



THE WEST GRANTHAM ACADEMIES TRUST

Our values

VALUE	TRUST VALUE	CHRISTIAN VALUE	MEANING
Creativity	Creativity	Creation	God saw all that He made, and it was very good.
Responsibility	Responsibility	Service	You, my brothers, were called to be free. But do not use your freedom to indulge the sinful nature; rather, serve one another in love. The entire law is summed up in a single command: 'Love your neighbour as yourself'.
Wisdom	Understanding	Wisdom	Blessed are those who find wisdom, those who gain understanding ...

Equality and Diversity Strategy

It is the primary aim of the Trust that every member of the community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The Trust is, therefore, designed to support the way in which all members of the academy can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Equality legislation exists to protect people but also to try and advance equality. Inequality still persists in the UK despite 40 years of equality legislation. The Equality Act 2010 harmonises and streamlines legislation that has come before it. The Act refers to protected characteristics:

- Age (for staff only)
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) on public bodies including maintained schools and Academies. This combined Equality Duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not. (remove or minimize disadvantages suffered by people due to their protected characteristics)
- Foster good relations between people who share a protected characteristic and those who do not (involves tackling prejudice and promoting understanding)

The Act also introduced specific duties, which are designed to help public authorities to meet their obligations under the Public Sector Equality Duty (PSED). The PSED is set out on the face of the Act, while the specific duties are set out in secondary legislation.

The Specific Duties require schools to:

- Publish information annually to demonstrate compliance with the Equality Duty
- Publish equality objectives every year (one or more as is proportionate to the organisation).

All information must be published in a way that is accessible to the public.

EDUCATIONAL INCLUSION

Our Trust aims to be an inclusive Trust. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, groups of pupils, Directors and members of staff. This means that equality of opportunity must be a reality for our whole Trust community. We make this a reality through the attention we pay to the different individual and groups of, pupils within our academies:

- girls and boys;
- minority ethnic and faith groups;
- pupils who need support to learn English as an additional language;
- disabled pupils
- pupils with special educational needs;
- able and more able pupils;
- pupils who are at risk of disaffection or exclusion;
- travellers;
- asylum seekers
- sexual orientation
- gender identity

The National Curriculum is a key part in planning a curriculum that meets the specific needs of individuals and groups of pupils. We meet these needs through:

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

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

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

In our academies we aim to offer excellence and choice to all our pupils, whatever their ability or needs. We have high expectations of all our pupils. We aim to achieve this through the removal of barriers to learning and participation. We want all our pupils to feel that they are a valued part of our academy community. Through appropriate curricular provision, we respect the fact that pupils:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers and other support staff respond to pupils needs by:

- providing support for pupils who need help with communication, language and literacy;
- planning to develop pupils understanding through the use of all their senses and of varied experiences;
- planning for pupils full participation in learning, and in physical and practical activities;
- helping pupils to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

TEACHING AND LEARNING STYLE

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

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

Teachers are familiar with the equal opportunities legislation covering race, gender, disability and faith.

Teachers ensure that all pupils:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- participate fully, regardless of disabilities or medical needs.

DISABLED PUPILS AND STAFF

Some pupils and staff in our academies have disabilities. We are committed to meeting the needs of these pupils, as we are to meeting the needs of all groups within our academies. The academies fully meet the requirements of the amended *Disability Discrimination Act* that came into effect in September 2002. All reasonable steps are taken to ensure that staff and students are not placed at a substantial disadvantage compared to non-disabled pupils.

The Trust is committed to providing an environment, within its resources, that allows disabled pupils full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. We use specialist desks, chairs and other furniture/equipment as and when necessary for pupils with specific physical needs. Our Equality and Diversity Strategy (including Disability Equality Scheme and Accessibility Plan) identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our Trust has to offer.

Teachers modify teaching and learning expectations as appropriate for pupils with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching

materials. In their planning teachers ensure that they give pupils with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work undertaken by disabled pupils:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where pupils are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired pupils to learn about sound in science and music, and visually-impaired pupils both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

PUPILS WITH SPECIAL EDUCATIONAL NEEDS

We aim to meet the definition of Special Educational Needs (SEN), as stated in the Code of Practice. Special educational provision means: educational provision which is additional to, or otherwise different from, the educational provision made generally for pupils of their age in school. At any point in their school life a child may have Special Educational Needs.

