

GUSTON CHURCH OF
ENGLAND PRIMARY
SCHOOL



**Inclusion Policy:
SEND (Special Educational
Needs and Disability) Information
Report and Inclusion of
Vulnerable Groups**

March 2023

Review: March 2024

Vision

Rooted in faith, growing in wisdom, branching into the world

We are a diverse, vibrant learning community where everyone is welcomed, valued and encouraged. Loving relationships, rooted in the teachings of Jesus, allow children and adults to flourish together, creating wise, compassionate, respectful individuals who are ready to confidently take a productive place in an ever changing world.

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEND Code of Practice 2015

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools - Special Educational Needs Co-ordinators

Schedule 1 regulation 51- Information to be included in the SEND information report

Schedule 2 regulation 53 - Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies and guidance:

Accessibility Statement, Teaching and Learning Policy, Child Protection Policy, Admissions Policy, Medical Care Policy, Attendance Policy and the Whole School Provision Map, Complaints Policy and Whistleblowing Policy and Managing Allegations against Staff Policy.

This policy was developed with the help of the Governing Body and consultation with parents. It can be amended in response to parental feedback through forums and the website, publication of new legislation and routinely on an annual basis.

Rationale

We actively seek to remove the barriers to learning and participation that can hinder or exclude individuals and groups of pupils:

- Gender
- minority ethnic and faith groups;
- children who need support to learn English as an Additional Language (EAL);
- Service children
- children with Special Educational Needs and Disabilities (SEND);
- Gifted and Talented children (G&T);
- children who are at risk of disaffection or exclusion;
- Children in Care (CiC)
- Other vulnerable groups

The National and Early Years Foundation Stage Curricula are our starting points for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

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

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
 - b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- SEND Code of Practice (2015, p 15)

Definition of disability

Many children and young people who have SEND may also have a disability under the Equality Act 2010 – that is'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities' This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year

or more' and 'substantial' is defined as 'more than minor or trivial' SEND Code of Practice (2015, p16).

Procedures for Pupils with SEND

1 The kinds of special educational need for which provision is made at the school

At Guston Church of England Primary School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autistic spectrum condition (ASC), learning difficulties and mental health difficulties which may present in a range of behaviours.. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but where necessary we will access training and advice so that we use best endeavours to meet those needs.

The school has recently and also currently met the needs of pupils with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need: Social Interaction which includes ASD and Speech Language and Communication Needs, including Developmental Language Delay.

Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority. Where our school is the school of choice we will work with parent, pupil and outreach services to use best endeavours so that the skills and equipment required are in place to best support the needs of our learners.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 Information about the policy for identification and assessment of pupils with SEND

At Guston Church of England Primary School we monitor the progress of all pupils six times a year through pupil progress meetings to review their academic progress. We also use a range of standardised assessments with all the pupils at various points which are listed in our whole school provision map. Implicit in these tests are the universal and/or statutory assessments of Year 1 phonics testing, Speech-link screening, Language Link, termly reading age assessments, termly assessments in reading, writing and mathematics, SATs (Statutory Assessment Tests).

Where progress is not sufficient (below that of peers, or significantly different to previous pupil performance), even if special educational need has not been identified, the school will put in place extra support to enable the pupil to catch up or access the learning objectives. Examples of extra support are

listed on the whole school provision map. Where necessary, training and outside support will be sought in accordance to the local offer.

Some pupils may continue to make less progress than their peers, despite high-quality teaching targeted at their areas for development. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Guston Church of England School we are experienced in using a range of assessment tools (see Whole School Provision Map) and utilise the following guidance and assessment tools:

- National Curriculum descriptors for the end of a key stage
- National Curriculum end of year descriptors
- EYFS Framework
- Progress measured against the P level descriptors
- Standardised screening and assessment tools for spelling, reading and mathematics
- Language for learning observations
- Leuven - Observation of behavioural, emotional and social development
- Boxall Profiling
- Non-verbal and verbal reasoning standardised tests
- Renfrew language screens for vocabulary, expressive language, grammar
- Receptive Language Screening using Language Link
- Sound production - Speechlink
- Targets from an existing Education Health Care Plan
- Specialist Assessments by Specialist Teaching Service (STLS), Educational Psychology (EP), Speech and Language Therapists (SALT) and other clinical groups –Paediatrics, OT and other partner agencies
- Another school or LEA's identified additional needs

The purpose of more detailed assessment is to understand what additional resources and strategies are required to enable the pupil to make better progress. These will be shared with parents, put into a SEND provision map and/or support plan which will be reviewed regularly, and refined / revised as necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEND occurs parents will be notified by their class teacher.

