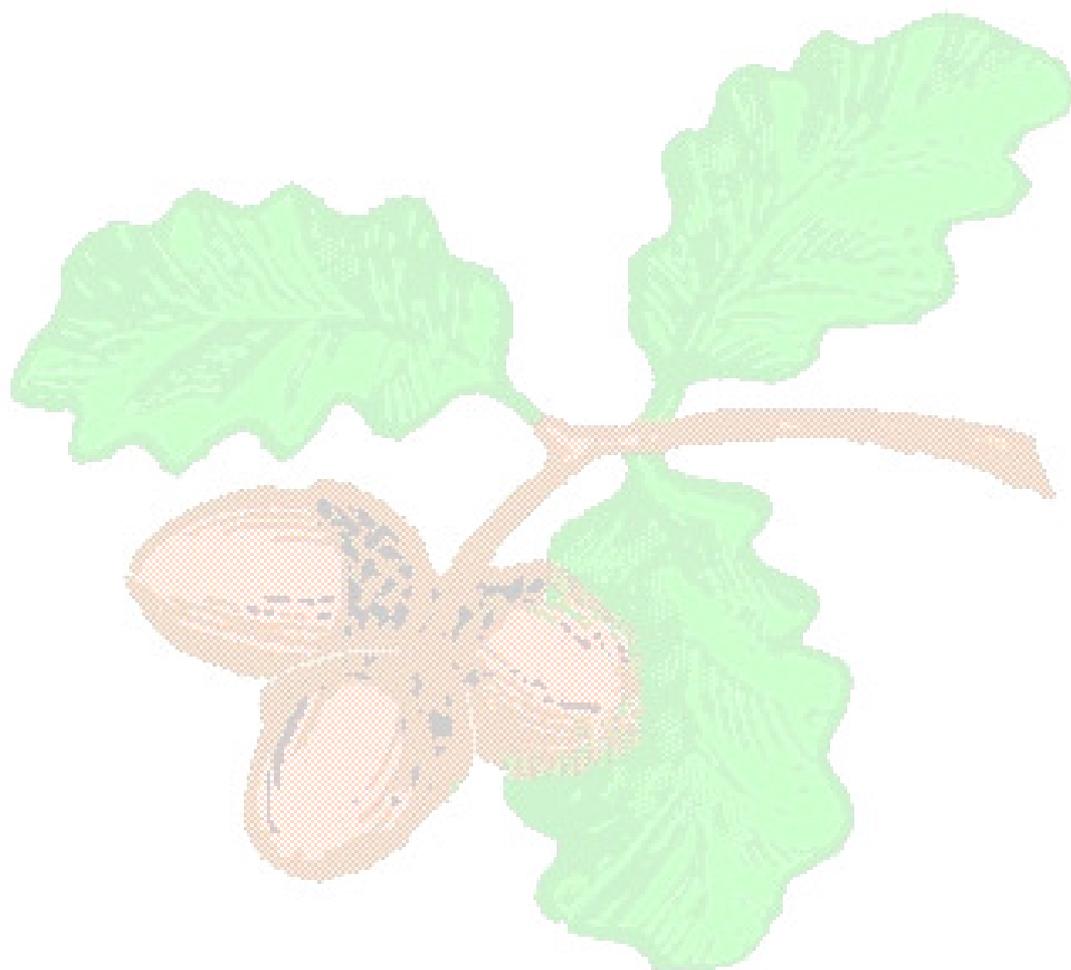


**Churchfields Infants' School,
Nursery Unit
& Language Facility**



**Inclusion
Policy**

Inclusion Policy

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Introduction

At Churchfields we value and promote diversity because every child matters. Our ethos recognises every member of the school as an individual and supports the development of self-respect and self-esteem.

We aim to provide quality education for all our pupils. Inclusion is best promoted when the teaching and learning within the school are of the highest possible standard in order to enhance the educational experience of every child. Ensuring inclusion is the responsibility of every member of staff, teaching and non-teaching.

Educational inclusion is about equal opportunities for all pupils, whatever their age, gender, ethnicity, culture, religion, language, sexual orientation, ability, disability or social circumstances. We actively seek to overcome the barriers to access and participation experienced by particular groups of pupils. We monitor the provision we make for, and the achievement of, all the different groups of pupils within our school.

These may include:

- boys/girls
- minority ethnic and faith groups
- travellers
- asylum seekers and refugees
- children 'looked-after' by the local authority
- homeless children
- young carers
- children who abuse drugs and other substances
- sick children
- children with mental health needs
- victims of abuse and domestic violence
- children from families under stress
- children with challenging behaviour
- children with poor attendance
- children with disabilities
- children with special educational needs
- gifted and talented pupils
- any pupils who are at risk of disaffection and exclusion.

In planning and teaching the curriculum we have regard for the following principles that are essential to developing a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

At Churchfields we are inclusive through:

Admissions

We operate our admission procedures in accordance with the policy laid down by the London Borough of Redbridge. This policy does not discriminate on grounds of race, religion or ethnic origin.

