pupils’ individual needs are considered and a range of flexible responses are available to accommodate and value their diversity. (Equality Act 2010)

When planning their work, teachers take into account the abilities of all the children. If the attainment of a child falls below the expected level, teachers enable the child to succeed by planning work that is in line with that child’s individual needs. They may also require intervention in a specific area for a targeted period of time. When necessary we also support learning through appropriate external specialists. In such cases, staff work closely with these agencies to support the child. Please see our graduated approach document (appendix 1) for more detail about levels of support for pupils.

**Monitoring**

In order to determine the effectiveness of this Policy, it is necessary to monitor and evaluate its impact. The general ethos, throughout the school, is monitored on a regular basis and the Senior Leadership Team will monitor and evaluate the effectiveness of the Inclusion Policy by:

* curriculum reviews;
* monitoring and analysing of data to ensure individual pupils are meeting their targets;
* consultations with parents/carers and pupils;
* monitoring of behavioural, racial and bullying incidents;
* monitoring of absence and lateness data, including working with the Attendance Support Worker with families who need support.

Teachers ensure that children:

* feel secure and know 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 background;
* are taught in groupings that allow them to all 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;
* are encouraged to participate fully with appropriate regard to disabilities or medical needs;
* work in partnership with parents and carers.

All staff at Heene CE (Aided) Primary School, supported by the Head Teacher and the SENDCO will listen to parents’ concerns about their child’s development. They will also listen to and address any concerns raised by children and young people themselves.

*'The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software’.*

The SEND Code of Practice [Ch6.27]

1. **Special Education Needs**

**Definition of Special Educational Needs and Disability**

The SEND Code of Practice: 0 to 25 Years is the statutory guidance that organisations in England have a duty to follow. It relates to Part 3 of the Children and Families Act (2014) and its associated regulations. Education, Health and Care Plans set out in one place all the support families will receive, giving parents and young people the offer of a personal budget.

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.
* Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.

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.

Children will have needs and requirements which may fall into at least one of five areas. Some children will have inter-related needs.

The areas of need are

* Communication and Interaction
* Cognition and Learning
* Social, Emotional and Mental Health
* Sensory and/or Physical.

What is a disability?

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is

 “…a physical or mental impairment that has a substantial and long term adverse effect on his/her ability to carry out normal, day to day activities”.

Children with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in school. Children within the school who have special education provision made for them as a result of a disability are also identified on the school SEND register. -**Taken from the SEND Code of Practice: 0 to 25 years 2015**

**Aims**

The whole school policy for children with Special Educational Needs and Disability reflects the caring ethos of the school, where each child is considered as an individual. Every endeavour will be made to meet every pupils’ needs within the school community ensuring that each child will have the opportunity to develop fully his/her potential in all aspects of the curriculum with full regard to Equal Opportunities.

At Heene Primary School we are committed to:

* Implementing the Code of Practice for Special Educational Needs and/or Disability
* Removing barriers to learning and having high expectations for all pupils
* Ensuring that each member of staff recognises and accepts professional responsibility for meeting pupil's individual needs
* Continually improving our procedures for identifying, assessing and providing for those pupils with SEND, including specific learning/literacy difficulties such as dyslexia\*
* Ensuring progression and continuity both between classes and between schools, involving parents and, where appropriate, children in discussions about the child's SEND and the provision for those needs.
* Working in close co-operation with other appropriate professionals and agencies
* Allocating an appropriate proportion of the school's resources in order to meet the individual needs of pupils
* Seeking external specialist advice and support if the teaching expertise within the school has not enabled the child to make progress.

The School Building

The school complies with the Disability Discrimination Act, though ensuring equal access to both the school's building, e.g. wheelchair access and accessible toilets, and curriculum. There is an Accessibility Plan in place.

**Roles and Responsibilities**

Governors

Governors have important responsibilities in relation to children in their school with SEND.