We will ensure that all teachers and support staff who work with the pupil are aware of the support needed and the teaching approaches to be used.

3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEND support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The SEND Code of Practice (2015, 6.17) describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rates of progress
- Widens the attainment gap

For pupils with or without a Statement of Special Educational Need / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of pupils with high needs funding and Education and Health Care Plans or Statements of Special Educational Need will be reported to the governing body.

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked six times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Guston Church of England Primary School are detailed in the whole school provision map. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEND support plan will be reviewed and adjusted.

3c the school's approach to teaching pupils with special educational needs

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Our school will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers'

understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered, SEND Code of Practice (2015, 6.37)

At Guston Church of England Primary School, the quality of teaching is judged to be good in our last Ofsted inspection and the school is working closely with staff, governors, children, the Local Authority and Specialist Teaching Services to improve further.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure best practice:

https://www.kelsi.org.uk/_data/assets/pdf_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. visual aids, adult support, one to one tutoring, precision teaching, mentoring, small group support, appropriate use of ICT for accessing, recording or supporting learning, extra time, learning breaks etc. These are delivered by additional staff employed through the funding provided to the school as 'notional SEND funding'. Where appropriate the school identifies resources and individualised adaptations to the curricula for children with SEND and will endeavour to secure additional support through High Needs Funding.

3d how the school adapts the curriculum and learning environment for pupils with special educational needs

At our school we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have supported the following improvements as part of the school's accessibility planning:

- Refurbishing the wheelchair access to the Year R classroom
- TA training in reading support: Toe by Toe, Sounds into Words, Essex Phonological Awareness, Dyslexia level 2 course, Phonics, Mainstream Core Standards, Alphabet Arcs and SNIP literacy programme
- TA training in Autism awareness and Sensory Integration
- Mainstream core standards training for all class teachers
- Training in the use of assessment tools for cognition and learning difficulties: dyslexia, dyscalculia, memory, auditory processing
- SEMH Training on Boxall profiling, attachment, Trauma-informed practice

- Designated mental health lead trained
- Clicker training whole staff
- Language through Colour training whole staff

In addition, the following have been identified for improvement and implementation:

- Main entrance
- Reception play area access
- Access to a sensory / nurture space in school
- Whole School Resilience Training
- Whole School Meta-cognition Training
- Whole school Dyslexia awareness and classroom support
- EAL: Ways to support language development

3e additional support for learning that is available to pupils with special educational needs

As part of our budget we receive 'notional SEND funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case. A termly class provision map is generated in pupil progress meetings to meet the needs of the whole class, including those with SEND. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up through the High Needs Funding. High Needs Funding does not secure 1 to 1 support for children and is subject to variation.

3f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at Guston Church of England Primary School are available to pupils with SEND. Where it is necessary, the school will use the resources available to it to enable the safe participation of any pupil in the activity: resourcing of extra adults, purchasing of equipment, outreach training from specialist schools etc.

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, through adaptive teaching and provision of additional and different learning resources. In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow and teachers will discuss this in full with parents.

3g support that is available for improving the emotional and social development of pupils with special educational needs

At Guston Church of England Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance PSHE, assemblies, reflection and daily worship, reflection in RE lessons and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide access to: school mental health champion ELSA (Emotional Literacy Support Assistant), check in adult, pastoral support groups, learning mentors, play leaders, time out, access to external SEMH specialist teachers and Drawing and Talking Therapy. Where this is not resolving difficulties additional support through play therapy, CHATTS (Children and Adult Talking Therapy Services), and CAHMS (Child and Adolescent Mental Health Services) will be discussed with parents to plan a way forward.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support, usually through a personalised curriculum accessed through High Needs Funding from the Local Authority.

4 The name and contact details of the SEND Co-ordinator

The Assistant Headteacher for Inclusion is responsible for SEND and Family Liaison at Guston Church of England Primary School, Mrs Tracey Tee, who is a qualified teacher and has been accredited by the National Award for SEND Co-ordination.

The first point of contact for all issues regarding an individual child is their class teacher , but to contact Mrs Tracey Tee please phone the school office on 01034 206847 or email at SENCO@guston.kent.sch.uk.

