

## The Brent Primary School

# INCLUSIVE PRACTICE POLICY

WRITTEN BY: Tracie Butcher ROLE: Inclusion Leader Date: Summer 2017

Including:

- **Supporting Learners with Special Educational Needs and Disabilities**
- **Education of Children in Care**

## Supporting Learners with Special Educational Needs and Disabilities Policy

### SCHOOL ARRANGEMENTS

This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for learners with Special Educational Needs and Disabilities (SEND) at The Brent Primary School.

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

- Children and Families Act 2014
- SEN Code of Practice 2014
- Special Educational Needs and Disability Regulations 2014 (No. 1530)
  - Part 3 Duties on Schools - Special Educational Needs Co-ordinators
  - Schedule 1 regulation 51- Information to be included in the SEN 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
- The School Information (England) (Amendment) Regulations 2012 (No. 1124)
- The School Information (England) (Amendment) Regulations 2013 (No. 758)

This policy should be read in conjunction with the following school policies : Anti-Bullying Policy, Exclusions Policy, Home School Agreement, Positive Behaviour Policy, Positive Handling and Restraints Policy, Safeguarding Policy, Single Equality Scheme.

## Aims

Our aims for pupils with Special Educational Needs and Disabilities are:

- To identify, at the earliest opportunity, all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development.
- To ensure that these children are given appropriate support to allow every child full access to the National Curriculum in a positive framework.
- To ensure that these children are fully included in all activities in the school in order to promote the highest levels of achievement.
- To involve parents, pupils and others in developing a partnership of support, enabling them full confidence in the strategy as adopted by the school.

## Objectives

- To provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through all staff sharing responsibility.
- To demonstrate that meeting the needs of all children's learning and/or behaviour is part of high quality mainstream education.
- To plan for any pupil who may, at some time in their education, have difficulties with learning.
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels.
- To respect and promote every child's entitlement to a sense of achievement.
- To identify, monitor and support pupils who will need extra resources and/or teaching help as early as possible.
- To work in partnership with the child's parents or carers and other external agencies to provide for the child's learning difficulties or disabilities.
- To regularly review the policy and practical arrangements to achieve best value.

## Definition of SEND

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her, namely "provision different from or additional to that normally available to pupils of the same age." *SEN Code of Practice (2014, p94)*.

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.
- SEN Code of Practice (2014, p 4)*

"For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early."

*SEN Code of Practice (2014, p95)*

For pupils experiencing significantly greater difficulty in learning, progress can be characterised by progress which:

- 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 the child and their peers
- widens the attainment gap.

"It can include progress in areas other than attainment - for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life."

*SEN Code of Practice (2014, p96).*

### **Definition of disability**

Many children and young people who have SEN 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 (2014, p5)*

### **The kinds of special educational need for which provision is made at The Brent School**

Special Educational Needs are generally thought of in the following four broad areas of need and support:

- **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- **Cognition and Learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspect of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, Emotional and Mental Health Difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or attachment disorder.

The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools, so that it does not adversely affect other pupils.

- **Sensory and/or Physical Needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. This may need to be provided through a Statement of Special Educational Needs /Education, Health and Care Plan.

At our school, we can make provision for every kind of frequently occurring special educational need without a Statement of Special Educational Needs / Education, Health and Care Plan; for instance dyslexia, dyspraxia, speech and language needs, Autism, Asperger's Syndrome, ADD, ADHD, learning difficulties, emotional difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met. The admission arrangements for pupils without a Statement of Special Educational Needs / Education, Health and Care Plan do not in any way discriminate against or disadvantage disabled children or those with special educational needs.

### **Practice for identification and assessment of pupils with SEN**

At The Brent Primary School formative assessment is embedded in daily practice. We monitor the summative progress of all pupils in reading, writing and maths at least termly, to review their academic progress and the impact of teaching, including interventions. We also use a range of assessments with all the pupils at various points, including Speech Link, Language Link, Year 1 phonics screening, Reading age, Verbal Reasoning, Non-Verbal Reasoning, Spelling, Punctuation and Grammar Test.

Where progress is not sufficient, even if a special educational need has not yet been identified, we put in place extra support to enable the pupil to catch up.

Examples of extra support are : Reading Recovery, Better Reading Partners, Volunteer Reading Helpers, Inference Training, Talking Partners, Plus One (Maths), Booster Groups.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At The Brent, we are experienced in using the following assessment tools : British Picture Vocabulary Scale (BPVS), Harcourt Dyslexia Screening Test, Hodder Reading Comprehension Test. We also have access to Specialist Teachers, Educational Psychology Service and other external advisors who are able to use additional assessment tools.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a plan of support and reviewed regularly, and refined / revised if 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 (recorded as "With SEN"). 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 SEN is recorded, parents will be notified.

