

Equal Opportunities

Valuing Diversity and Promoting Equality

Our school is committed to taking positive and proactive steps to ensure that we provide a safe and caring environment, free from discrimination, for everyone in our community.

Policy statement

We will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- Include and value the contribution of all families to our understanding of equality and diversity;
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people;
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- Make inclusion a thread that runs through all of the activities of the setting.

Procedures

Admissions

Our setting is open to staff, students and the local community.

Employment

Posts are advertised and all applicants are judged against explicit and fair criteria as outlined in High Elms Manor Schools Policies, Procedures and Guidelines.

Applicants are welcome from all backgrounds and posts are open to all.

We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.

The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Services. This ensures fairness in the selection process.

All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.

We monitor our application process to ensure that it is fair and accessible.

Training

Equal Opportunities

We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.

We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.

We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Our environment is as accessible as possible for all visitors and service users. If access to the settings is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- Making children feel valued and good about themselves;
- Ensuring that children have equality of access to learning;
- Undertaking an access audit to establish if the setting is accessible to all children;
- Making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- Making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
- Positively reflecting the widest possible range of communities in the choice of resources;
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- Celebrating a wide range of festivals;
- Creating an environment of mutual respect and tolerance;
- Differentiating the curriculum to meet children's special educational needs;
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.

Equal Opportunities

- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

Food

We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.

We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Meetings

Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.

Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all parents have information about and access to the meetings.

Monitoring and reviewing

To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity.

We provide a complaints procedure and a complaints summary record for parents to see.

Legal framework

The Equality Act 2010

Equal Opportunities

English as an Additional Language

At High Elms Manor School we believe that children learning English as an additional language are entitled to the full National Curriculum programme of study and that all teachers have the responsibility for teaching English as well as subject content.

Aims

For children whose home language is not English, reasonable steps must be taken to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.

High Elms Manor School must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS; ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication language and literacy skills, practitioners must explore the child's skills in the home language with parents and/or carers to establish whether there is cause for concern about language delay.

At High Elms Manor School we aim to ensure that children who have English as an additional language will:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Build on knowledge that they already have of other languages and cultures

We recognise the importance of the role of parents and the need to communicate with parents in mother tongue where appropriate.

Our aims will be achieved by:

1. To collect relevant background and cultural information when a child arrives at school and on issues of assessment and teaching strategies.
2. Ensuring the EAL children access the curriculum by:
 - a. Providing a welcoming ethos in school and classrooms
 - b. Valuing their first language by providing a range of notices, posters, labels and dual language texts in first languages
 - c. Providing appropriate cultural resources where possible
 - d. Ensuring that tasks are well supported by concrete visual materials, especially for pupils in the earlier stages of English acquisition
 - e. Translate reports, communicate targets and progress and any problems that may arise
 - f. Differentiation in weekly planning
 - g. Staff being aware that although children become conversationally fluent in two years it will take a further 3-5 years at least for them to gain enough vocabulary and knowledge of English to function efficiently in all subject areas

Equal Opportunities

- h. Staff being aware that EAL children learn most efficiently working in collaborative groups with able and fluent English speakers

Monitoring

Progress of EAL children is tracked from baseline and progress is monitored termly by the teacher

Success criteria

- Evidence from tracking meetings that children with EAL are making expected progress
- Evidence that example models of first languages are displayed in classrooms and around the school

Equal Opportunities

Supporting Children with Special Educational Needs

At High Elms Manor we provide an environment in which all children are supported to reach their full potential. We have regard for the DfEE Special Educational Needs Code of Practice 2001. We include all children in our provision. We are committed to taking appropriate action to make sure that all children are able to access our services, made to feel welcome, and that our activities promote their welfare and development.

High Elms Manor School is committed to the integration of all children in its care. High Elms Manor School also believes that children with special educational needs and/or physical disabilities have a right to play, learn and be able to develop to their full potential alongside other children. Whenever possible, children with special educational needs and/or physical disabilities will have access to the same facilities, activities and play opportunities as their peers. Everybody stands to gain if all children are allowed to share the same opportunities and are helped to overcome any disadvantages that they may face.