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and teaching assistants have recently had the following awareness training:

- Safeguarding
- Prevent Duty
- Allergy awareness and Epi-pen training
- Boxall Profiling

Big Read training
Maths-ready to Progress training
Accelerated Reader
Star Maths
Subject Leadership
Trauma Informed Practice
Mental Health Support for return to School
Mainstream Core Standards
Dyslexia Awareness
Dyscalculia Awareness
Academic Resilience
Language Through Colour
Speech and Language Difficulties in the Classroom
Boxall Profiling
Leuven Scales

In addition, some members of the staff have received specialist training in:

Dyslexia Awareness
Language through colour
Autism Awareness
The language challenged child in the classroom
VERP
SENDSory Circuits
Receptive/Expressive language skills
Language Link
Lego Therapy
Diabetes Awareness
Talking and Drawing Therapies
Memory and Attention
ADHD Awareness

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach include: Educational Psychology, Speech and Language Therapy, Occupational Therapy, Dyslexia screeners, Special Schools, Specialist Teaching Services, CHATTs (Therapy services), School nursing services. The cost of training is covered by the notional SEND funding.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEND

funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Guston Church of England Primary School are invited to discuss the progress of their children three times yearly and receive a written report of their children's progress. In addition, we are happy to arrange meetings outside these times for parents/carers of children with SEND and actively seek the attendance of parents/carers at longer meetings. IN this way we hope to ensure the parents views are reflected in assess, plan, do review cycles and that they can use similar approaches in the home or support learning and be fully involved. As part of our core offer, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents three times per year.

If following this provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to identify barriers better. If these lead to additional or different teaching approaches and resources the child will be identified in school as having special educational needs because special educational provision is being made. Teacher, Assistant Head Teacher for Inclusion and outside specialists will undertake an assess, plan, do and review cycle of monitoring to best support the child's learning needs. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEND / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning wherever that is appropriate. Parents are likely to play a more significant role in the childhood years with the young person

taking more responsibility and acting with greater independence in later years.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Guston Church of England Primary School are used for complaints about provision made for special educational needs and disability. We encourage parents to discuss their concerns with their class teacher as a first point of contact, but both the Assistant Headteacher for Inclusion and Headteacher are available as required to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEND where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies: -

- Free membership of LIFT for access to specialist teaching and learning service
- A Service Level Agreement with Educational Psychology service for ad hoc services
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc.

- Membership of professional networks for SENCO- Local SENCO Forum, NASEN, Samphire Learning Hub SENCO group
- Ad hoc commissioning of therapy services from private provision, OASIS, CHATTS Talking Therapy Services, Butterfly Play Therapy
- AN update termly meetings and/or SEND annual conference
- SENCO Supervision through Educational Psychology Service, 6 times annually

11 The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39)

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability. Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

Helpline: 03000 41 3000. Monday to Friday, 9am - 5pm.

Office: 03000412412

Email: iask@kent.gov.uk

Address: Shepway Centre, Oxford Road, Maidstone, ME15 8AW

Facebook: IASK on Facebook

They can also meet you face to face at a suitable time and place, outside of office hours if needed.

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

The school meets with Early Years settings and parents prior to children starting in reception and telephone conferences with transfer schools for pupils starting from outside of area. Where appropriate the school liaises closely with Social Care, Armed Services, Specialist Teaching Services and Health to inform how best to meet the needs of every child. In the cases of children with SEND, our Assistant Headteacher for Inclusion, Tracey Tee conferences with the SENCO/Inclusion Manager of the transfer school by telephone. All school files are transferred electronically and checked at transfer for full and detailed information. Health issues that may affect a

child's access to the curriculum are discussed through a parent and professionals meeting. Where medicines need to be administered in school parent permission is required to discuss administration of the medicines in the school day with a medical professional so their name can be added to an individual healthcare plan. These procedures are detailed in the Medical Care Policy.

In the case of children transferring from our school, the school seeks to supply detailed information on assessments and information on all historical SEND provision for the child. All paper records are delivered in person where possible. Electronic files are transferred through klz as a secure email. Confirmation of receipt of records is sought from the receiving school. In the case of service children, targets for provision are included in the Pupil Information Profile (PIP) to ensure they are received in good time to minimise the impact of relocation due to active military service.

When children with Education Health Care Plans transfer to the school, we seek to arrange meetings with the Inclusion Manager/SENCO of the receiving school setting including the parents to ensure the transition is carefully planned for our most vulnerable pupils. Where appropriate, Guston Church of England Primary School seeks to give the child experience of their new school through additional visits and familiarity with the public transport they may use. In the case of individual provision plans the most recent annotated plans and targets are shared with the new setting to minimise the disruption for the pupil on transfer.