In fulfilling their general duties in relation to the provision made by the school, the governing body need to be satisfied that:

* The school has a written SEND policy which they have approved
* The Local Offer is on the school website and linked to West Sussex Local Offer
* The Governors SEND Information Report is published on the school website
* The school has a co-ordinator for SEND
* The school has procedures to identify and assess the needs of those pupils with learning difficulties who require some provision
* An appropriate proportion of the school's resources are allocated to meet identified individual needs
* The school is implementing the correct procedure for the annual review of statements
* There is a school governor responsible for SEND

Headteacher

The Headteacher has responsibility for:

* Ensuring that the SEND policy is implemented
* Providing facilities and time for INSET relevant to SEND
* Ensuring that the procedures in the Code of Practice are properly implemented
* Attending interviews with parents as appropriate
* Ensuring that the SEND governor is informed of current issues and provision
* Attending Annual Review meetings termly with the SENDCO and other professionals, if appropriate

Special Needs and Disability Co-ordinator

The SEND Coordinator (SENDCO) has responsibility for:

* Overseeing the day-to-day operation of the school's SEND policy and the Local Offer
* Coordinating provision for children with SEND
* Liaising with and advising fellow teachers ensuring early identification, intervention, support and advice
* Managing teaching assistants
* Overseeing the records of all children with SEND
* Liaising with parents of children with SEND and ensuring that agreed outcomes and areas of need are recorded and used when providing for the child
* Contributing to the in-service training of staff
* Liaising with external agencies including the LA's support and educational psychology services, health and social care, and voluntary bodies.

Class Teacher

The class teacher has responsibility for:

* Providing Quality First Teaching for the whole range of pupils within their class across all curriculum areas, with differentiation clearly planned for
* Identifying children who are causing concern, who may have SEND, including being aware that a child may have dyslexia or dyspraxia etc.
* Working with staff who deliver interventions – setting targets and reviewing progress
* Completing relevant documentation after discussion with the SENDCO, e.g. IEPs, Boxall Profile, Pupil Profiles, documents for the Annual Review etc.
* Putting into place and maintaining special arrangements/advice for children with SEND, e.g. Speech and Language programmes, Advice from the West Sussex Learning and Behaviour/Social Communication Team etc.
* Keeping accurate and detailed records as required, e.g. Behaviour Logs.
* Working closely with parents in partnership - using tools such as the Structured Conversation in order to identify outcomes and areas of need so that appropriate targets can be set and monitored effectively
* Reviewing children’s Individual Educational Plans with the child and their parents, setting new targets.
* Working with parents regarding how they can support their child at home in their learning/areas of need
* Informing colleagues of any relevant information disclosed to them pertaining to children in their care
* Liaising with the SENDCO, teaching support staff and outside agencies from health and social care

Parents

Parents have responsibility for:

* Ensuring their children attend school regularly and punctually
* Informing the school of any problems or concerns
* Supporting the school policies
* Helping their child at home with any specific tasks in consultation with the class teacher or SENDCO
* Attending meetings and/or parent-teacher consultation meetings
* Attending other meetings as required by the Headteacher or SENDCO in relation to their child's SEND
* Working with outside agencies health and social care in conjunction with school

The SEND Team

The SEND Team consists of –

* the SENDCO
* the TA responsible for Speech and Language
* the Learning Mentor
* the TA trained in Emotional and Behavioural Support
* the TA responsible for Medicines

The SENDCO will hold meetings with the staff members as necessary, in order to discuss individual children and their on-going progress and needs. Whole school issues will be also discussed and any matters arising taken to the Head Teacher, if appropriate.

Teaching Assistants

Teaching Assistants have responsibility for:

* Working with children with EHCPs on targets and outcomes
* Working with individual children or small groups of children to meet targets on individual educational programmes
* Assisting the class teacher and SENDCO in the implementation of individual programmes of support, e.g. Speech and Language programmes, Advice from the West Sussex Learning and Behaviour/Social Communication Team
* Liaising with class teachers, SENCO and other colleagues as appropriate
* Attending training and meetings as directed by the Head teacher or SENCO
* Supporting children with special educational needs and /or disability to access the curriculum as directed by the class teacher or SENCO
* Working with the Deputy/SENCO regarding delivery of intervention programmes

**Identification. Assessment and Provision**

Provision for children with SEND is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENDCO and all other members of staff have important day-to-day responsibilities. *All teachers are teachers of children with Special Educational Needs.* Effectively teaching all children is a whole school responsibility. At the heart of the work of every primary school class is a continuous cycle of 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 a Special Educational Need or Disability.

