



PHOENIX
PRIMARY SCHOOL

Equality and Inclusion Policy

To be read with Trust Policy

Date written:	September 2024
Date received by staff:	September 2025
Date agreed by Local Governing Body:	to be ratified by Governing Body
Date to be reviewed:	September 2026
SEN Governor:	Rob Wilkin

This policy subsumes and replaces all previous policies pertaining to equality e.g

- SEND
- Pupil Premium
- EAL

It applies equally, where applicable, to adults¹ and children in school.

At Phoenix Primary we actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for all our children. We make this a reality through the attention we pay to the different individuals and groups of children within our school:

- Girls and boys;
- Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- Children who need support to learn English as an additional language;
- Children with additional learning needs;
- Gifted and talented children;
- Travellers;
- Asylum seekers;
- Children with special educational needs.
- Pupils who are subject to Child Protection or Child in Need plans
- Pupils who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress
- Pupils with emotional and behavioural difficulties

Legal Framework

This policy is written in line with the requirements of:

- Children and Families Act 2014 [Part 3 of the Children and Families Act 2014](#)
- SEND Code of Practice 2015 [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014 [The 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
- Equality Act 2010

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We also recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

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

- Anti-Bullying Policy
- Relationships Policy
- Complaints Policy

- Safeguarding Policy
- Child Protection and Safeguarding

Definitions

Definition of Inclusion

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that might be experienced by any child, irrespective of age, ability, gender, disability, race, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

Definition of SEN

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:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- 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. SEN Code of Practice (2015, p 15)

There are four Broad Areas of Need (SEND Code of Practice, 2015) for which the School is responsible for planning provision:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional & Mental Health Difficulties
- Sensory and / or physical needs

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' SEN Code of Practice (2015, p16)

At Phoenix Primary School we aim to offer excellence and choice to all our pupils, whatever their ability or needs, through the removal of barriers to learning and participation. We have high expectations of all our pupils and want them to feel that they are a valued part of our community.

This document identifies current practice and establishes an agreed framework within which further developments may be planned. Such developments will relate to school, local authority and national initiatives, including the SEN Code of Practice.

The Local Governing Board of the Phoenix Primary School seeks to respond to the educational needs of every individual pupil throughout her/his time at the School.

Definition of EAL

The term "EAL" is used to describe a diverse and heterogeneous group of learners who speak English as an Additional Language. In England, such learners are defined as those who have been 'exposed to a language at home that is known or believed to be other than English' (DfE 2019)

Definition of Pupil Premium

The Pupil Premium is an important tool schools have to address the stubborn link between family income and education outcomes. Used purposefully, it can help tackle some of the barriers that stand in the way of eligible pupils' progress. (EEF)

Aims

The aims of this policy are:

1. to provide equal opportunities so that all pupils have access to a broad and balanced curriculum, thus supporting the philosophy of inclusion
2. to give access to curriculum through adaptive teaching, and where necessary adapt and modify the curriculum
3. to enable our pupils to achieve their full potential, making reasonable adjustments, so that no pupil is put at a substantial disadvantage
4. to achieve high standards of provision for all children including those with SEND and disadvantaged, to ensure they make maximum progress possible and ensuring they are fully involved in their learning
5. to identify and assess pupils' needs as early as possible.
6. to promote within the staff a corporate sense of responsibility for Inclusion and Equality

Objectives

The objectives of this policy are:

1. to identify and distinguish between the various group of pupils that may be disadvantaged or at risk of underachieving
2. to provide detailed information for all staff on each pupil's individual needs
3. to keep parents informed of the needs and provision for their children
4. to keep children's best interest at heart of the decision and provisions made for them
5. to use external agencies effectively including health visitors, outreach services and NELFT

The name and contact details of Inclusion Team

J Studniarz-Thring - DHT, Inclusion and Behaviour Lead - holds NASENCo and NPQH, First Aid Lead, TeamTeach trainer

L Branscombe-Ling - SENCO - holds NPQSL, working towards NPQSEN

C Beer - DSL

E Barnwell - FLO and Pastoral Support Practitioner

S Groom - MELSA and Pastoral Support Practitioner

Roles and responsibilities

The governing board will approve the Inclusion policy and hold the Headteacher accountable for its implementation.

