

THE
SWEYNE PARK
SCHOOL

Inclusion Policy

including

**SEND Policy,
Equality Policy**

and

Medical Policy

(July 2019) reviewed Autumn 2020



Inclusion Policy

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INTRODUCTION

The Inclusion policy contains the Sweyne Park School's approach to all aspects of special needs 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 (SEND).

SECTION 1

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

Mrs Katharine Dines, Headteacher, and the Local Governing Body have responsibility for the overall management of all aspects of the school's work including 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 SEND policy, and for co-ordinating provision for all pupils with special educational needs.

Miss 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 Education Health and Care Plans (EHCP) 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 an EHCP and those placed within the Resource Base for Hearing Impaired Pupils.

Where a pupil has an 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 SEND 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 Miss 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.

SEND 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 Autism Spectrum Condition (ASC) by an appropriately qualified professional².
- A Speech, Language or Communication Need, identified by an appropriately qualified professional³.

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

² An appropriately qualified professional, including but not limited to, an Educational Psychologist, paediatrician, Specialist Teachers, SENCO

³ As above

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
 - SPS step 2L – 2H in English or Maths at the end of KS2 (*KS3 pupils*)
 - Predicted Grade 2 in GCSE English or Maths because of an identified skills gap (*KS4 pupils*)
 - Pupils with a standardised score between 72 – 80 in a recognised standardised assessment
- 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
 - SPS step 1L – 1H at the end of KS2 (*KS3 pupils*)
 - Predicted Grade 1 in GCSE English or Maths because of an identified skills gap (*KS4 pupils*)
 - Pupils with a standardised score below 72 in a recognised standardised assessment.
- Pupils with **specific learning difficulties** will have been identified as having one of the following learning difficulties, or strong tendencies towards them, by an appropriately qualified professional⁴:
 - 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.

⁴ An appropriately qualified professional, including but not limited to, an Educational Psychologist, paediatrician, Specialist Teachers, SENCO

- 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

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

The allocation of resources to and amongst pupils with SEND

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 an EHCP. 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 SEND 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 Miss Joy Jacob, Head of the Resource Base.

The vast majority of our provision for pupils with SEND 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 an EHCP 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 pupils with an EHCP. 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 SEND 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.

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 SEND 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 SEND pupils via diaries/phone calls

In addition, the following are made available for parents of children with SEND:

- Academic induction/EHCP Implementation meetings, and learning review meetings are with a member of the SEND team.
- SENCO/Assistant SENCO/HoRB available without appointment at Parents' Evenings.
- Parents are welcome to telephone the school to make an appointment with the SENCO/Assistant SENCO/HoRB 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 SEND have been represented on Year Councils, as well as the School Council.

Pupils with an EHCP 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.

- Go4school going on line during 2020

Arrangements for providing access to the curriculum

At Sweyne Park School we would expect to provide access for pupils with SEND to a balanced and broadly based curriculum, including the National Curriculum unless specified otherwise in an 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 SEND, 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.

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

Where appropriate, our Careers Adviser, Social Care and local mental health support services are also consulted.

All appropriate staff are invited to the Annual Reviews of pupils with an EHCP.

Transition and progression

Transition from Key Stage 2

When pupils with SEN are preparing to transfer to Swayne 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 pupils with an EHCP 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.

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 an EHCP 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.

SEND Local Offer.

This information from the Local Authority is published on our school website.

Arrangements for SEND CPD.

Special Educational Needs and Disability 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 SEND issues. An annual staff development plan is prepared to support the school development plan and is evaluated on an annual basis. Where SEND 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 SEND are published by the staff development manager.

THE SWEYNE PARK SCHOOL: PROVISION & ACCESS MAP

<p>PARTNER AGENCIES</p> <ul style="list-style-type: none"> Educational Psychologist Specialist Teacher (ASD, PNI, 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 				
<p>BEHAVIOUR, EMOTIONAL & SOCIAL DIFFICULTIES (incl. Mental Health)</p>				
<p>PHYSICAL & SENSORY IMPAIRMENT</p>				
<p>COMMUNICATION & INTERACTION</p>				
<p>COGNITION & LEARNING</p>				
<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>BEHAVIOUR, EMOTIONAL & SOCIAL DIFFICULTIES (incl. Mental Health)</p>				
<p>PHYSICAL & SENSORY IMPAIRMENT</p>				
<p>COMMUNICATION & INTERACTION</p>				
<p>COGNITION & LEARNING</p>				
<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 ACCESS STRATEGIES</p>				

Criteria for evaluation

The Sweyne Park School Inclusion Policy will be monitored and evaluated on an annual basis.