We welcome pupils with special educational needs and strive to remove the barriers to learning that they may encounter.

Attendance

Pupils are expected to attend the nursery part-time and the school full-time, on time, unless there are exceptional circumstances. Parents are expected to work closely with school staff in resolving any difficulties over attendance at an early stage.

We operate in accordance with the prescribed regulations covering the marking of registers, the granting of leave, the removal of pupils from roll and the authorisation of absence.

Maximising attendance is a priority and we seek creative solutions to attendance problems wherever possible, recognising the particular needs of individuals.

Attendance and exclusions are monitored by gender, ethnicity, special educational need and background.

Behaviour

We seek to prevent discriminatory behaviour arising by creating an environment in which positive attitudes to difference are developed and respect for every individual is fostered. We set high standards of behaviour for all our pupils. Language or behaviour which is racist, sexist, or potentially damaging to any individual or group, is not tolerated.

All staff operate a consistent system of rewards and sanctions. Adults in school take care to lead through example.

Incidents of discriminatory harassment are monitored and dealt with in line with the school's behaviour and anti-bullying policies.

We follow the prescribed procedures for reporting on racist incidents.

Where a pupil's behaviour gives cause for concern, we seek to respond in a way which sees the behaviour as unacceptable but which still recognises the needs of the individual who carries it out. Pupils having difficulty with their behaviour are offered individual or group support. We encourage pupils to take responsibility for their own behaviour. Exclusion is used only as a last resort when no other alternatives are available.

Attainment and Progress

We recognise and value all forms of achievement. Our aim is to ensure that all pupils reach the highest levels of attainment of which they are capable.

We analyse our pupils' achievements by gender, date of birth and ethnicity. Any pattern of underachievement of a particular group is addressed through targeted curriculum planning, teaching and support.

We act on the principle that early intervention is best; early identification of pupils at risk of underachievement can be followed by proactive planning to meet their needs.

We make every effort to ensure that assessment is free of gender, cultural and social bias.

Teaching and Learning

Teachers ensure that the classroom is an inclusive, nurturing environment, in which children know that all contributions are valued. Teachers take positive steps to include all their pupils, making reasonable adjustments as necessary.

The curriculum is differentiated in order to create learning experiences that are relevant and meaningful for all pupils, including those with special educational needs, those for whom English is an additional language and those identified as being Gifted and Talented

Teachers use a range of teaching styles in order to engage all pupils, whatever their preferred learning style. Group and partner work are used to develop pupils' ability to cooperate and work collaboratively.

Opportunities for small group work and one-to-one work with a are provided as needed.

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

We take care to ensure that resources and displays reflect the experience and background of our pupils and promote diversity.

Through our concerts, lunchtime activities, special visitors, events and school visits we aim to cater for the interests and capabilities of all our pupils.

Parents

We view the parents of all our pupils as partners with the school in their children's education. All parents are encouraged to participate in the full life of the school. Staff meet with parents of children with special educational needs on a regular basis to review progress.

We strive to make information and meetings accessible to all parents. Where necessary, an interpreter can be arranged to facilitate parents' participation.

Accessibility

Churchfields has three buildings on the school site. The only stairs link the nursery and school, although there is another means of accessing either building. The stairs are mostly used by Year 1 children to access their adventurous play space. There are two disabled toilets with changing facilities and two shower units. Pupils with a physical disability can therefore be accommodated in some classrooms and have access to most of the school's other facilities.

As part of our Disability Equality Scheme we have further increased ease of access to the school. We also have secure railings around the school grounds to increase the safety of all pupils.

All members of staff and the governing body have responsibility for implementing this policy. The effectiveness of the policy will be evaluated regularly as part of the school's schedule of policy review.

All members of staff have access to CPD which will enhance their skills at providing an inclusive education for the school's pupils. Training needs are identified through the performance management process.

The school sees inclusion as a continuous process which requires us to be continually looking at our policies and practices, developing our understanding of inclusion and the ways to achieve it.

Special Educational Needs Policy

Introduction

At Churchfields we aim to identify the needs of children as they arise, and provide quality first wave teaching that will enable every child to achieve to his or her full potential.

If a pupil does not make adequate progress, even when teaching approaches are targeted at a pupil's identified area of weakness, then the pupil may be identified as having Special Educational Needs.

We seek to achieve this by ensuring the wellbeing of all pupils through addressing the five outcomes of Every Child Matters:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic wellbeing

This is achieved by:

1. Working within the guidelines set out in the SEN Code of Practice.
2. Ensuring there is a whole school approach to any child who has a special educational need.
3. Valuing all achievements and contributions, by staff, other children and themselves.
4. Promoting feelings of self-confidence and positive wellbeing.
5. Ensuring all children are given an equal opportunity to take part in all learning opportunities offered by this school.
6. Providing a differentiated curriculum and positive learning environment for all children.
7. All achievements are monitored to check that all children make progress.
8. Early identification of children who need support that is 'additional to or different from' a normal differentiated curriculum.
9. A graduated response in order to provide the correct level of support.
10. Providing a range of SEN provision based on Wave 1, 2 and 3 interventions.
11. Provision management and provision mapping for all children on the SEN register.
12. Developing and maintaining positive relationships with parent/carers.
13. Effective multi-agency work to combine services around the needs of the children and their families.