The school seeks to support parents in the key stage transition to secondary school to minimise any difficulties the parents or children may experience. All records for interventions are transferred with the pupil's csv file on transfer.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on our website under the heading Inclusion, and parents without internet access are welcome to make an appointment with the Assistant Headteacher for Inclusion, Mrs Tracey Tee for support to gain the information they require. The link for the local offer is pasted below:

<https://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-send-local-offer>

14 Children with English as an Additional Language (EAL)

In our school, we help children develop their spoken and written English by:

- Good Quality First Teaching
- A structured phonics programme across the school (Little Wandle)

- Providing a vocabulary rich environment
- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- Planning for talking both as speaking and listening and as a scaffold for writing
- Providing a range of reading materials within reading areas in each class
- Building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another
- Providing support through ICT, dictionaries, translators, and readers where appropriate
- Using NASSEA EAL Assessment framework to assess start points and progress
- Language Link screening and targeted interventions for interventions for EAL
- Quality First Language Support where possible

15 Gifted and Talented (G&T)

The DFE defines Gifted and Talented as:

“Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)”

'Gifted' learners are those who have academic abilities in one or more academic subjects whilst talented have practical skills and abilities in art and design, music, PE or performing arts such as dance and drama.

The term 'gifted and talented' is not to be understood as referring to the most able children in the national population but to be the top 5% to 10% of our cohort. By identifying 'Gifted' and 'Talented' children, teachers can assess needs, which inform the planning of work to ensure appropriate pace, challenge and extension. Provision maps record enabling provision for our 'Gifted and Talented' pupils.

16 Service Children

Our school is committed to its local community. A large proportion of our children come from service families. Service children are particularly vulnerable in transition, and need careful monitoring with regard to well-being. Our school strives to place all local families and a large proportion of our vulnerable pupil budget is used for language support and additional staffing. Flexibility in staffing enables us to be responsive to changing school admission numbers when required. In addition, the school completes a Vulnerable Pupil Transition form for any service children transferring within or outside the country, highlighting most recent assessments, learning behaviours and targets for specific support plans. This profile highlights the most effective strategies to support the child's learning and details specific academic, pastoral and behavioural support.

When are children transfer out of county they are vulnerable as SEND provision cannot be planned until the families have a receiving address in the area. The school fills out appendices of need for children with SEND from military families and encourages families to register with CEAS Children's Educational Advisory Service to receive support at this time. In addition the school work closely with local schools with a similar intake of military children, the Military Covenant and Brunei where the Gurkha regiments are based in rotation.

17. Children in Care (CiC)

The Assistant Head Teacher for Inclusion, Tracey Tee is the Designated Teacher for Looked After Children, this means children that are in the care of the Local Authority. The Designated teacher ensures a Personal Education Plan is put in place, implemented and regularly reviewed in line with Kent's guidance on Personal Education Plans (PEP):

- The PEP will be used to facilitate smooth induction for the child and their carer in consultation with the child's social worker
- The PEP is completed with the child, social worker, the foster carer and any other relevant people, at least two weeks before the Care Plan reviews
- The designated teacher will ensure that the audit on attendance and numbers is returned to the LAC Education Adviser every Term
- The Assistant Headteacher will ensure suitable arrangements are put in place for pastoral and academic support
- They will liaise with the Head Teacher to support the return to school of any children moving out of area for child protection reasons. This may include the use of a part time timetable.

18. Respect for racial, sexual and cultural backgrounds

The diversity of our society is addressed through our schemes of work across the curriculum. Specific tolerance and celebration of diversity are explicitly taught through Jigsaw and shared assemblies. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of gender, ethnic or social background. All racist, homophobic, and bullying incidents are now recorded and reported to the governing body by the Headteacher. The school contacts parents of those pupils involved in any bullying regardless of the origin of the prejudice.

Tolerance of all kinds is promoted in the family and church ethos of the school and modelled by the interactions of all staff with other staff and children.

Where possible the school seeks to enhance the pupil's experiences by use of both the local environment and the rich and diverse cultures represented in the school.

Working in Partnership with Parents

The Class teacher is the first point of contact for parents, and parental and home experience is pivotal in planning and supporting all our children. Together they will focus on the child's strengths as well as their areas of

need. Where a family requires additional support, the Assistant Headteacher for Inclusion, Mrs Tracey Tee can identify agencies or work with them directly to help with a range of needs. These may include: medical, housing, educational, bereavement, domestic violence, parent support groups etc. Further details are on the school website on the Parent Page.

Summary

Guston Church of England Primary School is committed to providing an appropriate and high quality education to all the children attending our school. We believe that all children, including those identified as having special or additional educational needs and/or disabilities, deserve a broad and balanced academic and social curriculum, which is accessible to them, and expect them to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish.

Tracey Tee
March 2023

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Review Due: March 2024