The 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 is already identified as having a SEND, this information should be transferred from the Early Years setting and the SENDCO 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 on-going observation and assessment, 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.

Assessment materials will be used that have been recommended by other professionals in order to inform decisions and support strategies that could be put into place. These include; SPAR Reading and Spelling, British Picture Vocabulary Scale, Ravens Progressive Matrices and Vocabulary Scale, Speech Sound Check.

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. If necessary the SENDCo will work with the EAL Coordinator to assess a child and put support in place. In some circumstances the West Sussex Ethnic Minority Team will be involved.

In order to help children who have SEND, the school will adopt a graduated response that recognises there is a continuum of need which may bring increasing specialist expertise to bear on the difficulties that a child may be experiencing (appendix 1). The school will record the steps taken to meet the needs of individual children. The SENDCO will have responsibility for ensuring that the records are kept and available as needed. If schools refer a child for a coordinated assessment (EHCP) they should provide the Local Authority with the required information in line with the on-line form.

**Procedures for monitoring children’s progress**

Criteria for deciding if a child has Special Educational Needs and Disability

The 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 SENDCO 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/Social, Emotional, Mental Health

Dyslexia – Monitoring Progress

Identified pupils in Year One are screened for specific learning difficulties, based on their Foundation Stage Score and teacher knowledge of the child. The children with the lowest FSP are screened using the Harcourt Dyslexic Early Screening Test. Children in Years Two and Three, who are giving staff cause for concern, will be screened using the Dyslexic Junior Screening test. This will also be used with children who join our school in other year groups and are showing signs of having a specific learning difficulty. Any children found to have specific problems will be placed on the Inclusion Register and their progress carefully monitored in line with our Assessment Policy.

**School Support**

When a class teacher or the SENDCO identifies a child with SEND, the class teacher will probably already be providing interventions that are additional to those provided as part of the school's usual differentiated curriculum. The child, in consultation with parents, will be placed on the SEND register at School Support. The triggers for intervention through School Support will be concern, underpinned by evidence, about a child who despite receiving differentiated 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 SENDCO may contact them if the parents agree. The SENDCO 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 be consulted at all stages and kept informed of the action taken to help the child, and of the outcome of this action.

**Nature of intervention/personalised learning/Pupil Profiles**

The SENDCO 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 and the child’s thoughts included in their Pupil Profile.

This may include:

* Different learning materials or special equipment
* Group or individual support through a planned intervention e.g. the Learning Mentor working with individuals on programmes such as ‘Marvellous Me’; Interventions such as Rapid Reading, Mastery Folder, Jump Ahead
* Group or individual teaching from the class teacher
* Staff development and training to introduce more effective strategies, access to support services for advice on strategies or equipment

**Pupil Passports**

Strategies employed to enable the child to progress will be recorded within an Individual Pupil Passport which is created with the pupil. The Passport 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 the Passport is reviewed with the parents and child

The passport is intended to capture the holistic support given the child in school not only additional interventions they may be receiving. If there is outside agency involvement, advice given by the agency will be used to inform good practice and set targets.

The passport will be reviewed at least three times a year alongside parents and child through the Structured Conversation/Termly review process.

**Requests for Outside Agency Advice**

A request for support from external services is likely to follow a decision taken by the SENDCO and colleagues, in consultation with parents.

External support services will usually see the child so that they can advise teachers on targets and strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for outside advice to be taken will be that, despite receiving individualised support the child:

* continues to make little or no progress in specific areas over a long period
* continues working at Below Age Related Expectations 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 has regular advice or visits by a specialist service
* has on-going 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.

**School request for a Coordinated Assessment**

Where a request for a Coordinated Assessment is made by the school to an LA, the child will have demonstrated significant cause for concern. The LA 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. This information may include:

* Pupil passports created for the pupil
* records of regular reviews and their outcomes
* the pupil's health including the child's medical history where relevant
* National Curriculum progress and attainment in literacy and mathematics
* educational and other assessments, for example from an advisory specialist or assessments completed in school such as the British Picture Vocabulary Scale, Ravens Progressive Matrices and Vocabulary Scale.
* reports from inclusion 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

**Coordinated Assessment of Special Educational Needs**

A Coordinated Assessment involves consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies. The SENDCO will consider all the information and will consult with the Educational Psychology Service to decide if a Coordinated Assessment of the child's special educational needs is necessary. A child will be brought to the LA'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 LA suggests that the child's 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 LA will consider the case for a Coordinated Assessment of the child's special educational needs.