The policies, procedures and practices of High Elms Manor School in relation to children with special educational needs and/or physical disabilities are consistent with current legislation and guidance. These include the Special Educational Needs and Disability Act 2001 and the Disability Discrimination Act 1995. We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collected, evaluated and reviewed annually.

High Elms Manor School believes that by identifying individual needs and taking proactive steps alongside parents/carers and other statutory professionals or agencies, all children should be able to play a full, active and equal part in High Elms Manor School's activities and curriculum.

We ensure that our inclusive admissions practice provides equality of access and opportunity and that our physical environment is as far as possible suitable for children with disabilities. We provide a broad and balanced curriculum for all children with SEN/disabilities and a differentiated inclusive curriculum to meet individual needs and abilities. We ensure the privacy of children with SEN/disabilities when intimate care is being provided.

Definition of Special Educational Needs

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

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.

Equal Opportunities

- Have a disability that prevents or hinders them from making use of educational facilities.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

Special educational provision means:

- For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools.
- For children under two, educational provision of any kind.

Aims

This SEN policy details how High Elms Manor School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs to allow pupils with special educational needs to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated. The school will have regard to the Special Educational Needs Code of Practice when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child. We monitor and review our practice and provision annually and, if necessary, make adjustments. We support all children attending our setting through inclusive practice. Our staff, whenever possible, attend in-service training on special educational needs through Herts County Council.

Partnership with parents

We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership. Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education and that children's progress and achievements are shared with parents on a regular basis. We provide parents with information on sources of independent advice and support.

Involving Children

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be

Equal Opportunities

ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the school as a whole. The school's head teacher, the SENCO and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

At the heart of the work of every Early Years class and primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Early Years

The Government's Early Learning Goals sets out what most children will have achieved by the end of the foundation stage/school reception year. Children will progress at different rates during the foundation stage. By the end of this stage some children may still be working towards the goals. Such children will need differentiated learning opportunities to help them progress and regular monitoring of their progress.

Graduated response

Monitoring of individual children's progress throughout the foundation stage is essential. Where a child appears not to be making progress then it may be necessary to use alternative approaches to learning. Ongoing difficulties may indicate the need for help above that which is normally available for children in the particular early education setting. The key test for action is evidence that the child's current rate of progress is inadequate.

Adequate progress

Adequate progress can be defined in a number of ways. It might, for instance, be progress that:

- Closes the attainment gap between the child and the child's peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's behaviour.

Once practitioners have identified that a child has special educational needs, the setting will intervene through Early Years Action. If this

Equal Opportunities

intervention does not enable the child to make satisfactory progress the SENCO may need to seek advice and support from external agencies. This form of intervention is referred to as Early Years Action Plus. Informing parents to contribute their knowledge and understanding of their child and raise any concerns they may have about their child's needs and the provision that is being made for them, is an essential initial step.

Primary Years

The school will assess each child's current levels of attainment on entry to the Primary Years in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred through Early Years Action and Early Years Action Plus from the Early Years setting and the SENCO and the child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- Involve parents in implementing a joint learning approach at home.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The SENCO will have responsibility for ensuring that the records are kept and available as needed. If schools refer a child for a statutory assessment, they should provide the LEA with a record of their work with the child including the arrangements they have already made.

Role of SEN Coordinator

The needs and progress of children with Special Educational Needs are monitored by our Special Educational Needs Co-ordinators (SENCo):

Early Years

Lucy Rodrigues, Catrine O'Neill and Nora Mileham.

Equal Opportunities

Primary years

June Coombs, Mavi Des Los Reyes and Roisin O'Neill.

The SEN Coordinator (SENCO) responsibilities may include:

- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for children with special educational needs
- Liaising advising and supporting other practitioners and teachers in the setting
- Managing learning support assistants
- Ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated.
- Overseeing the records of all children with special educational needs
- Liaising with parents and other professionals in respect of children with special educational needs
- Ensuring that appropriate Individual Education Plans are in place
- Contributing to the in-service training of staff
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.