The **Headteacher** is responsible for ensuring that policies are implemented consistently across the school.

The **Deputy Head** teacher is responsible for monitoring Inclusion and Behaviour across the school.

The **SENCO** is responsible for monitoring provision and progress of children with SEND

Staff play an active role in promoting an inclusive environment and providing an inclusive education, modelling positive attitudes through VbE and responding to individual pupils needs. Staff are also responsible for monitoring teaching, pupil understanding and progress.

Pupils are expected to contribute to the inclusive ethos and to treat others with respect and kindness.

Pupils are expected to adhere to school rules and consistently follow school values.

The role of **parents/ carers** in developing inclusion is vital. Parents should model and support positive attitudes. It is paramount that parents show support for school's ethos and VbE through supporting and following up school's strategies and approaches at home.

Admission arrangements for pupils with SEND

At Phoenix Primary we aim to make provision for a wide range of frequently occurring special educational need without an Education, Health and Care Plan. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is our aim to accommodate pupils with disabilities should parents wish and individual needs are planned for, to prevent any pupils being treated less favourably than other pupils. In practice we ensure that classroom and extra curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

Our school also endeavours to fully meet the needs of pupils with an Education, Health and Care plan. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The school's approach to teaching pupils with SEND and disadvantaged

High quality teaching appropriately pitched for individual pupils, is the first step in responding to pupils who may struggle with learning. Additional intervention and support cannot compensate for a lack of good quality teaching. At Phoenix, we 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. Additionally, at Phoenix Primary School we adapt the curriculum and the learning environment for pupils who may struggle and reasonable adjustments are put in place as and when necessary. We also incorporate the advice provided by external agencies and professionals.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors regularly assess the suitability of current provisions, including the use of accessibility ramps and lifts to ensure they remain fit for purpose. The school also regularly reviews its curriculum to ensure it meets the needs of all its learners, making adjustments where necessary. Staff have access to appropriate resources and expertise and the school regularly provides high quality CPD from external specialists. The CPD programme reflects the needs of the schools current pupils and is reviewed termly.

Identification, Assessment and Provision

At Phoenix Primary School, pupils who have been identified as having SEND or disadvantaged are fully integrated into mainstream classes in which they have full access to the National Curriculum and equal entitlement to all aspects of their education.

At Phoenix Primary School an early identification of needs of vulnerable pupils is a priority. To aid identification, staff are encouraged to raise concerns through SEND/Pastoral referral process. To further assist with the identification of needs, the School will ascertain pupil progress through reference to:

- Evidence provided by teacher observation/assessment.
- Reference to performance and progress judged against age and ability of the child and in comparison to their peers.
- Standardised screening /assessment tools e.g.: Key Stage 1 test results.
- Information from the previous school or nursery is also used to respond to pupil's needs
- Pupil's skills and aptitudes in order to identify areas that may require early support
- On-going observations/assessments that provide regular feedback on achievements/experiences
- Involvement of pupils in planning/agreeing their targets

- Involvement of parents in a joint learning approach for home/school

At Phoenix Primary School we monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with all the pupils or individuals at various points, e.g. reading age test, spelling age test. Where progress is not sufficient, even if special educational needs have not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are:

- Targeted support in class, extra resources in class
- Cognition and Learning interventions (phonics, reading, maths, writing, Teo-by-Toe, Plus 1, Power of 2, handwriting programmes, precision teaching, pre-teaching),
- Social and Emotional interventions (social skills groups, emotional support, mediation, Peal, anger management programmes, social-emotional programmes, Drawing and Talking Therapy),
- Physical and Sensory interventions (sensory circuits, heavy work, fine motor skills programmes),
- Communication and Interaction interventions (speech and language programmes).

At Phoenix Primary School we are experienced in using the following assessment tools: Lucid Dyslexia Screener, Boxall, Visual Stress Screener, Wellcomm, ACE and YARC. We have also access to external advisors who are able to use the following assessment tools: Cognitive Assessment administered by Educational Psychologist, Speech and Language assessment administered by Speech and Language Therapist, Occupational Therapy assessment administered by Occupational Therapist.