The LA 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 meet the criteria for an Education, Health and Care Plan (EHCP). An EHCP 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 outcomes and 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 information regarding health and social care about the child
* Include information on non-education provision

All children with an EHCP will have outcomes set for them that have been established after consultation with parents and child. Targets will be set out in a Pupil Passport 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 Passport will continue to be the responsibility of the class teacher.

**Annual review of an Education, Health and Care Plan**

All EHCP must be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved. This is 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 EHCP. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

**Tracking and Monitoring of Progress**

Children’s progress will be monitored informally on a daily/weekly basis. Formal assessments will take place every half term, in accordance with our Assessment Policy. These assessments will inform the class teacher and the SENDCO of progress made and of any areas that need further intervention or referral to outside agencies. Parents will be fully informed of referrals and of the progress their child is making.

**Admission Arrangements**

Parents are welcome to visit the school and discuss their child with the SENDCO. Reference should be made to the Admissions Policy for more information.

**Complaints Procedure**

References should be made to the Complaints Policy for more information.

1. **Disability Equality Scheme**

**Mission Statement for Disability**

At Heene CE Primary School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Heene CE Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

**The Disability Equality Duty (DED)**

Definition of Disability

Under the Equality Act 2010 and the Disability Discrimination Act 2005 (DDA) you are disabled ‘if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily 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 effect on his/her ability to carry out normal day-to-day activities.

**The Duty**

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

• Promoting equality of opportunity between disabled people and other people;

• Eliminating discrimination that is unlawful under the DDA;

• Eliminating 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.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

**Additional implications for schools**

The role of a school as a service provider

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

Contact with parents and carers

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information. Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

Hiring transport

School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

Election of parent governors

The election of parent governors will now be covered by the DDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.

Involvement and consultation

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme. However, at the time of writing this scheme there are currently no disabled pupils, staff or parents that we are aware of. We have however, consulted with Enable Me and their volunteers in the development of our Disability Equality Scheme in order to establish priorities.

Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, Heene CE Primary School has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met. This action plan has been shaped in consultation with disabled people as outlined in the previous section, and may include some of the good practice examples below.

Good practice examples

The following examples provide good practice suggestions on how disability equality can be promoted in a school environment:-

* Promoting equality of opportunity between disabled people and other people.
* Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops and meetings.
* Ensuring that the talents of disabled pupils are represented accordingly.
* Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.
* Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report and take action against offenders.
* If a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to investigate and address the issue with all pupils.
* Promoting positive attitudes towards disabled people.
* Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials.
* Celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week.
* Encouraging participation in public life by disabled people.
* Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.

Monitoring and Reporting

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following should be monitored:-

* Achievement of pupils by disability
* Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

1. **Pupil Premium**

At Heene Primary School, all pupils, including the most severely disadvantaged and the highly gifted, are regarded as unique individuals and receive both challenge and support designed to meet their needs.

The additional funding provided through the pupil premium was introduced by the government in April 2011 in order to help schools close the attainment gap. Entitlement to free school meals (FSM) is used as a proxy for deprivation. A fixed amount is allocated to schools for each pupil registered for FSM at any point in the last six years (known as ‘Ever 6 FSM’). Schools also receive funding for children who have been in Local Authority care for one day or more and children of service personnel.

The Department for Education has stated that schools: ‘are free to spend the pupil premium as they see fit’. However, as with all public money schools are required to spend the grant for the purpose that it was intended and will be held accountable through the following:-

* The performance tables which show the performance of disadvantaged pupils compared with their peers
* The new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the pupil premium
* The annual reports for parents that schools are required to publish online.