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 SEND 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.

Adoption date: July 2019
Review date: September 2021

SECTION 2

Equality Policy 2019

Equality Policy

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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/carers 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

* note all staff issues are supported by the Trust HR suite of Policies

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 the Equality Act (2010).

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

The Equality Act 2010 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 Equality Act 2010 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 Equality Act 2010 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;
- The Equality Act 2010 states 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

There is 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

There is a 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, 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, women and transgender people.

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 2010 provides 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 Local Governing Body meetings.

6. Roles and Responsibilities

The role of Governors

The Local Governing Body ("the LGB") 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 LGB 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 LGB 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 she is supported by the LGB 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 LGB 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 LGB. 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.

Appendix A

Equal Opportunities and inclusion.

We are required to review our Equality objectives annually. These are included in our School Development Plan and for next year are as follows:

- A. Pupils will be members of an aspirational school community with the highest expectations, in which all members, regardless of their background or social context, are motivated to excel.

Intended outcome:

- All members of the school community have high expectations of pupils, whereby pupils produce work of the highest standards and any poor work is improved and re-submitted.

- B. All pupils will receive the highest quality teaching and support in lessons and therefore make the highest levels of progress, especially Disadvantaged pupils.

Intended outcomes:

- Disadvantaged pupils have high aspirations and make at least good progress, as early intervention is successful in supporting their needs and differences are diminishing rapidly.
- Weaker readers are identified and strategies to improve reading skills are used successfully by support teachers and LSA's.

- C. Pupils will experience exceptional moral and cultural opportunities, including access to the Arts, and be prepared for life in modern Britain.

Intended outcomes:

- Lessons and extra-curricular activities will offer opportunities for pupils to make links with the world around them, pondering on philosophical and cultural concepts, and developing a greater understanding of life in modern Britain.
- Diversity is celebrated and work is undertaken to raise awareness of transgender issues.

We have made good progress in each of these areas, particularly with our disadvantaged cohort of pupils.

Adoption date: July 2019

Review date: September 2021

SECTION 3

Medical Policy 2019

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 Headteacher Katharine Dines.

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.

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

Pupils with known medical conditions who require a healthcare plan have this devised 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 a 'Pupils with Care Plans' booklet.

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. It is the parents' responsibility to ensure that medication is in date and keep the school informed of any changes in treatment/management.
- 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 Objectives and Scheme.

QUALITY INFORMATION AND OBJECTIVES

1. AIMS

Our school aims to meet its obligations under the public sector equality duty by having due regard for the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic⁵ and those who do not share it;
- Foster good relations across all characteristics – between people who share a protected characteristic and those who do not share it.

2. LEGISLATION AND GUIDANCE

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination;
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. ROLES AND RESPONSIBILITIES

The Sweyne Park Local Governing Body (LGB) will:

- Ensure that equality information and objectives as set out in this statement are published and communicated through the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The Equality link governor is **Tina Carter**. She will:

- Meet with the designated member of staff for equality and other relevant staff members every term, to discuss any issues and how they are being addressed.
- Ensure that she is familiar with all relevant legislation and the contents of this document.

⁵ The Equality Act 2010 specifies the following as protected characteristics: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

- Attend appropriate equality and diversity training.
- Report back to the Sweyne Park LGB regarding any issues in relation to equality.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to the LGB.

The designated member of staff for equality is **Richard Bradley**⁶. He will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Meet with the equality link governor every term to raise and discuss any issues.
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary.

All school staff are expected to have regard for this document and to work to achieve the objectives set out in Section 8.

4. ELIMINATING DISCRIMINATION

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example in staff briefing and, in particular, the staff bulletin. New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The wider school community is reminded of their responsibilities to eliminate discrimination, for example through assemblies, tutor time, the curriculum (especially CPRE) and the Sweyne Park Times.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They liaise on a regular basis regarding any issues, and make senior staff and governors aware as appropriate.

5. ADVANCING EQUALITY

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g., pupils with disabilities).
- Taking steps to meet the particular needs of people with a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities.

In fulfilling this aspect of the duty, the school will:

⁶ Stephanie Whitcombe is the designated member of staff with responsibility for Transgender.

- Analyse progress data to determine the outcomes achieved by pupils with particular characteristics, using this to determine strengths and areas for improvement and implement actions in response.

6. FOSTERING GOOD RELATIONS

The school aims to foster good relations between those who have a protected characteristic and those who do not share it by:

- Promoting tolerance and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and Citizenship and Personal Education (CPE), as well as activities in other curriculum areas. For example, as part of the curriculum in English, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues.
- Working with our local community. This includes maintaining links with different faith groups.
- Encouraging and implementing initiatives to enhance relationships within and between different groups of pupils. For example, our school council has representatives from each year group and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities.
- All pupils receive an introduction to deaf awareness in Year 7, and British Sign language (BSL) clubs are available for all pupils.
- We are supportive of requests for consideration in relation to religion.