Monitoring Pupil Progress

The process by which the school will identify and manage pupils who underachieve or are at risk of underachieving follows: **Assess-Plan-Do-Review** cycle.

The principles of **Assess, Plan, Do and Review** have been identified within the SEND Code of Practice and will continue to be essential components in how Phoenix Primary School identifies and monitors how vulnerable or disadvantaged groups of pupils respond to the interventions, support and strategies used to assist them in school.

Whether or not “adequate progress” has been made is the crucial factor in determining further need to provide additional support.

“Adequate progress” is defined as that which:

- Narrows the attainment gap between the pupil and their peers
- Prevents the attainment gap increasing
- Equals or improves the pupil's previous progress rate
- Ensures full curricular access
- Shows an improvement in self-help, social or personal skills
- Shows improvements in the pupil's behaviour

Record Keeping

The School will record the steps taken to meet a pupil's individual needs, this will be recorded on Edukey system. The child's file may include:

- Information from the infant school.
- Information from health, social care or other external agencies
- Information from parents.
- School information on academic progress and behaviour.
- A provision map to show what interventions are in place both electronic and on paper.

All information is treated as confidential and they are shared on only need-to-know basis.

Enabling pupils to engage in activities

At Phoenix Primary School, we provide equal opportunities for all our pupils. All children are encouraged to participate in all aspects of school life. We aim for all our pupils to be happy, confident and willing participants within their individual classes and throughout their time in school. Where appropriate and necessary, the school will endeavour to provide additional support to enable the safe participation of the pupil in the activity.

All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.

All pupils are encouraged to go on our residential and day trip(s), this can be reviewed if their behaviour could cause a Health and Safety risk.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. Again, this can be reviewed if their behaviour could cause a Health and Safety risk.

No pupil is ever excluded from taking part in these activities because of their SEN and/or disability.

Improving emotional and social development

At Phoenix Primary School we actively promote social and emotional development. In order to secure positive experiences and develop emotional resilience and social skills, we support pupils directly through teaching (for instance PSHE lessons, circle time sessions, social skills groups, emotional support sessions, anger management groups, mediation sessions, lunchtime provisions) and indirectly with every conversation adults have with pupils throughout the day.

For some pupils, who require a specific support in this area, we can also provide the following: behaviour contracts, behaviour plans, Pastoral Support Programmes, and targeted SEMH programmes and provision - Pearl.

We set and expect high standards of behaviour which are set out in our Relationship Policy. We teach and encourage our children to take responsibility for their behaviour and choices they make so they are prepared for living in a diverse and increasingly interdependent society.

Racism, sexism and other forms of discrimination are not acceptable. We also have a zero-tolerance approach to bullying.

Readily available provision

Provision is based on individual needs of the child. Each class adapts teaching style to take into account specific needs of pupils.

Provision may include:

- Strategies to develop and extend listening and attention, including availability of distraction free environment for some teaching and learning
- visual timetables
- use of timers, so children/young people know they only have to focus for a comfortable amount of time
- Adaptive teaching including 6 strands
- Individualised timetables, which may feature task checklists and Now and next boards
- space for privacy/quiet areas that can be used for 'down time', smaller group activities and provides a less visually distracting area
- Memory aids e.g. a list of criteria for completing a task, a flow chart for completing a writing assignment, task boards
- Targeted small group support
- Working walls and displays in the classroom
- Presenting learning concepts in a variety of different ways, using visual aids that allow encoding.
- Breaking the information into smaller instructional steps;
- Modelling language
- Small group or individual language sessions
- differentiated work for EAL pupils if necessary
- Use of technology to translate work/expectations

- Use dual coding to support understanding
- Language programme devised by a SALT
- Allow time for child to process and respond (10 second rule)
- Preparation for change of activity or routine
- Small group/1 to 1 tasks and activities
- Calm learning environment
- Clear communication of expectations
- Regular mentor support, including adults or peers
- IDL programmes
- Pastoral support
- Behaviour Support Plans
- Care Plans for long and short term medical needs
- Trauma Informed Practice

Trauma Informed Practice and Mentor Dogs

At Phoenix Primary we implement TIP as a whole school approach. We believe that our school is the ideal environment to foster a child's learning and growth. As such, it is important to properly address the needs of all learners - especially those who have experienced trauma or are at risk of it. As a school we want to support all children who suffer with trauma or mental health problems as well as those whose challenging behaviour acts as a barrier to learning.