Definition of special educational needs and special educational provision:

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

b) 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.

c) Pupils with emotional and behavioural difficulties that interfere with their learning have special educational needs.

Special educational provision is educational provision which is additional to, or otherwise different from, the educational provision made generally for pupils of the same age in schools maintained by the LA, other than special schools.

Some pupils find work difficult because their first language is not English. They do not have special educational needs unless they also have a learning difficulty. Their needs are explained in our EAL/EMA policy.

Arrangements for coordinating SEN provision:

The Head Teacher

- In line with Code of Practice, the Head Teacher who is also the SENCo has overall responsibility for managing the Special Educational Needs Policy and provision.
- Ensures that the curriculum is suitably differentiated to allow all children the opportunity to access learning opportunities that are challenging and achievable at their own level.

The Governing Body

The Governing Body is charged with the responsibility of monitoring the school's SEN policy and provision. All governors, especially the link governor should make sure they are up to date and knowledgeable about the school's SEN provision, including funding, equipment and personnel resources that are deployed.

The SENCo/Language Facility team leader

- to ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- to ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
- to develop and implement the SEN policy.
- to maintain the school's register of pupils who receive additional support.
- to arrange reviews and meetings in accordance with the Code of Practice.
- to co-ordinate and monitor the provision for pupils with special educational needs.
- to liaise with and advise colleagues.
- monitoring quality first wave teaching that is inclusive to all children.
- managing SEN teaching assistants and monitor their effective use.
- liaising with parents of pupils with special educational needs.
- referring children to outreach services where necessary.
- to keep up to date with current initiatives locally and nationally and to seek out and share best practice.
- liaising with educational psychologists, school nurse, speech and language therapists and other health services.
- attend regular training both at Redbridge Cluster meetings and national forums. This training enables her to keep up to date with current initiatives and legal requirements and share best practice.

Teaching Staff

It is each teacher's responsibility to meet the needs of all children, through their classroom organisation, teaching materials, teaching style and differentiation (wave one).

This includes:

- to differentiate the curriculum to meet the needs of all their pupils.
- to provide additional resources, such as visual aids and concrete materials, to support learning when necessary
- to take account of the learning styles of their pupils when planning and delivering the curriculum
- to keep the SENCo/Language Facility Team Leader informed of the progress made by the pupils with special educational needs
- to share any concerns they might have about a child with the relevant staff
- to ensure that every child with an IEP has opportunities to work towards their targets
- to implement strategies suggested by senior staff, Educational Psychologists or professionals from external agencies

Support Staff

- to work with pupils who have special educational needs under the direction of the class teacher or senior staff
- to implement the strategies suggested
- to include the pupils with whom they are working in the main class lesson as much as possible.
- to aim to develop the independence of the pupils with whom they work.
- to keep the teacher and senior staff informed of the progress made by the pupils with whom they work.
- to keep records of their work as directed.
- to prepare appropriate resources for the pupils with whom they work.
- to remove the pupil with whom they work from the classroom under the direction of the teacher, senior staff or deputy/head teacher.

Admissions and Inclusion

All pupils, including those with special educational needs, are admitted to the school following our admission procedure.

The LA welcomes applications for admission from the parents of pupils with mobility difficulties. Churchfields does not have complete wheelchair access.

The governors would, however, make every effort to accommodate a pupil's particular needs and would work with the LA to improve facilities.

Allocation of resources

An annual amount is paid into the school's budget by the LA towards meeting the special educational needs of pupils. The school receives additional funding for pupils with statements. In addition the school plans and provides for pupils with SEN from the main budget.

The school spends the money allocated to special educational needs on:

- Specialist teachers
- Speech and Language Therapists
- Support staff
- training as needed for all staff so that they can meet pupils' needs more effectively
- resources to support the learning of pupils with special educational needs
- special equipment

The allocation of resources within the school is based on an annual audit of need carried out during the summer term. The more complex or severe the need, the greater the support provided.

Each year we map our provision to show how we allocate resources to each year group and calculate the cost of the whole of our SEN provision.

Identification and assessment of pupils with special educational needs

We use the EYFS Profile and KS1 ISP's to monitor the progress of all our pupils, including those with special educational needs. The data is provided by teacher assessments and tasks and observations with termly updates. The assessment coordinator and Foundation Stage leader analyses the data and informs the class teacher of any children who are not making the expected progress so that appropriate action can be taken. This is discussed during year group meetings, where appropriate.

The SENCo liaises with the class teachers at the end of Foundation Stage and Churchfields Junior School SENCo at the end of KS1 and discusses information about the special educational needs of pupils who are to transfer in September. At the end of the nursery phase the Language Facility team leader liaises with Redbridge schools. Provision can therefore be planned in advance, so the individual needs of pupils can be met from the start of the next stage.