This policy ensures that curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all pupils defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

COMMITMENTS

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of pupils are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for pupils special educational needs;
- to enable all pupils to have full access to all elements of the academy curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our pupils have a voice in this process.

All pupils are assessed when they enter our academies (see Assessment Policy), so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our pupils.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and academy resources. The child's registration teacher will

offer interventions that are different from or additional to those provided as part of the academy's usual working practices. The registration teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Coordinator (SENCo), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCo will then take the lead in further assessments of the child's needs, in line with the SEN Code of Practice 2014.

We will record, on a Personal Provision Plan (PPP), the strategies used to support the child. The PPP will detail teaching strategies to be used as well as indicating the planned outcomes and the date for the next review. In most cases, the review will take place three times a year.

If the PPP review identifies that support is needed from outside agencies and services, we will consult parents prior to any support being actioned. In most cases, pupils will be seen by external support agencies and services.

External support agencies and services will provide information for the child's PPP. The new strategies in the PPP will, wherever possible, be implemented within the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the County Council. A range of written evidence about the child will support the request.

The role of the SENCo is to:

- manage the day-to-day operation of the policy;
- co-ordinate the provision for and manage the responses to pupils special needs;
- support and advise colleagues;
- oversee the records of all pupils with special educational needs;
- act as the link with parents;
- act as the link with external agencies and other support agencies;
- monitor and evaluate the special educational needs provision, and report to the governing body;
- manage a range of resources, both human and material, to enable appropriate provision to be made for pupils with special educational needs;
- contribute to the professional development of all staff.

THE ROLE OF THE DIRECTORS (GOVERNING BODY)

The Body of Directors have due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The Directors ensure that all teachers are aware of the importance of providing for these pupils. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the Trust's policy for pupils with special educational needs. The Board of Directors ensures that parents are notified of any decision by the Trust that SEN provision is to be made for their child.

The Board of Directors has identified a Director to have specific oversight of the Trust's provision for pupils with special educational needs. The 'responsible person' in each academy is the Principal/Headteacher/SENCo. The SENCo ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.

The SEN Director ensures that all directors are aware of the Trust's SEN provision, including the deployment of funding, equipment and personnel.

ALLOCATION OF RESOURCES

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the academies, including the provision for pupils with statements of special educational needs.

The Principal/Headteacher/SENCo informs the Board of Directors of how the funding allocated to support special educational needs has been used.

ASSESSMENT

We recognise that the identification of a pupil's need can be made by a number of people including GP, Health Visitor, previous teacher/educator and parent.

- Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- The class teacher and the SENCo assess and monitor the pupils progress in line with existing school practices. This is an ongoing process.
- The SENCo works closely with parents and teachers to plan an appropriate programme of support.
- The assessment of pupils reflects as far as possible their participation in the whole curriculum of the academy. The class teacher and the SENCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- The County Council seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.

ACCESS TO THE CURRICULUM

All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet pupils' special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

PPPs, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that pupils experience success. All pupils at both School Action and School Action Plus levels have a PPP.

We support pupils in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw pupils from the classroom. There are times, though, when to maximise learning, we ask the pupils to work in small groups, or in a one-to-one situation outside the classroom.

PARTNERSHIP WITH PARENTS

The academies work closely with parents in the support of those pupils with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for pupils with special educational needs.

The website contains details of our policy for special educational needs, and the arrangements made for these pupils in our school. A named Director takes a particular interest in special needs and is always willing to talk to parents/carers.

We have regular meetings each term to share the progress of special needs pupils with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of pupils with special educational needs.

PUPIL PARTICIPATION

In our academies we encourage pupils to take responsibility and to make decisions. This is part of the culture of our academies. Pupils are involved at an appropriate level in setting targets in their PPP and in PPP review meetings. We recognise success here as we do in any other aspect of school life.

MONITORING AND REVIEW

The Special Education Needs Co-ordinator (SENCo) monitors the movement of pupils within the SEN system in the academies. The SENCo provides the Principal/Headteacher with regular summaries of the impact of the policy on the practice of the academies.

The SENCo and the Principal/Headteacher hold regular meetings to review the work of the academies in this area. The SENCo and the named Director with responsibility for special needs also hold meetings.

The Board of Directors review this policy annually and considers any amendments in the light of the annual review findings. The SENCo reports the outcome of the review to the full Board of Directors.