**Principles**

* By working as a team all staff are committed to meeting the academic, social and pastoral needs of all pupils.
* There is a commitment to narrowing the achievement gap between economically and socially disadvantaged pupils and others, using the latest evidence based research on proven strategies. We will adapt these to meet the needs of our pupils. Research, trialling and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement. There will be regular and robust, monitoring and evaluation by the school and the Governing Body.
* There is a recognition that not all pupils who qualify for FSM are at risk of underachieving academically. Provision for such pupils may take the form of academic or cultural/enrichment out of hours learning, e.g. clubs, sport competitions etc.
* Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of progress of all pupils whether or not they are registered for FSM. Expectations are high for all pupil groups and individuals. We do not equate deprivation and challenge with low ability.
* High quality teaching and learning will be the preferred way to narrow gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
* Pastoral support is funded by Pupil Premium, in the form of our Learning Mentor who works with children on self-esteem, personal skills, behaviour and attendance.
* In providing support we will not socially isolate pupils. Therefore, it is likely that all groups receiving additional support will be a mix of FSM and non-FSM pupils.
* Heene School is committed to working with parents and carers in a sensitive and supportive manner in order to remove any potential barriers or stigma attached to claiming FSM.

**Roles and responsibilities**

Governing body

* The governing body will approve the overall strategy for deploying pupil premium funding prepared by the Headteacher and presented in the annual Pupil Premium Strategy.
* The governing body will monitor and evaluate the implementation of the policy, taking into account the relevant quantitative and qualitative data supplied by the staff.
* The governing body will hold senior and middle leaders to account for implementing the school’s strategy and for evaluating its impact on the achievement of targeted pupils.
* The Chair of the Quality of Education Committee is the governor designated to ensure that the pupil premium grant is used to support eligible pupils within the context of this policy.
* At the end of the academic year the governors will ensure there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in our school and the impact this has had.

Headteacher and SLT

* In Heene Primary School the Headteacher and the SLT retain overall responsibility for leading the pupil premium strategy; keeping up to date on the latest research, what is effective in narrowing the achievement gap and applying it to the needs of the pupils, e.g. The Education Endowment Foundation.
* The Head Teacher and the SLT will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil’s progress and attainment. Through performance management arrangements, they will ensure that narrowing the gap is a priority area of focus for the school.
* Reports will be given to the governing body showing the progress made towards narrowing the gap by socially disadvantaged pupils, the provision and interventions made during the year and an evaluation of the cost and impact of the provision.

Subject leaders

* Subject leaders are responsible for the progress of all pupils within their subjects and will contribute to reports to the governing body.

All staff will:-

* Have an in-depth knowledge of all the pupils they teach and support, especially pupils with disabilities and special needs and those who qualify for additional funding through the pupil premium grant.
* Maintain the highest expectation of all pupils and not equate disadvantage of circumstance with low ability.
* Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive.
* Plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained. All pupils are entitled to clear feedback that helps them to improve their work.
* Support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially those who find aspects of learning difficult and are in danger of falling behind.
* Keep up to date with teaching strategies and research, which have a proven track record in narrowing the gaps in attainment and achievement.
* Work with parents and carers so that strategies and support are discussed regularly.

**Monitoring and Evaluating Impact**

The implementation of the improvement strategy will be monitored and evaluated against the following success criteria.

**Short term**

* The school will have an effective strategy for supporting pupil premium pupils and there will be strong commitment to this strategy by all stakeholders.
* Resources will have been purchased and appointments made so that actions in the SIP are being implemented.
* Work in relation to Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact in narrowing the gaps. This will allow us to make the necessary adjustments.

**Medium term**

* As a result of an effective CPD programme the skills and expertise of all staff are being enhanced.
* Evaluation through scrutiny of pupils’ work and observations aim to show that a higher proportion of teaching and learning strategies are producing faster progress for all pupils.
* Discussions with pupils and parents provide evidence of increased confidence and aspirations, greater involvement in learning and better understanding of how to achieve targets.

**Long term**

Successive cohorts will meet their targets and this will result in narrowing the gap between pupils benefitting from pupil premium funding and their peers:

* The progress gap – socially disadvantaged pupils will make accelerated progress in comparison with other pupils
* The attainment gap – accelerated progress will result in closing the gap in grades/levels.

**Strategy Review**

Pupil Premium Strategy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having on narrowing the gaps. It will also take into account the increased funding that becomes available under the Pupil Premium Grant.