Class teachers are encouraged to talk to the SENCo/Language Facility team leader at any time regarding concerns they have about a child. The SENCo/Language Facility team leader/Speech and Language Therapists may decide to carry out assessments of the child's skills, or make observations. Standardised assessments may also be made.

Based on the school's observations and assessment data and following a discussion between the class teacher and the SENCo, the child may be recorded as needing: 1) Differentiated curriculum support within the class. 2) Additional support through Early Years Action/ School Action provision. 3) Additional support through Early Years Action Plus/ School Action Plus provision. (All Language Facility children fall into the Early Years Action Plus category)

When a pupil is identified as having special educational needs, the teacher and/or SENCo/Language Facility team leader writes an Individual Educational Plan for the pupil. The pupil's progress towards these targets is reviewed at least twice a year. In the case of pupils receiving school action intervention, it is the responsibility of the teacher to review the pupil's targets with the pupil and his/her parents. These reviews are generally held during parents' evenings. In the case of pupils receiving school action plus intervention, and those pupils who have a Statement of special educational needs, the SENCo/Language Facility team leader will convene a meeting to review the pupil's progress.

Differentiated Curriculum Provision:

In order to make progress a child may only require differentiation of plans. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning and individual target setting.

The child's progress will be reviewed at the same time as the rest of the class. Where a period of differentiated curriculum support has not resulted in the child making adequate progress or where the nature or level of a child's needs are unlikely to be met, provision at the Early Years Action/School Action level may need to be made.

Early Years Action/School Action:

Early Years Action/School Action provision would indicate that there is evidence that:

- There has been little or no progress made with existing interventions.
- Additional support is required to develop literacy and/or numeracy skills.
- Additional support is required for emotional, behavioural or social development.
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs.

There are two groups of children who are in the Early Years Action/School Action category:

1. Children who have needs similar to other children with additional needs in their year group.
2. Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, children are supported in groups focussing on the common need.

A child receiving support at Early Years Action/School Action will have a group plan. The plan is reviewed twice a year and discussed with parent/carers at parents' evenings.

As part of the school's review process, school staff together with parents/carers, may conclude that despite receiving an individualised programme and support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case, a decision may be made to make provision at the Early Years Action Plus/School Action Plus level.

Early Years Action Plus/School Action Plus:

Provision at this level always involves a specialist services or agency. A variety of support can be offered, such as advice to the school about targets and strategies, resources, specialist assessment or some direct work with the child.

A child receiving support at Early Years Action Plus/School Action Plus will have an IEP. Monitoring will take place as for Early Years Action/School Action and reviews will take place at least twice a year. Provision and targets will be monitored by the SENCo/Language Facility team leader.

School request for a statutory assessment:

For a child who is not making adequate progress, despite a period of support at Early Years Action Plus/ School Action Plus, and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to make a Statement of Special Educational Needs.

The school is required to submit evidence to Inclusion Services. The Assessment Panel will make a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school.

Statement of Special Educational Needs:

A child who has a Statement of Special Educational Needs will continue to have arrangements as for Early Years action Plus/School Action Plus and additional support that is provided using the funds made available through the statement.

There will be an Annual Review held each year to review the Statement and recommendations made by outreach services.

Arrangements for SEN and Inclusion Continued Professional Development

The SENCo/Language Facility team leader attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.

Meeting additional needs and Inclusion issues are targeted each year through the School Improvement Plan. CPD training and individual professional development is arranged in line with these targets.

In house, additional needs and Inclusion training is provided through staff meetings presented by the SENCo/Language Facility staff and outreach services.

All staff has access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level.

Support staff are encouraged to attend regular time-tabled CPD and senior staff ensures that the training meets the needs of both key stages.

Arrangements for partnership with parents/carers:

Staff and parents/carers work together to support pupils identified as having additional needs.

Parents/carers will be involved at all stages of the educational planning process. An appointment will be made by the class teacher to meet with parents/carers whose children are being recorded as having additional needs. This meeting may take place during a parents' evening or may be arranged at another time if the school or parents think it is appropriate.

We make sure that IEP targets are shared with parents and that, where appropriate, the targets include outcomes that can be worked towards at home. Parents/carers are always encouraged to contribute their views to the review process. All IEPs are copied and sent home.

Regular curriculum workshops are offered for parent/carers to attend. Information is provided and updated regularly on Fronter for parents to use and share with their children at home.

Parents' evenings provide a regular opportunity to discuss concerns and progress. Parents/carers are able to make appointments with the SENCo on request.

Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Head Teacher or, if this fails to resolve the issues, the governing body. The complaint procedures are available from the school office.

Pupil participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like, in order to help them make the most of their education. They will be encouraged to participate in all the decision-making processes, including the setting of learning targets and contributing to Individual Education Plans.

Links/Transfer arrangements:

Reception staff will meet with parents/carers and staff from Churchfields Nursery/Language Facility prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCo after this meeting. Where necessary, further meetings will be arranged.