Other Agencies

We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools. We liaise with the Area SENCo Julie Humphries employed by Herts County Council, who may visit our setting to offer support. We also liaise with other agencies such as Health Professionals including – Health Visitors, speech therapists and Community Nursery Nurses. We work closely with any other agencies using an integrated approach through Team Around the Child, using tools such as Early Support and the Common Assessment Framework (CAF).

Common Assessment Framework (CAF)

The CAF is a shared assessment and planning framework for the use across all children's services and all local areas in England. It aims to help the early identification of children and young people's additional needs and promote co-ordinated service provision to meet them. The CAF is aimed at children and young people with additional needs who have needs that are not being met by their current service provision.

Early Support

Early Support offers support for parents and carers of young children. It brings together all the services and support available from different agencies. This makes it easier for families to co-ordinate their child's health, education and social care needs. Some families will have a key worker who provides advice and support and can help negotiate the system. A key worker may be needed more at some times than others working with families and what is best for them. Early Support has developed a wide range of resources, training courses and workshops. More information is available at <http://www.ncb.org.uk/earlysupport>

Equal Opportunities

Monitoring children's progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour.

Early Years Action/School Action

We use the graduated response system from the SEN Code of Practice for identifying, assessing and responding to children's special educational needs. When a class teacher or the SENCO identifies a child with special educational needs, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. This will be called Early Years Action if in Early Years and School Action if in Primary Years. The triggers for intervention through Early Years Action/School Action will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes:

- Little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents agree. The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will

Equal Opportunities

remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Nature of intervention

The SENCo and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment
- Some group or individual support
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- Staff development and training to introduce more effective strategies.
- Access to LEA support services for one-off or occasional advice on strategies or equipment

Individual Education Plans

We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with SEN/disabilities. Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcome of action taken (to be recorded when IEP is reviewed).

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents. The IEP will be continually kept under review but are formally reviewed three times a year and parents' views on their child's progress will be sought. We ensure that children are appropriately involved at all stages of the graduated response, in the review process and setting the targets taking into account their levels of ability.

Early Years Action Plus/School Action Plus

A request for support from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a review of the child's IEP. At Early Years Action Plus/School Action Plus external support services, will usually see the child so that they can advise teachers on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. The triggers for Early Years Action Plus/School Action

Equal Opportunities

Plus will be that, despite receiving individualised support under Early Years Action/School Action, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at an Early Years curriculum substantially below that expected of children of a similar age or continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

When the school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting IEP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

School request for a statutory assessment

Where a request for a statutory assessment is made by the school to an LEA, the child will have demonstrated significant cause for concern. The LEA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through Early Years Action/School Action and Early Years Action Plus School Action Plus. This information may include:

- Individual education plans for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant
- National Curriculum levels attainments in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the child
- Involvement of other professionals such as health, social services or Education welfare service.

Statutory Assessment of Special Educational Needs

Equal Opportunities

Statutory assessment involves consideration by the LEA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LEA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LEA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available the LEA will consider the case for a statutory assessment of the child's special educational needs. The LEA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to determine the child's special educational provision through a statement. A statement of special education needs will include:

- The pupil's name, address and date of birth
- Details of all of the pupils special needs
- Identify the special educational provision necessary to meet the pupil special educational needs
- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the child
- Include information on non-educational provision

All children with statements of special educational needs will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the statement of educational need. These targets will be set out in an IEP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

Annual review of a statement of special educational needs

All Early Years statements will be reviewed at six monthly periods and Primary Years statements must be reviewed at least annually. All involved will be invited to the review including the parents, the pupil, the LEA, the school and professionals involved to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in reception class The SENCo of the receiving primary school will be invited to attend the final review in the early years setting, to allow them to plan an appropriate IEP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

Equal Opportunities

At the review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENCO of the receiving school should be invited to attend the final annual review in primary school of pupils with statements, to allow the receiving school to plan an appropriate IEP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

Equal Opportunities

High Elms Manor School Accessibility Plan 2012 – 2015

Here at High Elms Manor School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind this Accessibility Plan has been drawn up in consultation with pupils, parents, staff and partners of the school and covers the period from July 2013 - July 2015.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. The Accessibility Plan will contain relevant actions to:

- Improved awareness of Equality and Inclusion.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are, as, equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Accessibility Action Plan is available to view on request from the office.