7. EQUALITY CONSIDERATIONS IN DECISION-MAKING

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considered whether the trip:

- Is accessible to pupils with disabilities.
- Has equivalent facilities for boys and girls.
- Cuts across any religious holidays observed by pupils in the school.

The school keeps a written record (known as an Equality Impact Assessment) to show that we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. Additional risk assessment guidance for hearing impaired pupils is available for staff planning trips. The record is completed by the member of staff organising the activity and is stored with the completed risk assessment.

8. EQUALITY OBJECTIVES

Objective 1: Transgender and LGBT pupils will be fully included in the school community.

We have chosen this objective because an increasing number of pupils identify as LGBT within the school.

To achieve this objective, we plan to:

- Give a member of the leadership team the role of overseeing provision and support for our transgender strategy,
- Use assemblies to raise awareness and promote understanding of LGBT.
- Provide training for heads of year in identifying the signs of pupils considering their gender identity.
- Designated member of staff for transgender to develop expertise and resources to support relevant pupils.
- End the practice of queuing on a gender basis.
- Stop providing class lists divided by gender.
- Establish an LGBT support group. Contact has been made with the Youth Service to provide support with this.
- Provide peer mentoring for identified pupils who request support in relation to their sexuality.
- Embed LGBT into the safeguarding and History curriculums.
- Create a display about the history of LGBT rights.
- Audit the presentation of LGBT in the books in the Library.

Objective 2: improve access to key areas of the building for disabled pupils.

We have chosen this objective because there are pupils with increasingly diverse needs and it is necessary to ensure that our provision is appropriate to meet their needs.

To achieve this objective, we plan to:

- Replace the access doors in the corridors throughout the school to improve accessibility for pupils with wheelchairs and enhance the listening environment for deaf pupils by reducing noise.
- Renovate LD (the principal base for pupil support) so that pupils are able to receive discreet, individual support.
- Replace the doors leading into LD to improve accessibility for pupils with wheelchairs.
- Improve the light sources in LD to improve visibility for pupils with visual impairments.
- Fit acoustic treatment into LD to improve accessibility for pupils with hearing impairments.
- Improve the acoustic environment in two rooms in our Resource Base for Hearing impaired pupils. Ensure refurbished rooms meet the British Association of Teachers of the Deaf (BATOD) standard of a signal to noise ratio below 35 and reverberation below 0.4. Both these standards are higher than the Building Regulations Standard BB93. This will also be the case in LD.

Objective 3: improve the outcomes for boys, in particular high ability boys.

We have chosen this objective because our data analysis indicates that this cohort of pupils is achieving less good outcomes than other cohorts.

To achieve this objective, we plan to:

- Give a senior member of staff the role of overseeing our provision and outcomes for high ability boys.
- Continue to run a mentoring programme for high ability boys at risk of underachievement in Year 11, focusing on:
 - Regular 1-1 meetings with pupils;
 - Raising expectations of the quality of work;
 - Raising aspirations for post-16 study;
 - Encouraging pupils to engage with revision.

- Organise opportunities for potentially underachieving boys to observe Sixth Form lessons to raise aspirations.
- Engage with external providers to ensure pupils have better, earlier access to information about apprenticeships.
- Develop liaison with subject teachers regarding this cohort, including scrutiny of work.
- Tutors to co-ordinate attendance of identified pupils in this cohort at revision workshops.
- Deliver a tailored session regarding how to revise to this cohort of pupil prior to Year 11 mocks.
- Develop deployment of Assistant heads of Year to monitor this cohort at KS3.

Objective 4: to continue to ensure access for all staff.

We have chosen this objective because we value all staff and it is important for pupil progress that all staff are able to do their jobs effectively.

To achieve this objective, we plan to:

- Continue to pay into Essex County Council's Occupational Health service in order to receive their advice and guidance.
- Continue to make reasonable adjustments required to ensure that staff are able to access work. (There are currently no staff who require adjustments that have not already been made.)

9. MONITORING ARRANGEMENTS

The designated member of staff for equality, in association with the Headteacher and Sweyne Park LGB, will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed by the designated member of staff for equality, in association with the Headteacher, at least every four years.

This document will be approved Sweyne Park LGB.

10. LINKS WITH OTHER POLICIES

This document link to the following policies:

- Accessibility plan
- Risk assessment.