



Inclusion Policy / Accessibility Plan

Date	Review Date	Coordinator	Nominated Governor
September 2024	September 2025	Miss Tiffany Woodward	Mrs K Howden

Mission statement

Goldenhill Primary Academy provides a happy, friendly, secure and respectful environment; where everyone achieves their potential and develops a lifelong love for learning.

We believe this policy relates to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education Act 2002

At Goldenhill Primary Academy we believe every child has a fundamental right to education and must be given the opportunity to achieve and maintain their learning at the highest level possible. Every child has unique characteristics, interests, abilities and learning needs and through a holistic approach to learning we endeavour to meet these needs.

We believe that everyone has a right to equal opportunities. We believe that all children, adults and families should feel welcome and should have an equal chance to benefit from our school and everything it provides. We value the individuality of all children, and the families that they come from. We are committed to giving all of our children every opportunity to achieve the highest of standards including those with diverse needs.

We offer a broad, balanced and flexible academic and social curriculum, which is accessible to them and ensures that they are fully included in all aspects of school life. We have the highest expectations of all children. We plan our curriculum to extend our children's knowledge and experience of other cultures, languages and celebrations. We ensure that our curriculum reflects the diversity of our society. We encourage children to explore in a positive way the differences and diversity of people. We actively seek to combat all forms of discrimination.

For the benefit of all pupils we wish to work closely with the health service, social care, the learning and behaviour support team, and the education social worker.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Aims and Objectives

All staff have a responsibility to promote inclusion in the following ways:

- To continue to raise staff awareness of inclusion via ongoing staff development.
- To create an environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.
- To remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils and to include pupils in all aspects of school life regardless of need.
- To create a nurturing environment so that children feel safe, secure and able to achieve to their highest ability, maximizing the learning potential of all pupils and to raise attainment for all.
- To provide a range of teaching styles to accommodate the different learning styles of all children and to ensure that resources are matched to their need.
- To equip pupils with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of the community and to celebrate the progress and achievements that all members of the community make.
- To involve pupils and parents in planning and any decision making that affects them and their family and to work together with all partners involved in the education of the child.

Educational inclusion is about equal opportunities, for all children whatever their age, gender, ethnicity, attainment or background. It ensures particular attention to the provision made for and the achievement of different groups of pupils within a school. We pay particular attention to the provision for and the achievement of a range of learners:-

- Gender
- Minority ethnic and faith groups,
- Travelers, asylum seekers and refugees,
- Children who need support to learn English as an Additional Language (EAL)
- Children with Special Educational Needs and Disability,
- Gifted and talented children,
- Children in care (CIC) of the Local Authority,
- Other vulnerable groups e.g. young carers,
- Any children who are at risk of exclusion.

All applications for places at our school will be treated fairly. No child will be refused a place in the school because of their special need, disability, race, gender or background.

We value the importance of effective induction procedures with pre-school visits, parents meetings and review of previous records. If the school is aware of Special Educational Needs or Disability before a

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child starts school, we will endeavour to liaise with parents and outside agencies to gather information and assess the individual needs of the child e.g. Early Years Assessment Forum. Where resources are available, every effort will be made to support a child who has Special Educational Needs or Disability.

At Goldenhill Primary Academy we seek to create an environment in the school which encourages and reinforces positive behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the education process. The school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioral aims. The children bring to school a wide variety of behavioral patterns based on differences in home values, attitudes and parenting skills, we recognise and build on these.

At Goldenhill Primary Academy we work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles.

The adults encountered by the children at our school have an important responsibility to model high standards of behaviour, both in their dealing with the children and each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations.
- emphasise the importance of being valued as an individual within a group.
- promote, through example, honesty and courtesy.
- provide a caring and effective learning environment.
- encourage relationships based on kindness, respect and understanding of the needs of others.
- ensure fair treatment for all regardless of age, gender, race, ability and disability.
- show appreciation of the efforts and contribution of all.

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rights All children have the right to develop their potential and be safe and happy.

Rules The rules or codes of behaviour are essential for maintaining these rights. These are split into three areas:

- whole school
- classroom
- Individual

(see behavior policy)

Responsibility

Advice and support is always sought from outside agencies and services when necessary.

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Positive Parental Involvement is important for the success of all children, but it is particularly important for children who are gifted and talented or those who with SEND.

In accordance with the code of practice parents are involved from the initial stages. Parents are given the opportunity to express their views, be active in decision making and participate in their children's education at review meetings, parent consultations and induction meetings.