Equal Opportunities

Gifted and Talented Pupils

Definition of Terms

The government definition for gifted and talented learners is: 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). The DFES uses the term Gifted to describe learners at the upper end of the academic spectrum and Talented for those with special ability in the Arts or sports, with a recommendation that 5% -10% should be identified.

Rationale

Our school values all children equally and endeavours to ensure that each child has the chance to realise his/her potential in a challenging and supportive environment. We believe that we can help enable pupils to reach their potential and celebrate their successes and achievements.

Our school will have, at any time, gifted and talented pupils and our aim is to identify and nurture their achievements and successes. Research has shown that by making provision for G&T pupils, the standard of attainment for all pupils is raised.

Provision for Gifted and Talented children will occur within the classroom and during extracurricular activities at school and at home.

Statement of Intent

This document aims to ensure a consistent approach to the identification of G&T pupils and High Elms Manor School resolves to identify, support and extend the talents of all pupils including G&T pupils. For G&T pupils we aim to provide a suitably challenging and differentiated curriculum, a broad and balanced curriculum and the opportunity for extracurricular activities. We hope to educate children in the academic subjects but also broader learning, such as, thinking skills and team work. We aim to work in partnership with parents and carers and make links with other schools and the wider community to enhance learning opportunities.

Identification of Gifted and Talented Pupils

There is a wide range of identification strategies just as there is a range of gifts. In order to identify this range of abilities it is important to adapt a variety of methods:

- Evidence from pupil work or performance
- Tests (although these are a limited indicator)
- Teacher/ teaching assistant/ extra-curricular club leaders views
- Parental/family information

Classroom Organisation

At High Elms Manor School pupils are grouped into 3 age groups and each child works at their own pace and to their own abilities. Pupils are able to access materials independently to support their learning and therefore able to achieve to their level of development and understanding; for Gifted and Talented children these strategies will include:

Equal Opportunities

- Provision for Gifted and Talented children within the planning
- Classroom support staff to sometimes work with Gifted and Talented children
- Visits/workshops from experts/poets etc. and links with outside agencies (music tuition, sports coaches, etc.) Extra-curricular Provision

High Elms Manor School provides a range of extra-curricular activities both in-house and by outside agencies. These include:

- Ju-Jitsu club
- Piano lessons
- Horse riding
- Putting on plays, concerts and assemblies.
- Celebrating children's achievements

These extra-curricular activities will help us identify children who show special abilities in areas that may be difficult to spot in the classroom environment.

G&T co-ordinator

The G&T coordinator will be responsible for :

- Printing out the lists of G&T children for staff.
- Sending out letters to inform parents if their children are put on the G&T register.
- Ensuring that relevant G&T information is passed on to secondary schools.
- Encouraging G&T children to develop their interest/ skill perhaps by giving information on relevant clubs/activities.
- Keeping abreast of issues relating to G&T children.
- Liaising with cluster/secondary schools and including G&T pupils in relevant events.
- Working with the class teacher to support the pupils and plan provision.
- Reviewing the effectiveness of the policy after consultation with pupils, teachers, parents etc.

Class teachers

The class teacher will be responsible for:

- Liaising with colleagues to identify the G&T children in their class.
- Liaising with the G&T co-ordinator and parents/ carer whilst the child is in the class.
- Including provision for G&T children in medium and short term plans.
- Agreeing, planning and implementing appropriate provision.

Continuity, Monitoring and Evaluation

Information on pupils is provided on transfer from class/school. Students' achievements will be monitored and evaluated by:

- Regular observation and recording of progress across the curriculum.
- Encouraging pupils to assess and review their own progress.
- Valuing out of school achievements

Equal Opportunities

Race Equality

Our school is committed to promoting tolerance and fairness towards all members of staff, students, volunteers, children and parents/carers. We fully and wholeheartedly adhere to both the spirit and detail of both the Race Relations Act 1976 and the Race Relations (Amendment) Act 2000, which outlaw discrimination against anyone on grounds of race, colour, nationality or ethnicity.