When children join Churchfields from other schools, the information from the previous school is passed on to the class teachers. The SENCo will telephone the previous school if there are any SEN issues. SEN records for children transferring from Churchfields to a new school will be sent as soon as the destination school is known. The SENCo/Language Facility team leader will discuss these children with the other schools on request.

Links with other agencies and voluntary organisations.

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school receives regular visits from the nominated Educational Welfare Officer and Educational Psychologist. In addition the school may seek advice from specialist advisory teaching services.

Details of events and support services are displayed in the reception area of the school.

Success Criteria

The success of the education offered to children with SEN will be judged against the aims set out above. The policy will be reviewed annually and included in the school's profile. In evaluating the effectiveness of the SEN provision all children will have demonstrated measurable progress and this will be discussed at Year Group meetings.

Definition of Disability

At Churchfields we adopt the Disability Discrimination Act's (DDA) definition:

'A physical or mental impairment that has a substantial, long-term adverse affect on day-to-day activities'.

We note the following points:

- The definition of disability in the DDA is broad.
- Physical impairment includes sensory impairment.
- Mental impairment includes learning difficulties and an impairment resulting from or consisting of a mental illness.
- 'Substantial' means 'more than minor or trivial'.
- 'Long-term' means has lasted or is likely to last more than 12 months.
- An impairment does not of itself mean that a person is disabled – it is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.
- An impairment affects normal day-to-day activity if it affects one or more of the following:
 - mobility
 - manual dexterity
 - physical coordination
 - continence
 - ability to lift, carry or otherwise move everyday objects
 - speech, hearing or eyesight
 - memory or ability to concentrate, learn or understand
 - perception of risk or physical danger
- Medical conditions which might constitute a disability include: diabetes, asthma, epilepsy, chronic fatigue syndrome, a mental health condition.
- Hidden impairments include: dyslexia, autism, speech and language impairments, ADHD.
- Severe disfigurements are covered by the DDA and there is no need to prove an effect on the ability to carry out normal day-to-day activities.
- People with cancer, multiple sclerosis and HIV are covered by the DDA as soon as they have the condition and before there is necessarily any effect on their ability to carry out normal day-to-day activities.
- People with an impairment or condition are covered by the DDA regardless of whether it has been officially diagnosed.
- The effect of an impairment has to be considered as it would be without any medication or other treatment. The exception to this is the use of spectacles.

We will count pupils who receive Early Years Action Plus/School Action Plus and Statement level of intervention for special educational needs as having a disability. This includes pupils with social, emotional and behavioural needs as well as those with learning needs.

We recognise that disability is a sensitive issue with confidentiality implications and that some staff and parents may not wish to disclose that they are disabled. Others who are covered by the DDA might not consider themselves disabled. We will count as disabled any person for whom it is necessary to make reasonable adjustments to ensure they receive equality of opportunity.

Gifted and Talented Policy

Introduction

Churchfields promotes the highest standards to which all pupils can aspire. We foster a learning community in which knowledge is valued and talents are recognised, respected and celebrated. Achievement is a source of pride for pupils, parents and the wider community and we regularly celebrate this. Performances in concerts, parent drop in sessions and class events such as Star Time and Star Writers are just some examples.

Aims

We aim to provide equal opportunities for every pupil to realise his or her own potential, both academically and socially through the development of the appropriate curriculum, skills and attitudes.

We believe in the great importance of establishing a school ethos in which all marked abilities can flourish.

Definitions

'Gifted and talented' describes children and young people with an ability to develop to a level significantly ahead of their year group (or with the potential to develop those abilities):

- 'gifted' learners are those who have abilities in one or more academic subjects, for example numeracy or literacy
- 'talented' learners are those who have practical skills in areas like sport, music, design or creative and performing arts

Skills like leadership, decision-making and organisation are also taken into account when identifying and providing for gifted and talented children.

All schools are expected to identify and provide for children identified using the criteria above and it is anticipated that this may cover approximately 5-10% of the school population.

Identification

In this area it should be recognised that identification strategies can be more difficult and also that different talents emerge at different ages and in different circumstances. It is therefore essential to never regard a child's potential as fixed.

A wide range of identification strategies can be used including:

- Background knowledge and information from nursery and/or previous schools
- Teacher observation and assessment
- Discussion between class teacher and other colleagues e.g. subject leaders
- Parent discussion
- Self or peer nomination
- Specialist observation
- End of year achievement scores
- Checklists of characteristics.

Provision

We believe that provision for the more able child should not be made at the expense of other pupils but equally such pupils have a right to the best possible provision. Some of our Extended Schools provision in the form of lunchtime sessions is aimed at meeting the needs of children identified with specific talents.