Teaching and Learning

3i Curriculum:

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through :-

- Setting suitable learning challenges,
- Responding to children's diverse learning needs,
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils,

Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

3ii Teaching and Learning Style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work teachers take into account the abilities of all children. For some children we use the programmes of study from different year groups or reduce/extend the breadth of work within a topic.

Teachers ensure that children:-

- Feel secure and know that their contributions are valued,
- Appreciate and value the differences they see in others,
- Take responsibility for their own actions,
- Are taught in groupings that allow them all to experience success,
- Use materials that reflect a range of social and cultural backgrounds,
- Have challenging targets that enable them to succeed,
- Are encouraged to participate fully regardless of need

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good

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behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help to develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child.

3iii Objectives

Schemes of work and policies for each area of the curriculum are in place and are taught adaptively to include appropriate learning outcomes for all pupils.

3iv Curriculum Planning

The curriculum should be appropriate, accessible, and fully inclusive. In order to make progress a child may only require adaptations of the plans for the whole class. These adaptations may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Adaptive teaching will be recorded in the daily planning by the class teacher. Monitoring of progress will be carried out by the class teacher and used to inform future adaptations within whole class planning and teaching.

3v The Foundation Stage

Every child deserves the best possible start in life and the support that allows them to fulfil their potential. Children develop quickly in the early years and a child's experiences have a major impact on their future life chances. The Early Years Foundation Stage framework is in place and sets the standards to ensure that children learn and develop well and are kept safe and happy. Teaching and learning ensures that the children receive a broad range of knowledge and skills to promote children's 'school readiness' and provide the right foundation for good future progress through school and life. Learning and development opportunities are planned around the needs and interests of each individual child and are assessed and reviewed regularly against the Early Learning Goals.

Children receive a broad range of knowledge and skills to promote their 'school readiness' and provide the necessary foundation for good future progress through school and life.

3vi Monitoring and review of policy

This policy remains under constant review but will be formally reviewed every three years.

Role of the Governing Body

The schools governors have statutory responsibilities outlined in the Special Needs code of Practice. They are responsible for providing a named governor responsible for SEND and Gifted and Talented Provision. They are required to report annually on the fulfilment of the schools Inclusion Policy.

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In January 2016 new guidance to help improve discipline in schools was published. It sets out roles and responsibilities for governing bodies, head teachers and teachers regarding behaviour and discipline.

Key messages are:

- Schools should not have a 'no touch' policy.
- Teachers have a legal power to use reasonable force.
- Head teachers can search without consent for an extended list of items including alcohol, illegal drugs and stolen property.
- Schools must have measures in place to deal with bullying in and outside school. (including cyber-bullying).

Malicious allegations

- Head teachers can exclude pupils who make false allegations. They can involve the police.
- Schools should not automatically suspend teachers accused of using force unreasonably where other alternatives exist.
- All but the tiny number of complex cases should be resolved within 3 months and the majority within 4 weeks.
- Malicious, unsubstantiated or unfounded allegations should not be included in employment references.

The Education Act 1996 (section 55a) allows teachers and other members of staff to use reasonable physical intervention authorised by the head teacher, if all other strategies of control have not succeeded. It will be passive in intent and is considered reasonable in circumstances preventing a pupil from doing or continuing to do the following:

- behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility;
- injuring themselves or others;
- causing or risking serious damage to property (including the pupil's own property);
- engaging in any behaviour prejudicial to maintaining good order and discipline whether that behaviour occurs in the classroom or elsewhere.
- Extend teachers' powers to search pupils for any items that have, or could be used to cause harm or break the law, and for items banned or which would break the school rules.
- Stop appeals panels sending pupils back to school from which they were excluded.
- Give teachers anonymity when facing allegations.
- Remove the requirement of schools to give parents 24 hours notice of detention.

The school Governing Body have appointed Mrs K Howden as link governor for this subject.

The link governor will work with the subject manager to improve standards and provision in Inclusion at Goldenhill Primary Academy.