High Elms Manor School accepts its duty to try to eliminate discrimination and to promote equality of opportunity and good race relations. All staff and children at High Elms Manor School are entitled to an environment free from harassment and discrimination, as outlined in the Equal Opportunities policy

High Elms Manor School as an Employer

As an employer, High Elms Manor School is committed to ensuring that the workforce reflects the multicultural community that it serves. To this end, High Elms Manor School will:

- Advertise job vacancies in a variety of media sources and outlets and in a variety of places.
- Ensure that High Elms Manor School's human resource procedures prohibit racial discrimination and harassment, and investigate any concerns when this is suspected of failing.
- Investigate any allegation of racial discrimination or harassment according to the provisions of the Staff Disciplinary Procedures and Behaviour Management policies.
- Collect and monitor information about the ethnic background of the staff team and children.

Preventing Racial Harassment and Discrimination

Proactive steps can be taken to prevent racial harassment and discrimination, and High Elms Manor School believes that this is more effective than tackling a situation once it has already occurred. Therefore, alongside the procedures outlined later in this policy to deal with incidents of racial harassment and discrimination, High Elms Manor School will:

- Ensure that all children are valued, irrespective of their race, colour, nationality or ethnicity.
- Encourage individuals to treat each other with respect, regardless of their race, colour, nationality or ethnicity.
- Acknowledge the existence of racism in society and take steps to promote harmonious race relations in our community.
- Promote good relations between different ethnic groups and cultures within High Elms Manor School and in the wider community.
- Ensure that different cultural and religious needs are met, understood and communicated to all individuals involved in High Elms Manor School.

Examples of Racial Harassment and Discrimination

Equal Opportunities

Racial harassment and discrimination can manifest itself in a variety of ways, some overt and others much less so. Some examples of unacceptable behaviour include:

- The use of patronising words or actions towards an individual for racial reasons – including name calling, insults and racial joke.
- Threats made against a person or group of people because of their race, colour, nationality or ethnicity.
- Racist graffiti or any other written insults or the distribution of racist literature.
- Physical assault or abuse against a person or group of people because of their race, colour, nationality or ethnicity.

All staff and children should be encouraged to take responsibility for promoting racial tolerance and for protecting each other from racial harassment and discrimination by reporting any suspected incident to the manager or another responsible person.

Dealing with Racial Harassment and Discrimination

If a member of staff or a child becomes aware of an incident of racial harassment or discrimination occurring at High Elms Manor School, they will be encouraged to report the incident to the manager or other senior member of staff.

Any allegation made against a member of staff or a child will be investigated thoroughly. The individual concerned will be told that such behaviour will not be tolerated at High Elms Manor School, and that steps will have to be taken to ensure that it does not happen again.

Each incident will be fully investigated and details will be recorded in a separate section of the Incident Record Book.

In the case of children, incidents will be reported to their parent/carer and a course of action agreed upon to resolve the situation, in accordance with the provisions of the Behaviour Management policy. However, if a solution cannot be found, then High Elms Manor School may have to inform the child – and their parent/carer – that they are no longer able to attend sessions at High Elms Manor School, in accordance with the Suspensions and Exclusions policy.

In the case of staff, provisions within the Staff Disciplinary Procedures policy will be activated and a record of the incident will be kept and made available to statutory authorities if appropriate.

The manager is responsible for ensuring that all incidents are handled both professionally and sensitively. All incidents will be kept confidential, with initials being used in the place of names in the Incident Record book. In cases where the manager is involved in an allegation, the Registered Person will handle the incident, or nominate a senior member of staff in their place.

Equal Opportunities

In all cases, continued racial harassment or discrimination from any individual will result in exclusion from High Elms Manor School, where all other efforts have failed to provide a satisfactory resolution.