It is the responsibility of every classroom teacher to provide for the needs of the able, gifted and talented pupils in their classroom. The prevention of underachievement is a focus of the five outcomes of 'Every Child Matters'. Building capacity through distributed leadership, collective responsibility and continuing professional development is a key aspect of provision. Our aim is to provide good quality learning experiences for our able and talented pupils who have the opportunity to:

- display ability and take risks in a secure and positive environment
- access resources, make choices, analyse and evaluate their achievements
- take responsibility and use initiative
- experience challenge
- relax and have fun
- have access to learning opportunities that recognise a range of learning styles
- be given praise and set appropriate targets
- be recognised as an individual with strengths and weaknesses
- enjoy learning
- use new technologies

Organisational Approaches

To meet the needs of individual gifted and talented pupils, the following strategies are employed where appropriate:

- Varied and flexible groupings of children (including mixed ability, similar ability, similar interests, friendship, single and mixed gender).
- The incorporation of breadth, depth and pace within teaching and learning provision in order to progress high achievement.
- The inclusion of innovative and new technologies to raise the achievement and motivation of gifted and talented pupils
- Enrichment opportunities
- Whole school celebration of achievement across a whole range of activities
- Whole school or year group drama, music and dance performances
- The use of assessment data by class teachers and across the school to ensure challenge and sustained progression in individual pupils' learning
- An ongoing audit of staff needs and an appropriate range of professional development on gifted and talented education.

The school maintains a 'Gifted and Talented Register' and this data is included in the annual statistical return. Teachers in year 1 and year 2 are asked to identify children with regard to the Institutional Quality Standards (IQS) within the National Strategy. Teachers in the Early Years Foundation Stage identify pupils using the Foundation Stage Profile scores, observation and assessment, moderation of achievement of other children in the cohort and discussions with their team leader. Levels of attainment and achievement for gifted and talented pupils indicate sustainability over time and are well above those of similar pupils in similar schools.

The Role of the Co-ordinator

The co-ordinator for Gifted and Talented pupils will be responsible for:

- consultation with staff and governors
- liaison with parents
- regular reviews of the policy
- monitoring the provision for gifted and talented pupils within the Performance Management systems
- Professional development opportunities
- attending borough training and keeping up to date with information about teaching able and talented pupils and disseminating such information to colleagues
- development of links with organisations and agencies that support gifted and talented pupils.
- liaising with the Leading Teacher for Gifted and Talented within our school cluster.

Parent Liaison

Partnership between schools and parents is central to the all round development of our most able pupils.

It is the school's responsibility to:

- give parents clear information about their child's abilities in school
- draw parents into the identification process
- inform parents of any action taken to meet their child's specific needs.

The Role of the Governors

It is the role of the governing body to:

- ensure equality of opportunity for gifted and talented pupils
- enable the sharing of expertise and the good practice in the teaching and management of gifted and talented pupils
- ensure fair distribution of resources.

EMA and EAL Policy

Introduction

This policy will set out the provision that is made within the school for Minority Ethnic pupils and for pupils with English as an additional language.

Churchfields is an inclusive school where every child matters. We aim to tailor the teaching and learning to meet individual children's needs. By including the needs of all the children in our school we ensure that we do not discriminate against any group of children.

'Significant progress has been made in raising standards. Many individual children from minority ethnic groups, including those for whom English is an additional language, are achieving impressive results.' (Excellence and Enjoyment -2007 guidance -curriculum and standards).

At Churchfields we value all children. We recognise the cultural, religious, linguistic and social diversity present within our school community and promote community cohesion through the curriculum and school ethos. We take full advantage of the learning opportunities afforded by partnership with parents, children and the wider community.

Aims

We strive to raise achievement in all pupils

- **By promoting a positive ethos where children are valued as individuals.**

Teachers are fully informed of the linguistic and cultural backgrounds of each new arrival by the EMA teacher.

Multilingual signs and books are fully visible in different areas. The EMA teacher provides each class with a range of multilingual resources to match the class profile.

We consider a new language each half term and each class has a language display changed by the class teacher. This provides an opportunity to talk about the languages and cultures represented in the class or school, fostering tolerance, understanding and acknowledging children's additional language skills and cultural background.

Through this display and PSE lessons the teacher will promote discussions on a common sense of identity and support diversity, showing pupils how different communities can be united by shared values and common experiences.

Where possible the language is used in class to answer the register, give simple answers or to sing. Children/staff who speak the language of the half term are used as 'experts'.

All faiths are equally represented through our RE curriculum and by the festivals that are celebrated throughout the year in class and through assemblies.

At Churchfields we understand that it is each teacher's role to provide equal opportunities via a differentiated curriculum for all children to fulfil their potential academically.

Teachers are aware from the three principles of inclusion that they must develop a more inclusive curriculum by:

Setting suitable learning challenges,
Responding to pupils diverse learning needs
Identifying and overcoming potential barriers to learning.

In order to meet these challenges, long term planning takes minority ethnic pupils into account. Multi cultural artefacts, books and pictures are available to use in all subject areas.

Planning must take account of EAL pupils' needs, strengths and expertise. Teachers will periodically plan lessons with the EMA teacher to identify specific language aims.

English as Additional Language pupils are often given talk partners who provide good models of spoken English.