Research suggests that around half of children and young people living in the UK will have experienced traumatic events or adverse experiences. These can have a lasting negative impact on their cognitive, social and emotional development. For that reason, it is essential to recognise traumatic stress and respond effectively to help pupils heal, thrive, and reach their full potential.

TIP seeks to create safe and supportive environment with the aim to promote resilience, understanding, and empowerment among pupils.

To further support our children's social and emotional development, as well as support their mental health Phoenix Primary offers The Dog Mentor Programme which is built upon the benefits of the human-animal bond by providing children positive experiences with dogs that can help them educationally, developmentally, emotionally and socially. The aim of The Dog Mentor is to create a positive, low-stake provision for not only social, emotional and mental well-being but also to create new pathways and encourage access to curriculum in order to improve educational outcomes.

Consulting parents/carers and children and involving them in, their education

Parents/Carers

All parents/carers of pupils at Phoenix Primary School are invited to discuss the progress of their children two times a year and receive a written report three times per year. In addition we are happy to arrange meetings outside of these times.

If despite of high quality teaching and standard provision, improvements in progress are not seen, we will contact parents/carers to discuss the use of internal or external assessments and strategies which will help us to address these needs better. Parents are integral part of Phoenix community and they play vital role in providing effective provision and strategies that enable their child achieve their full potential academically and socially.

Child

When a pupil requires support they will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents/carers 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.

In-School Team Round Child Meeting

The TACs are held at least 2 times a term and they are organised by the SENCO. Pupils to be discussed are identified by the teachers based on their concerns for the pupils that they teach.

The TAC will normally be attended by DHT, SENCO, teachers and Pastoral Team as well as other representatives of support services that may be relevant to the meeting.

Discussions will focus on pupils about whom there is an on-going concern. SENCO, in liaison with the teachers, will collect evidence of the difficulties and concerns appropriate to each pupil.

The TAC provides an opportunity for discussing pupils who are causing concerns and for identifying and providing strategies to meet their needs. It is also the forum at which pupils, who may require statutory assessment, have to be discussed at least twice, before they can be referred to the Local Authority.

SENCO will chair the meeting, which will be minuted. The minutes are issued to all in attendance at the meeting.

The local authority local offer and support services

Our local authority's local offer is published here: [Medway's Local Offer](#)

There are external support services available for parents/carers of children with SEND. The contact details for these services are set out below:

- Children and Family Hubs in Medway – website:
https://www.medway.gov.uk/info/200170/children_and_families/323/choosing_childcare/4
- Medway Autism Group and Information Centre (MAGIC) – phone: 01634 570706, website:
<http://medway-magic.org/>
- Medway Family Information Service (FIS) – phone: 01634 332195, website:
https://admissions.medway.gov.uk/Synergy/fisd_welcome.aspx
- Medway SEND Information, Advice and Support Service – phone: 01634 566303 website:
<https://www.family-action.org.uk/what-we-do/children-families/send/medway-sendias/>
- Medway Community Healthcare – Child Health Service – website:
<https://www.medwaycommunityhealthcare.nhs.uk/our-services/a-z-services/child-health-service>
- St. Augustine's Parent Support Group for Parents of Children with ADHD – phone: 01634 851312, website: <https://staspsg.wixsite.com/adhd/upcoming-meetings>
- The Challenging Behaviour Foundation – phone: 0300 666 0126, website:
<http://www.challengingbehaviour.org.uk/>
- Young Minds – parents/carers helpline – phone: 0808 802 5544, website:
<http://www.youngminds.org.uk/>
- S&L support - [Speech and language therapy resources :: Medway Community Healthcare](#)

Dealing with Complaints

The normal arrangements for the treatment of complaints at Phoenix Primary School are used for complaints about provision made for special educational needs. We encourage parents/carers to discuss their concerns with the following to resolve the issue before making a formal complaint to the Chair of the Governing Body:

- Class Teacher
- Phase Leader
- Deputy Headteacher
- Headteacher

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.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.