Equal Opportunities

Anti-Bullying

High Elms Manor School is committed to providing an environment for children that is safe, welcoming and free from bullying. Bullying of any form is unacceptable in our school, whether the offender is a child or an adult. The victim is never responsible for being the target of bullying. Everyone involved in High Elms Manor School, staff, children and parent/carers, will be made aware of High Elms Manor School's stance towards bullying. Such behaviour will not be tolerated or excused under any circumstances.

Definition

Bullying is actions that are meant to be hurtful and which happen on a regular basis. High Elms Manor School defines bullying as the repeated harassment of others through emotional, physical, verbal or psychological abuse. All are treated extremely seriously at High Elms Manor School. Examples of such behaviour are as follows:

Emotional: Being deliberately unkind, shunning or excluding another person from a group or tormenting them. For example, forcing another person to be 'left out' of a game or activity, passing notes about others or making fun of another person.

Physical: Pushing, scratching, spitting, kicking, hitting, biting, taking or damaging belongings, tripping up, punching or using any other sort of violence against another person.

Verbal: Name-calling, put-downs, ridiculing or using words to attack, threaten or insult. For example, spreading rumours or making fun of another person's appearance.

Psychological: Behaviour likely to instil a sense of fear or anxiety in another person.

Cyber bullying: threats and intimidation; harassment or 'cyber-stalking'; vilification/defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images ('happy-slapping'); and manipulation.

Aims and objectives

Our school is a safe and secure environment where everyone can learn without anxiety. Bullying is wrong and damages children's social and / or emotional health. We therefore do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which bullying is regarded as unacceptable.

The role of teachers and other staff in school

All staff take all forms of bullying seriously; they aim to ensure bullying is not acceptable at High Elms Manor School. Teachers and teaching assistants should communicate to children the message that hurting someone (physically or emotionally) is wrong and that bullying is wrong and

Equal Opportunities

unacceptable. Staff will make every effort to create a tolerant and caring environment in High Elms Manor School, where bullying behaviour is not acceptable. Staff will discuss the issues surrounding bullying openly, including why bullying behaviour will not be tolerated and what the consequences of bullying behaviour will be.

All incidents of bullying will be addressed thoroughly and sensitively.

Children will be encouraged to immediately report any incident of bullying that they witness. They will be reassured that what they say will be taken seriously and handled carefully. If a child or a member of staff tells someone that they are being bullied, they will be given the time to explain what has happened and reassured that they were right to tell.

Staff have a duty to inform the class teacher or the Headteacher if they witness an incident of bullying involving children or adults at High Elms Manor School.

The individual who has been the victim of bullying will be helped and supported by the staff team. They will be kept under close supervision and staff will check on their welfare regularly.

In most cases, bullying behaviour can be addressed according to the strategies set out in the Behaviour Management policy. The bully will be encouraged to discuss their behaviour and think through the consequences of their actions. Where appropriate, they will be encouraged to talk through the incident with the other person concerned.

A member of staff will inform the parents/carers of all the children involved in a bullying incident at the earliest possible opportunity. If appropriate, staff will facilitate a meeting between the relevant parents/carers. At all times, staff will handle such incidents with care and sensitivity.

Where bullying behaviour persists, more serious actions may have to be taken, as laid out in the Suspensions and Exclusions policy.

All incidents of bullying will be reported to the Headteacher and will be recorded in the Incident Record Book. In the light of reported incidents, the Headteacher and other relevant staff will review High Elms Manor School's procedures in respect of bullying.

All teachers and support staff should equip themselves with skills and awareness e.g. through available CPD, policy reviews.

All teachers and teaching assistants should follow PSHCE (Personal, Social, Health and Citizenship Educations), SEAL and Circle Time activities on a weekly basis; sessions should centre around bullying and how people can stop bullying if there are any signs of someone being bullied in school. On

Equal Opportunities

an annual basis, they should participate with their class in national Anti-Bullying Week.

They should follow the principles set out in this policy and Mission Statement in order to continue our school climate of mutual support and praise, so making bullying less likely: when children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to exist.

