



ROOKERY SCHOOL
RENOWNED FOR EMPOWERING LEARNERS

Living and learning together at Rookery School

Inclusion and Equalities Policy

'The school has many strengths the most notable being the care and support provided for every learner. This thoroughly inclusive school has an excellent understanding of the personal needs of every pupil, especially pupils with SEN or whose circumstances make them vulnerable.'

OFSTED 2010

'Disabled pupils and those with special educational needs are well taught'

OFSTED 2013



Reviewed: 4 October 2017, Full GB
How often reviewed: Annually

Rookery School

Inclusion and Equalities Policy

This policy takes account of the following legislation:

- The Equality Act 2010
- Public Sector Equality Duty (PSED) April 2011

(The public sector equality duty which has replaced the three separate duties on race, disability and gender)

We also take account of:

- The Equality Act 2010 and Schools
Departmental advice for school leaders, school staff, governing bodies and local authorities
Dfe May 2014

Protected characteristics

1.9 It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

Rookery has been praised for its support of pupils with additional needs in the last three OFSTEDs.

Pupils with learning difficulties or disabilities are well supported, enabling them to make progress in line with their peers. This good quality support enables vulnerable children and those with additional needs to make good progress. OFSTED 2007

The school has many strengths the most notable being the care and support provided for every learner. This thoroughly inclusive school has an excellent understanding of the personal needs of every pupil, especially pupils with SEN or whose circumstances make them vulnerable.'
OFSTED 2010

'Disabled pupils and those with special educational needs are well taught'
OFSTED 2013

Provision for pupils with special educational needs is outstanding. We have an ASD resource base which is extremely successful in reintegrating children into mainstream. Children with SEN make excellent progress at least in line and often better than their peers. We are aware that children with SEN need accelerated progress.

Pupil Premium Progress

Rookery's key school improvement priority is to ensure that children entitled to the pupil premium make accelerated progress to eliminate any attainment gap.

Rookery follows the Birmingham inclusion strategy;

Inclusion is a process that entitles all learners

- **to a broad, relevant and stimulating curriculum**
- **in the environment that will have the greatest impact on their learning**
- **where they are able to learn, play and develop alongside each other within their local community of schools.**

Every learning environment should meet the needs of learners, families and communities and have access to effective and efficient use of resources to enable this to happen.

Every pupil with SEN, disability, and at risk of social exclusion has an entitlement to fulfil their potential. This is achieved by ensuring the wellbeing of all pupils. These outcomes are embraced in every aspect of school life: personalised teaching and learning approaches; access to ICT across the curriculum; flexible learning pathways and out-of-hours learning activities; support for emotional wellbeing through the Jigsaw programme, mindfulness and the assertive mentoring approach; which engages pupils in having a say about their progress and SEN provision; and partnership with parents/carers, other schools and the local community.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Mission

Working together in partnership, the staff and governors at Rookery aim to provide:

An environment that is.....

- Warm, positive, friendly and supportive; where children can grow in self-esteem to become independent, happy young people with a sense of purpose.
- Calm and caring, safe and secure; where everyone and everything is valued and treated fairly with respect.
We will actively seek to discourage bullying, discrimination and anti – social behaviour in general.
- a recognition and celebration of wide ranging experience and achievement
- Vibrant and stimulating; a reflection of the rich cultural diversity that is Rookery School.

A curriculum that is.....

- *Broad, balanced, continuous and progressive, while remaining flexible and imaginative.*
- *Reviewed, monitored and evaluated regularly in order to respond to national/ local initiatives and the changing needs of our children.*
- *Centred upon producing learning experiences of the highest quality.*
- *Extended and enhanced through a varied and exciting programme of extra curricular activity.*

We know that we can best fulfil these aims by:

- *Working together in harmony with parents who share with us the responsibility of educating our children for a world beyond our school.*
- *Listening to, and valuing the contribution of the whole school community.*

Values

At Rookery we value our learning community where everyone is empowered to grow and develop in order to be the best that they can be.

The children at Rookery are at the heart of this community. We recognise that each and every one of them is unique with their own ideas, talents, needs and aspirations.

Consequently we expect the children to:

- Take responsibility for shaping their own learning pathway
- Value every learning opportunity
- Take risks and develop resilience

Rookery School is committed to inclusion. We aim to develop cultures, policies and practices that include all learners. This does not mean that we will treat all learners in the same way. We will respond to them in ways, which take account of their varied life experiences and needs and their individual learning styles are recognised.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, disability, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys.
- Pupil Premium Children
- Ethnic groups.
- Asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- Those who are gifted and talented
- Looked after children (LAC) (see monitoring of progress document)
- Others such as those who are sick; those who are young carers; those who are in families under stress.
- Learners who are at risk of disaffection and exclusion or failing to take part fully in the school experience through challenging behaviour or poor attendance
- children with mental health needs
- victims of abuse

This policy describes the way we meet the needs of children and adults who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At Rookery we aim to identify these needs as they arise and provide teaching and learning contexts, which enable every child to achieve to his or her full potential. Support is also available from the Children's Centre where a team of family support workers can often provide extra support that a family requires.