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;

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- work hard to create a positive school ethos where all individual needs are addressed and strengths celebrated;
- ensure the inclusion of pupils, school personnel, parents and the local community;
- work closely with the coordinator for Inclusion and the nominated governor;
- work closely with the SENCo;
- work closely with the coordinator for assessment to ensure that:
 - an effective pupil tracking system is in place
 - individual pupil needs are identified early and that strategies are put in place to address them
- ensure good lines of communication and strong links with parents and outside agencies are in place;
- record all incidents of bullying, harassment and racism;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
 - ensuring pupils are set challenging targets
 - analysing data to see if pupils from all groups are achieving their full potential
 - examining the number of pupils who have been excluded
 - analysing numbers of pupils from different groups attending extra-curricular activities
 - analysing attendance data

Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- ensure provision mapping is in place across the school;
- ensure the inclusion of pupils, school personnel, parents and the local community;
- work closely with the coordinator for assessment to track pupil progress of all groups by ensuring pupils:
 - are making the expected level of progress
 - are set challenging targets
 - are supported to achieve their targets
- assess the level of English of all new arrivals;
- provide the necessary support for all new arrivals;
- make every effort to ensure that all pupils are able to take part in educational visits by checking the suitability of every venue;
- measure the effectiveness of our inclusion programme by the analysis of the following data concerning pupils from different groups:
 - individual pupil performance
 - the number of fixed term and permanent exclusions
 - attendance
 - extra-curricular activities
- provide guidance and support to all staff;
- provide training for all staff on induction, when the need arises;
- keep up to date with new developments and resources;

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Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;

Role of the Senior Leadership Team

The Senior Leadership Team will:

- provide resources to support this policy;
- monitor the performance of pupils by analysing data and by discussion with class teachers;

Role of School Personnel

School personnel will:

- comply with and implement this policy;
- take into account the abilities of all pupils with work being differentiated to fit the needs of everyone;
- use a variety of teaching styles to deliver a broad and balanced curriculum;
- create a positive classroom environment by having high expectations, encouraging pupils, involving pupils, and respecting their feelings;
- assist in the monitoring and tracking of pupils;
- work closely with the inclusion coordinator, assessment coordinator and outside agencies;
- devise and monitor:
 - individual education plans
 - pastoral support programmes
 - personal education plans
- ensure special educational needs pupils have the correct support they require to address their specific needs;
- ensure disabled pupils take a full part in all school activities both on and off the school site;
- ensure pupils who are gifted and talented are identified and that their needs are met;
- ensure the needs of all new arrivals are identified and the appropriate support is allocated

Role of Pupils

Pupils will be aware of and comply with this policy and help to make new arrivals welcome to the school.

Role of the School Council

The School Council will be involved in:

- organising surveys to gauge the thoughts of all pupils;

Role of Parents/Carers

Parents/carers will:

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- be aware of and comply with this policy;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the Academy website
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

We ensure all Academy personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all Academy personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Appendix

- a. SEN
- b. Behaviour
- c. EAL

a. SEN

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Identification/Assessment

Pupils with a Special Educational Need are identified by the class teacher / SENCO. When extra support within the class setting does not have any impact upon progress a pupil referral is made to the SENCO for additional assessment. Assessment takes place for pupils to establish whether they are in line with their peers. This is used alongside National Curriculum/Foundation Stage assessments.

Assessment used:

- 100/200 common words for reading and spelling.
 - Boxall
 - Phonic assessments for reading and spelling
 - Salford reading test – reading / comprehension
 - Graded word spelling
 - BPVS
 - Locke and Beech
 - Early years profile
 - Maths screenings
 - Handwriting assessment
 - Observations
 - Reading level / Reading Age assessments
- (this list is not exhaustive)

Support/interventions

Where a child's development or abilities are a cause for concern, the class teacher will raise the issue with the Academy SENCO. A concern form will be completed by the class teacher which will include evidence of the graduated approach and impact of interventions over time. A series of assessments will then be carried out to determine whether the child falls within the necessary parameters to be considered for SEN support.

All pupils identified as having SEN are placed on the SEN register at School Support following parental consent. The SENCO, the class teacher, the child and the parent(s) will develop an individual IEP. Class targets are set and additional intervention is put in place to support the pupil. Parents will receive feedback on their child's progress against the targets from the class teacher at parent evenings and at each termly IEP review. If progress against the targets is not being made then a meeting can be arranged sooner. Specific programs and extra provision are put in place to meet their additional needs.

Pupils can also be moved to School Support if they are receiving intervention programs from other outside agencies. For example a pupil attending speech therapy who has a language program being delivered in school by a speech therapist.

When a pupil is identified as in need of School Support, they may receive support from specialist services depending on their need. i.e. SEND Services (SLCN, Hearing Impaired, etc) Educational Psychologist, Occupational Therapist, Speech Therapist. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessments or some direct work with the child. The specialist services will contribute to the planning, monitoring and reviewing of the child's progress.