The role of the Headteacher

The DSP and Headteacher are responsible for overseeing the practices and procedures outlined in this policy and for monitoring its effectiveness. The Headteacher will ensure all principles and roles set out are implemented and followed by teachers and other staff. In particular, this includes ensuring that all children in school know that hurting someone (physically or emotionally) is wrong and that bullying is wrong and unacceptable at High Elms Manor School. This is on a regular basis and may also stem from any signs of bullying. Assemblies are used to communicate this to the whole school.

The Headteacher keeps a record of bullying, including any homophobic bullying.

The role of parents / carers

Parents / carers have the responsibility of supporting this entire policy on positive relationships, behaviour and its appendices, including this one.

Parents/carers concerned about bullying should contact their child's class teacher or the Headteacher straight away. They might be worried that their child is being bullied, but they should also contact the school if they suspect their child may be bullying someone else. If they are dissatisfied with the response, they should follow our complaints procedure.

The role of children

- All pupils should know that hurting someone (physically or emotionally) is wrong and that bullying is wrong.
- Pupils should tell any adult (school staff or parent / carer) if they are being bullied, or if they think they might be. If bullying persists, they must keep on letting people know
- Pupils should tell us their honest views about school in regular feedback e.g. weekly Circle Time or SEAL (Social and Emotional Aspects of Learning) sessions and termly Feedback Forms
- These views can be specifically about bullying but may also be about how safe they feel at school.

Dealing with Bullying Behaviour

Despite all efforts to prevent it, bullying behaviour is likely to occur on occasion and High Elms Manor School recognises this fact. In the event of

Equal Opportunities

such incidents, the following principles will govern High Elms Manor School's response:

- All incidents of bullying will be addressed thoroughly and sensitively.
- Children will be encouraged to immediately report any incident of bullying that they witness. They will be reassured that what they say will be taken seriously and handled carefully
- Staff have a duty to inform the Manager if they witness an incident of bullying involving children or adults at High Elms Manor School
- If a child or a member of staff tells someone that they are being bullied, they will be given the time to explain what has happened and reassured that they were right to tell
- The individual who has been the victim of bullying will be helped and supported by the staff team. They will be kept under close supervision and staff will check on their welfare regularly

In most cases, bullying behaviour can be addressed according to the strategies set out in the Behaviour Management policy. The bully will be encouraged to discuss their behaviour and think through the consequences of their actions. Where appropriate, they will be encouraged to talk through the incident with the other person concerned

Where bullying behaviour persists, more serious actions may have to be taken, as laid out in the Suspensions and Exclusions policy

A member of staff will inform the parents/carers of all the children involved in a bullying incident at the earliest possible opportunity. If appropriate, staff will facilitate a meeting between the relevant parents/carers. At all times, staff will handle such incidents with care and sensitivity

All incidents of bullying will be reported to the Headteacher and will be recorded in the Incident Record Book. In the light of reported incidents, the Headteacher and other relevant staff will review High Elms Manor School's procedures in respect of bullying.

Cyber bullying

The school recognises that technology plays an important and positive role in children's lives, both educationally and socially. It is committed to helping all members of the school community to understand both the benefits and the risks, and to equip children with the knowledge and skills to be able to use technology safely and responsibly.

What is cyber bullying?

It can be used to carry out all the different types of bullying; an extension of face-to-face bullying;

It can also go further in that it can invade home/personal space and can involve a greater number of people;

It can take place across age groups and school staff and other adults can be targeted

Equal Opportunities

Pupils, staff and parents are educated to understand what cyber bullying is and what its consequences can be;

- We have effective measures to deal effectively with cases of cyber bullying
- We monitor the effectiveness of prevention measures.

Definition

"Cyberbullying is the use of Information Communication Technology (ICT), particularly mobile phones and the internet, to deliberately upset someone" DCSF 2007. There are many types of cyberbullying. Although there may be some of which we are unaware, here are the more common:

1. Text messages that are threatening or cause discomfort
2. Picture / video-clips via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed
3. Mobile phone calls: silent calls or abusive messages or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible
4. Emails: threatening or bullying emails, often sent using a pseudonym or somebody else's name
5. Chatroom bullying: menacing or upsetting responses to children or young people when they are in a web-based chatroom
6. Instant messaging (IM): unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger) or Yahoo Chat (although there are others)
7. Bullying via websites: use of defamatory blogs, personal websites and social networking sites e.g. Bebo, MySpace, Facebook, Twitter

How is cyberbullying different?