Each class has an 'English as an Additional Language Information and Resources' pack with guidance on settling new arrivals, a school specific guide on good practice in teaching children with English as an Additional Language written by the EMA teacher and details of the 'friend/buddy system' used for all new arrivals regardless of their cultural and linguistic background.

- **Enabling all children to realise their potential socially, offering personal, moral and spiritual guidance.**

The teaching, learning and curriculum at Churchfields will help all our children to value diversity whilst also promoting community cohesion.

All children are given the opportunity to work in a variety of groups; mixed (bilingual/monolingual) and groups sharing the same home language. Racism and issues arising from racial intolerance are tackled through circle time sessions.

Children are encouraged to take dual language books home.

- **Valuing and extending the existing educational and social links with the local community**

Parents and the wider community are encouraged to participate in school activities. Regular speakers come into classes and discuss home faiths and cultures.

The EMA teacher will:

- Help teachers in welcoming and providing for their new English as an Additional Language pupils in line with the Redbridge guidelines for good admission contained in 'Safe Settled and Valued' document.
- Keep whole school data on the English as an Additional Language pupils up to date and staff informed of the changing profile of the school. Updating class information sheets as new children arrive.
- Monitor the needs, progress and assessment of English as an Additional Language and Minority Ethnic pupils. Undertaking the 'Annual Summary Report on the School's Provision for Race Equality', and responding to the findings in partnership with the Head Teacher and Deputy Head Teacher. The teacher will also write the Race Equality Action Plan, and contribute to the SIP as appropriate.
- Ensure that English as an Additional Language support is distributed fairly throughout the classes that require it.
- Oversee organisation English as an Additional Language Resources and ensure allocation of resources is even.
- Raise awareness of the issues relating to minority ethnic pupils.
- Liaise with the Redbridge Minority Ethnic Achievement Service.
- Work in partnership with staff planning lessons with specific language or multi-cultural focus, giving specific input on the ways the curriculum can be made more accessible to English as an Additional Language and minority ethnic pupils.
- Provide CPD on current issues concerning Ethnic Minority Achievement and good practice, and Ethnic Minority Achievement/ English as an Additional Language procedures in school.

Liaise with parents to welcome new arrivals and help them settle into the wider community of the school.

Monitor planning, teaching and learning and displays for equal opportunities for race, equality and multi cultures.

Assessment & Record Keeping

Class records are kept for all children in the school.

These are regularly updated every term.

Whole school records of English as an Additional Language pupil in the school are kept by the EMA teacher. These records contain numbers of children speaking each language in the school, and the number of children being separately tracked. These records are constantly updated.

Home School Links

All parents have equal access to information about their child's education and have the opportunity to be involved in the life of the school.

Review and Monitoring

All members of staff will evaluate the effectiveness of the Ethnic Minority Achievement Policy annually. The Policy will be cross-referenced with what is happening in practice.

Disability Equality Scheme

Introduction

Churchfields has made a positive commitment to valuing diversity. We are committed to making our school a better place to work and learn. This will be achieved by promoting equality of opportunity and eliminating unlawful discrimination for all our employees, pupils and parents.

Churchfields takes its duties under the Disability Discrimination Act very seriously and actively seeks to prevent discrimination. We do our best to promote equality of opportunity for disabled people. Our plans for fulfilling our Disability Equality Duty are set out within this Disability Equality Scheme and its Accessibility Plan.

Aims

We value and promote diversity because every child matters:

- all our disabled pupils are able to participate fully in the life of our school, accessing the curriculum, school activities, trips and extended school activities alongside their non-disabled peers;
- the disabled parents and carers of our pupils are able to be as involved in the education of their pupils and the life of the school as their non-disabled counterparts;
- staff with disabilities have equality of opportunity;
- all our staff understands their duty to make reasonable adjustments so that disabled pupils are not at a substantial disadvantage in relation to their peers.

Involvement of disabled pupils, staff and parents

In developing our Disability Equality Scheme, we consulted with staff, pupils, parents/carers and other adults with disabilities.

We believe that involving disabled people has the following benefits:

- provides insights into the barriers faced by disabled pupils, staff and parents;
- provides expertise in identifying ways to overcome these barriers;
- improves relationships between schools and disabled pupils, staff and parents.

Gathering information

We undertake to gather information and analyse the data so that opportunities for disabled pupils, staff and parents/carers can be monitored. We aim to ensure that expectations are not lower for people with disabilities. In particular, this data will inform the school on the effects of its policies on:

- The recruitment, development and retention of disabled employees
- The educational opportunities available to and achievements of disabled pupils

We adopt the Disability Discrimination Act's definition of disability:

'A physical or mental impairment that has a substantial, long-term adverse affect on day-to-day activities'.

We have identified all pupils with special educational needs on Early Years Action Plus/School Action Plus or with a Statement as maybe having a disability. In addition, pupils with long-term medical conditions are regarded as being disabled.

We analyse performance data for all of these pupils, taking account of their different disabilities. This helps us to both understand their opportunities and achievements and also to identify any barriers they may face that we could try and overcome.