Monitoring/measuring progress

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Assessment will be carried out on a regular basis by the class teacher, recorded regularly using the school's assessment procedures. The SENCO will look at the termly assessment and monitoring information and, alongside the class teacher, will make adjustments to the provision for the child, if appropriate.

School Support pupils are assessed at the end of each term whilst EHCP pupils are assessed every 6 weeks. A review meeting will take place between the class teacher and the Parent to discuss the testing outcomes and to review targets. IEPs for children at School Support will be reviewed termly whilst IEPs for EHCP pupils will be reviewed half termly. The Class Teacher and / or SENCO will carry out pupil reviews with the parents.

Parents are involved in the review of EHCPs with the SENCO and /or Class Teacher. Send Services may also monitor the IEP, provision and assessments during meetings with the SENCO.

The delivery of the IEP targets are monitored termly by the SENCO to ensure that the pupils are working on their targets and that they are receiving the correct allocated time.

The Special Needs Assistants are also monitored to ensure that good quality interventions and strategies are taking place through learning walks and SEND review days.

For a child who is not making adequate progress, despite a period of time at School Support, (in agreement with the parent/carers), the school may request the LA to make a statutory assessment in order to determine whether it is necessary to apply for an EHC Plan.

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

The School's Arrangements for SEND and Inclusion In-service Training

The SENCO attends regular SEND forums to update and revise developments in Special Education and Inclusion.

Meeting additional needs and inclusion issues are targeted each year through the School Improvement Plan. In-Service training and individual professional development are arranged matched to these targets.

In-house additional needs and inclusion training is provided through staff meetings by the SENCO.

All staff have access to professional development opportunities for additional needs or inclusion training where a need is identified either at an individual pupil or class level.

Information is provided to the governing body on a termly basis as to the number of pupils receiving special educational provision through School Support and EHC Plans as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy change.

b. EAL

Identification/Assessment

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EAL pupils having a need will be identified from the registration form completed at intake. We now have through the nursery induction process, extended services interviews. The extended services manager will share information with the inclusion manager with regarding any EAL pupil.

Records from other schools for pupils who join at different times are examined for need, and contact with the other school will take place if required.

Support/interventions

If an EAL pupil is identified as having a need then we would contact SENMAS for initial professional support and advice, who would direct us where to go for support us with a low level plan for action. In significant cases we would seek professional involvement. Support will be given and additional staff will be deployed to work alongside teachers.

c. A&T

Identification/Assessment

Able and talented pupils are identified by the class teacher. Able pupils are identified through teacher assessment and pupil tracking. Talented pupils are identified by the class teacher or specialist teachers/sports coaches if they are showing an advanced level of skill in art, music or P.E. etc.

Opportunities for A&T projects will be coordinated with the local universities, local secondary schools or through cluster group activities i.e. master classes.

Support/interventions

All pupils identified as A&T are placed on the A and T register. Pupils are supported by the class teacher who is to provide adequate extension work. It is the head teachers and the inclusion manager's responsibility to ensure that provision is appropriate. This is carried out through the monitoring of planning, book scans and observations.

Monitoring/measuring progress

Pupil's progress is monitored through the Dcpro

We pay particular attention to the provision for and the achievement of a range of learners:-

- *To seek to continuously monitor and evaluate the success of policy and practice.*
- *To develop inclusive practices throughout our community by promoting equality of access and opportunity for all*
- *To continue to raise staff awareness of inclusion via ongoing staff development.*
- *To create an environment which encourages and reinforces good behaviour*
- *To define acceptable standards of behaviour*
- *To encourage consistency of response to both positive and negative behaviour.*
- *To promote self-esteem, self-discipline and positive relationships.*
- *To ensure that the school's expectations and strategies are widely known and understood.*
- *To encourage the involvement of both home and school in the implementation of this policy.*

Linked Policies

▪ Anti-bullying	▪
▪ Equal Opportunities	▪

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▪ Pupil Behaviour and Discipline	▪
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Headteacher:	Mr. Steven Martin	Date:	
Chair of Governing Body:	Mrs K Howden	Date:	

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Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Inclusion Policy	To ensure that all children have access to all school provision.			✓

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓		✓

Question	Equality Groups																		Conclusion							
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
		✓			✓			✓			✓			✓			✓			✓			✓			✓
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary approval by	Date
Sarah Howson	July 2023		

Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated governor in place				
• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				
• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy available from the school website				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
A statement outlining the overall effectiveness of this policy				