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

### **Policies for making provision for pupils with special educational needs, whether or not they have an Education, Health and Care Plan**

#### Evaluating the effectiveness of provision for such pupils

Each review of the SEN 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.

For pupils with or without a Statement of Special Educational Needs / 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 effectiveness will be reported to the Governing Body.

#### Arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked six times a year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. 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 SEN support plan will be reviewed and adjusted.

#### Approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Our Senior Leadership Team regularly and carefully reviews 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 knowledge of special educational needs most frequently encountered.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

[http://www.kelsi.org.uk/pupil\\_support\\_and\\_wellbeing/targeted\\_support/inclusion/inclusion\\_and\\_achievement/publications\\_and\\_documents.aspx](http://www.kelsi.org.uk/pupil_support_and_wellbeing/targeted_support/inclusion/inclusion_and_achievement/publications_and_documents.aspx)

In meeting the Mainstream Core Standards, we employ some additional teaching approaches, as advised by internal and external assessments e.g. precision teaching, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

#### *Adapting the curriculum and learning environment for pupils with special educational needs*

At The Brent, 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.

#### *Additional support for learning that is available to pupils with special educational needs*

As part of our budget we receive 'notional SEN 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 SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions offered is on our class provision maps. 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 to the school (Mainstream schools can apply for additional funding, referred to as 'High Needs funding'). When an application is approved, the school's budget team are notified and top up funding is then passed to the school.

#### *Enabling 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 The Brent, are available to pupils with special educational needs either with or without a Statement of Special Educational Needs

/ Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it, to provide additional adult support to enable the safe participation of the pupil in the activity.

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

At The Brent, 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 (e.g. PSHEE) and indirectly with every conversation adults have with pupils throughout the day.

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.

For some pupils with the most need for help in this area, we also provide the following :

- Time-out space for pupil to use when upset or agitated etc.
- Mentor time with a member of our Senior Leadership Team.
- EDEN School Counsellor, who works in school for half a day each week and supports pupils' emotional literacy. Pupils usually meet her on a 1:1 basis. This support is provided for a measured period of time but the time scale is flexible and is offered according to the individual needs of the pupil. This work is confidential between the counsellor and the child. The agreement is that information is not shared with either the school or the parent, unless it meets Child Protection thresholds.
- External referral to Child and Adolescent Mental Health Service (CAMHS).

**Name and contact details of the Inclusion Co-Ordinator**

The INCO at The Brent is Tracie Butcher, who is a qualified teacher and has been a SENCO continuously since before 1 September 2009 and is not required to undertake the National Award for SEN Co-ordination. She did, however, attend all sessions of the National Award in 2010/11 as part of Cohort 3.

Mrs Tracie Butcher is available on 01322 223943 or [tracie.butcher@brent.kent.sch.uk](mailto:tracie.butcher@brent.kent.sch.uk)

**Expertise and training of staff in relation to children with special educational needs and how specialist expertise will be secured**

All teachers and teaching assistants have had the following recent awareness training :  
Inference Training (Nov 2013), ASD (Sept 2013), Dyslexia (April 2013).  
(Planned for Sept 2014 : Supporting pupils through the use of visual aids/prompts)



Amongst our skilled and experienced staff, certain teaching assistants have received the following training, which they use to support pupils with special educational needs :  
"Supporting Teaching in the Classroom" Level 2, Reading Recovery, BRP, ELS, Syllabification, Talking Partners, Plus One (Maths), Supporting pupils with EAL, Therapeutic Play, BEAM, Clever Fingers, Supporting pupils with Diabetes, Supporting pupils with Visual Impairments.

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are : Ifield School Gravesend, Milestone Academy New Ash Green, Educational Psychology Service, Speech and Language Therapy Service, Inclusion Support Service Kent, Specialist Teaching and Learning Service, Occupational Therapist, Physio Therapist etc. The cost of training is covered by the notional SEN funding.

### **How equipment and facilities to support children with special educational needs will be secured**

Where external advisors recommend the use of equipment or facilities which we do not have, we will purchase it using the notional SEN 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.