Bullying is bullying wherever and however it takes place. Cyberbullying is a method of bullying that uses ICT to upset, threaten or humiliate someone and has the following key characteristics:

- Cyberbullying can take place at any time, in any location; technology allows the user to bully anonymously
- Cyberbullying can occur on vast and rapid scale
- Electronic content is very hard to control; it can never be guaranteed to be removed totally from circulation
- Bullies can take actions to attempt to be anonymous and can feel 'distanced' from the incident
- 'Bystanders' can easily become perpetrators
- The 'profile' of a cyberbully or a target varies – age / size is not an issue
- Cyberbullying incidents can be used as evidence
- Cyberbullying can occur unintentionally often due to a lack of awareness / empathy – 'It was only a joke'

Cyberbullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe. Young people are particularly adept at adapting to new technology, an area that can seem a closed world to adults (e.g. the numerous acronyms used by young people - POS - Parents Over Shoulder, TUL – Tell You Later); this makes it difficult for adults to recognise potential threats.

Equal Opportunities

Role of Staff and Headteacher

At High Elms Manor School, we take this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually. An episode may result in a simple verbal warning. It might result in a parental discussion. Clearly, more serious cases will result in further sanctions.

The pupils will be involved in developing and communicating a code of advice on protecting themselves from getting caught up in cyber bullying and on reporting cases they experience.

Pupils will be educated about cyber bullying through a variety of means: in assemblies and Anti-bullying Week, projects.

Staff will receive training in identifying cyber bullying and understanding their responsibilities. All staff will be helped to keep up to date with the technologies that children are using.

The Headteacher and staff will ensure regular review and update of existing policies to include cyber bullying where appropriate;

Publicise to all members of the school community the ways in which cyberbullying can be reported;

Provide information on external reporting routes e.g. mobile phone companies, internet service providers, Childline.

Most cases of cyberbullying will be dealt with through the schools existing Anti Bullying Policy and Behaviour Policy, it is possible that a member of staff may be a victim and these responses apply to them too.

Key advice to pupils

Adapted from DCSF guidance (no longer available), the following points are taught to pupils on a regular basis, especially when teaching about internet use:

- Always respect others – think about what you say online and what images you send / post.
- Remember that anything you publish online can be made public very quickly and you will never be sure who may have seen it; once something is posted you lose control.
- Treat your password like a toothbrush: never share it with anyone and only give your personal information like mobile phone number or email address to trusted friends.
- Learn how to block or report online bullies or anyone behaving badly!
- Don't retaliate or reply.
- Save the evidence – text messages, online conversation, pictures etc.

Equal Opportunities

- If you're worried, always make sure you tell an adult you trust or contact someone like Childline, the service provider e.g. website, mobile phone company, school or police.
- If you see cyberbullying take place then support the victim and report the bullying.
- There's plenty of online advice on how to react to cyber bullying. For example, www.kidscape.org.uk has some useful tips.

Key advice for parents / carers

Adapted from DCSF guidance (no longer available), the following points are communicated to parents / carers in newsletters:

- Be alert to your child being upset after using the internet / phones – they may be secretive, change relationships with friends.
- Your child is just as likely to be a bully as to be a target.
- Talk to your child and understand how they are using the internet and their phone.
- Use safety tools and parental controls – if you're not sure how, contact your service provider. Please note tools are not always 100% effective
- Remind your child not to retaliate.
- Keep any evidence of cyberbullying – emails, online conversations, texts etc.
- Report the cyberbullying.
- Contact the school so they can take action if it involves other pupils.
- Contact the service provider e.g. website, phone company etc.
- If the cyberbullying is serious and a potential criminal offence has been committed then consider contacting the police.