We will pass data to Churchfields Junior School and other named schools to ensure that the impact of their individual disabilities is taken into account from the start.

We also analyse the achievement of our disabled pupils in extra-curricular activities.

Using the information gathered to review effectiveness

The SENCo/Language Facility team leader hold responsibility for ensuring that information on our disabled pupils is disseminated to staff. All staff analyse the performance data of the pupils in their class. Teachers are responsible for using the information they receive to inform their planning.

When reviewing the effectiveness of our school improvement plans, a key factor is evaluating the impact on our pupils with disabilities. The Head teacher will report annually to the Governing Body on the extent to which the school's policies have reduced the impact of a pupil's disability on their ability to access school activities.

The Head teacher will report annually to the Governing Body on the professional development opportunities taken up by staff with disabilities.

We will monitor the involvement of parents who have disabilities in school activities, for example Parents Evenings.

Steps we will take to fulfil our duty to promote disability equality

We will:

- Promote equality of opportunity for disabled staff, pupils and parents by:
 - collecting and analysing data so we can understand and address potential barriers;
 - using this data to establish priorities within our Accessibility Plan;
 - working proactively to incorporate adjustments for disabled pupils, staff and parents into policy and whole school practices;
 - tracking all pupils' attendance and taking steps to improve attendance where it is a concern;
 - ensuring increasing access to the school's curriculum, the physical environment and to written information through the Accessibility Plan. The Disability Equality Scheme will be reviewed simultaneously with the Accessibility Plan from 2012-15 to ensure the principles of disability equality are fulfilled.
- Eliminate discrimination that is unlawful under the Disability Discrimination Act by:
 - raising awareness of disability issues, providing training on reasonable adjustments and encouraging sharing of good practice;
 - reviewing and adjusting the school's policies and practices;
 - raising expectations amongst all those working with disabled pupils, staff and parents;
 - improving communication between the school and disabled pupils, staff and parents, providing information in alternative formats if required;
 - gathering information on disabled pupils, parents and carers, and ensuring that all parents and carers have the opportunity to declare a disability or health condition at any time.

- Eliminate harassment of disabled staff, pupils and parents that is related to their disability by:
 - raising awareness amongst staff and pupils of disability-related bullying and harassment;
 - raising awareness of the importance of reporting bullying and harassment, however apparently mild it may seem to people without a disability;
 - ensuring that disability-related harassment is identified and addressed;
 - involving pupils themselves in combating bullying.
- Promote positive attitudes towards disabled staff, pupils and parents:
 - through assemblies and the PSE curriculum
 - through staff meetings
 - at parents' evenings
 - by displaying positive images of disabled people throughout the school
 - by staff modeling respectful attitudes to disabled pupils, staff and parents.
- Encourage participation by disabled staff, pupils and parents in school life by:
 - proactively seeking representation of disabled pupils, staff and parents on the school's governing body, committees, etc
 - supporting disabled people so they feel more confident in putting themselves forward for future participation;
- Take steps to meet disabled people's needs, even if this requires more favourable treatment by:
 - providing additional staff or coaching
 - providing additional resources
 - providing special facilities for disabled pupils at breaks and lunchtimes
 - adapting the school's behaviour management arrangements for disabled pupils
 - being flexible about the length of the school day for certain disabled pupils
 - adapting uniform requirements for certain disabled pupils

Implementation of the Disability Equality Scheme

In order to ensure the implementation of our Scheme, we have drawn up an Accessibility Plan which details our priorities for the next 3 years.

Overall responsibility for the Scheme will rest with the Governing Body.

The governors will ensure that current and future policies and plans are reviewed to ensure that they fulfil the six principles of the Disability Equality Duty to:

- promote equality of opportunity for disabled staff, pupils and parents
- eliminate discrimination that is unlawful under the Disability Discrimination Act
- eliminate harassment of disabled staff, pupils and parents that is related to their disability
- promote positive attitudes towards disabled staff, pupils and parents
- encourage participation by disabled staff, pupils and parents in school life
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

The Head teacher will take responsibility for ensuring that relevant aspects of the Scheme are incorporated into the school's policies and development plans and acted on. They will take steps to meet the needs of disabled staff, pupils and parents, even if this requires more favourable treatment.

In reviewing policies and development plans, we will consider whether:

- there is any evidence to show higher or lower take up or participation by different groups
- there is any evidence that different groups have different needs, experiences, issues and priorities in relation to the particular policy
- there are opportunities to promote equality of opportunity or good relations by altering the policy.

We will consult with relevant groups, organisations or individuals where particular policies or practices create problems that are specific to them.

Publication and review

The attention of parents will be drawn to the school's Disability Equality Scheme and Accessibility Plan. It will be published on the school's website. People wanting a paper copy may obtain one by asking the school's office. Requests may also be made for alternative formats.

The Disability Equality Scheme will be reviewed at the same time as the school's Accessibility Plan which sets out how the school intends to:

- increase the extent to which disabled pupils can participate in the school curriculum
- improve the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services.