### **Arrangements for consulting parents of children with special educational needs about, and involving them in, their education**

All parents of pupils at The Brent are invited to discuss the progress of their child on three occasions a year and receive a written report once a year. In addition, we operate an Open Door Policy and are always happy to arrange meetings outside these times. As part of our normal teaching arrangements, 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 at least twice a year.

If following this normal 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 address these needs better. From this point onwards the pupil will be identified as having special educational needs ( recorded as "With SEN"), because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a Statement of Special Educational Needs / 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. All relevant information will be made accessible for parents at this time.

### **Arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made**

The normal arrangements for the treatment of complaints at The Brent are used for complaints about provision made for special educational needs. Any concerns regarding the SEN Policy or the provision made for pupils with special educational needs or disabilities, should be addressed in the first instance to the class teacher. If parents need further advice they are encouraged to arrange a meeting with the INCO. If they feel their child's needs are still not being met, they should make an appointment to see the Head Teacher. If, however, parents feel they have a complaint, they should follow the complaints procedure set out in our school prospectus. We encourage parents and carers to discuss their concerns with staff first, in order 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 Special Educational Needs / Education, Health and Care Plan, 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.

### **How the Governing Body involves other bodies in meeting the needs of pupils with special educational needs and in supporting the families of such pupils**

The Governing Body has engaged with the following bodies:-

- Membership of LIFT (Local Inclusion Forum Team) for access to Specialist Teaching and Learning Service
- Membership of Primary Inclusion Forum (Dartford)
- Service Level Agreement with Educational Psychology Service for 6 days per year
- Service Level Agreement with Inclusion Support Service Kent. The main focus is pupils for whom English is a second language.

- Service Level Agreement with Speech and Language Therapy Service for assessments, direct therapy or advice on a fortnightly basis
- Service Level Agreement with Beanstalk, providing two volunteers to share books with pupils
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Engagement with the CAF process
- Liaison with the Education Welfare Officer
- Liaison with the Parents Consortium
- Liaison with the School Nurse
- Liaison with the Diabetic Nurse
- Membership of professional networks for INCO (SENCO forum, AEN Update meetings)

**Contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Kent Parent Partnership Services)**

Kent Parent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education.

They can be contacted on :

**HELPLINE:** 03000 41 3000

**Office:** 0300 333 6474 and

**Minicom:** 0300 333 6484

**E-mail:** kentparentpartnershipservice@kent.gov.uk

<http://www.kent.gov.uk/kpps>

**Arrangements for supporting pupils with Special Educational Needs in transferring between phases of education**

At The Brent, we work closely with the educational settings used by pupils before they transfer to us, in order to seek the information that will make transition as seamless as possible. Foundation Stage staff visit each setting in Term 6, to gather information from staff there and to meet the pupils. Our INCO may also meet with the SENCO of the early years setting, to discuss the needs of particular pupils. Several short visits to our school are arranged for this time and Transition Books may be shared. Then in September, Foundation Stage staff, occasionally with the INCO, visit pupils at home, to discuss parental concerns and gather further information. Starting school is a gradual process,

with time spent in school increasing at a regular and comfortable pace until full-time attendance is achieved.

We also provide all necessary information to a pupil's onward destination. Year 6 teachers welcome visits from Secondary colleagues in Term 6 in order to share information regarding provision and support. Our INCO will arrange extra visits to secondary schools for our most vulnerable pupils and will share records with the receiving SENCO.

### **Where the Local Authority's local offer is published.**

The Local Authority's local offer is published on [www.kent.gov.uk/education-and-children/special-educational-needs](http://www.kent.gov.uk/education-and-children/special-educational-needs) . Parents without internet access should make an appointment with the INCO for support to gain the information they require. This includes :

- Arrangements for identifying and assessing children and young people with special educational needs and disabilities
- How to access services and how decisions are made
- Arrangements for supporting children and young people move between school phases
- Services to help young people prepare for adulthood and independence
- Arrangements for resolving disagreements, complaints, mediation and appealing to the SEN tribunal
- Sources of support, advice and information
- Information for feedback and review of the local offer.

This policy has been impact assessed in order to ensure that it does not have an adverse effect on race, gender or disability equality. A copy of this policy is available for staff and governors on KLZ and parents are able to view it on the school website.

**This policy will be reviewed on a regular basis, in line with our Policy Review Timetable.**

**Next review due: September 2017**

## Education of Children in Public Care Policy

### Objectives

The Governing Body of The Brent Primary School is committed to providing quality education for all our pupils.

We recognise that, nationally, children in public care have significantly underachieved compared with their peers. We intend, through this policy, to promote the inclusion, well-being and achievement of looked after children (the terms "children in public care" and "looked after children" are used interchangeably in this policy) at The Brent Primary School.

The Governing Body is committed in particular to implementing the joint guidance from the DfES and Department of Health on the education of children in public care. ("Guidance on the Education of Children and Young People in Public Care", DfEE and Department of Health (2000))

This sets out six principles:

- prioritising education
- having high expectations
- promoting inclusion through challenging and changing attitudes
- achieving stability and continuity
- early intervention and priority action
- listening to children

The Guidance introduced two key measures to improve the educational life of chances for children in public care:

- Designated Teachers for every school
- Personal Education Plans for all pupils in public care

The Governing Body will ensure that the school has a Designated Teacher, and that the Designated Teacher is able to carry out his or her responsibilities effectively. At The Brent Primary School this is the Inclusion Co-Ordinator.

The Designated Teacher has a key role to play here but we acknowledge that all staff and all Governors have important and complementary parts to play as well.

### **Role of the Designated Teacher**

The DfEE and DoH Guidance states that the Designated Teacher should be "someone with sufficient authority to make things happen...(who) should be an advocate for the young people in public care, assessing services and support, and ensuring that the school shares and supports high expectations for them."

Our Designated Teacher has attended, and will continue to attend, training offered through the Looked After Children Education Service (LACES)

Our Designated Teacher will:

- Ensure a welcome and smooth induction for the child and their carer.
- Ensure that a Personal Education Plan is completed as soon as possible and in co-operation with the child, the social worker, the foster carer and any other relevant people.
- Ensure that the Personal Education Plan and other records are kept up-to-date and available in time to inform LAC Review meetings.
- Ensure that each pupil in public care has an identified member of staff that they can talk to. This need not be the Designated Teacher, but should be based on the child's own wishes.
- Co-ordinate any support that is necessary in school.
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- Encourage pupils in public care to join in extra-curricular activities and out of school learning.
- Ensure, as far as possible, attendance at planning and review meetings.
- Ensure that staff in school receive relevant training, and act as an adviser to staff and to governors.
- Set up urgent meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- Ensure the speedy transfer of information between individuals, agencies and - if the pupil changes school - to a new school.

## **Responsibilities of all staff**

All

staff at The Brent will:

- Have high aspirations for the educational and personal achievement of young people in public care.
- Ensure that all pupils in public care are supported sensitively.
- Respond positively to a pupil's request to be the named member of staff whom they can talk to when they feel it is necessary.
- Respond promptly to the Designated Teacher's request for information.
- Work to enable pupils in public care to achieve stability and success within school.
- Promote the self-esteem of all pupils in public care; maintain confidentiality; ensure that no child in public care is stigmatised in any way.

## **Responsibility of the Governing Body Monitoring Team**

The Governing Body Monitoring Team will:

- Ensure that The Brent has a named Designated Teacher and that the Designated Teacher is enabled to carry out acknowledged responsibilities
- Support the Head Teacher, the Designated Teacher and other staff in ensuring that the needs of pupils in public care are recognised and met.
- Ensure that all Governors are fully aware of the legal requirements and Guidance on the education of pupils in public care.
- Nominate a Governor to take a special interest in this area of the school's work.
- Liaise with the Designated Teacher and report to the Governing Body on an annual basis:
  - the number of Children in Care in school (if any).
  - their attendance as a discreet group, compared with other pupils.
  - their progress as a discreet group, compared with other pupils.
  - their attainment as a discreet group, compared with other pupils.
  - the number of Fixed Term and Permanent Exclusions (if any).
  - the destinations of pupils who leave the school.

The information for this report will be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned.

The Governor Monitoring Team will also ensure that the school's other policies and procedures give Children in Care equal access in respect of:

- Admission to school
- The National Curriculum and public examinations
- Additional educational support when this proves necessary

- Extra curricular activities

### **Training**

The Designated Teacher, in liaison with the Head Teacher, will ensure that all staff are briefed on the regulations and practice outlined in this policy.

### **Related Policies**

This policy links with a number of other school policies, particularly:

- Admissions Policy
- Positive Behaviour Policy
- Home School Agreement
- Single Equality Scheme
- Safeguarding Policy

This policy has been impact assessed in order to ensure that it does not have an adverse effect on race, gender or disability equality. A copy of this policy is available for staff and governors on KLZ and parents are able to view it on the school website.

**This policy will be reviewed on a regular basis, in line with our Policy Review Timetable.**

**Next review due: September 2018**