Rookery School sees the inclusion of children identified as having special educational needs as an equal opportunities issue. We also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

The development and monitoring of the school's work on Inclusion will be undertaken by the Partner Head Teacher responsible for Inclusion, Emma Balan , the SLT, and SEN Governor.

The SEN Coordinator is Emma Freeman

The SEN Governor is Mr Hardeep Dhinju

The lead DSL is;

Emma Pinnock- AHT Assistant Head ASC Resource Base .

She is supported by the following staff all trained as DSLs:

Emma Balan – Partner Head teacher

Debbie Loane - Partner Head teacher

Satvir Rai- Pastoral Manager

Seema Samuels- Assistant Head- Foundation/ KS1

Emma Freeman – SENCO

Forida Panna- Nursery Manager

Irita Campbell- Learning Mentor

Objectives

1. To ensure the SEN and Disability Act, relevant Codes of Practice and legislation are implemented effectively across the school
2. To ensure equality of opportunity for all, and to eliminate prejudice and discrimination against, children and adults for reasons of special educational needs, disability, gender ethnicity, attainment or background.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum* and information through differentiated planning by teachers, SENCO, and support staff as appropriate. (*Except where disapplication, arising from a Statement occurs).
5. To provide specific input matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEN.
6. To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers
7. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of life and learning.
8. To involve parents/carers at every stage in plans to meet their child's additional needs.
9. To involve the pupils themselves in planning and in any decision making that affects them.

Arrangements for coordinating SEN provision

Rookery currently has approximately 25% of the school population on the special needs register. Children are identified for a variety of reasons, including;

- **Cognition and Learning**

- How your child thinks, learns and understands their world.

- **Communication and Interaction**

- How your child talks to, listens, responds, plays and learns with other children and adults.

- **Social, Emotional and Mental Health difficulties**
 - How your child shows their feelings, negotiates and solves problems in different situations and handles changes of routine.
- **Sensory and/or Physical needs**
 - How your child responds to their environment and learning using their senses and any diagnosed medical issues.

Supporting a child with SEN

The Process

Pupils at Rookery benefit from a process focusing on early identification of their needs. Children are identified in a variety of ways.

For children under 3 this may be;

- Early identification through 'stay and play' by Foundation teachers.
- Educational Psychology work with a pre-school child.
- Early Support Services
- Close liaison with Child Development Centres / Health Services
- Liaison with agencies such as the Communication and Autism Team
- Family Support Workers/IFST workers
- Home school liaison visits
- Liaison with the Children's Centre through the Nursery manager.

For school age children;

- Observations from pre-school visit, child's admission form, transfer records
- Rookery's school tracking system has identified low attainment or insufficient progress.
- Assessment visits by the Assistant Head (ASD Base). Possible assessment places for children in the Base.
- Feedback from and discussions with parents/guardians
- Baseline assessment results
- Assessment without levels TA information
- Performance on the standardised Reading and Maths tests. (3 times a year)
- Progress measured against the P level descriptors
- Observations of behavioural, emotional and social development
- Assessments by a specialist service.
- EAL or first language assessments
- Attendance and exclusions
- School Nurse

Staff supporting SEN provision.

- All class teachers - **First point of contact for concerns.**
- **SENCO –Emma Freeman.**
- Head of the ASC Base- Emma Pinnock
- Emma Balan – Partner Head Teacher (Inclusion)
- Debbie Loane- Partner Head Teacher
- Learning Mentor- Irita Campbell
- Mathematics coordinator- Jaskamal Bains
- Phase leaders to support Pastoral and Learning concerns: Joanne Wedderburn , Martha Hemsted
- Reading Coordinator- Natalie Callender
- Speech and Language Therapy provided by Birmingham Community Healthcare Trust
- All staff in the ASC Base.

An ITP (Individual Target Plan) is written for any child who is significantly below the expectations of their year group. These should be shared with parents at the earliest possible parents evening.

A CRISP assessment may be carried out by the SENCO, class teacher and other professionals (e.g. Educational Psychologist, Pupil and School Support)

Current intervention groups;

- Reading/spelling and phonics- Read Write Inc
- 1:1 tuition for Reading and Maths.
- Y6 Gifted and Talented English/Maths Group
- EAL
- Speech and Language
- Social Skills- Learning Mentor interventions
- Social skills – ASC Base

Following discussions with parents the advice of other agencies will be sought. Rookery has developed excellent partnerships with the following providers;

- The Speech and Language Service
- Educational Psychology
- Hamilton Special School
- The Behaviour Support Service- Key Centre
- CAMHS- Children's and Adolescents Mental Health Services
- The Communications and Autism Team
- The School Nurse
- Pupil and School Support Services (PSS)
- Visual/ Hearing Support Services
- Children's Services
- Education Welfare Service
- Physiotherapy

For any child who fails to make progress following **three periods of 'plan do review' ITPs. The school in, consultation with parents, may request a Statutory Education Health and Care Plan (EHC Plan)**

**Around 4% of the school population have an EHCP.
Supporting a child with Emotional and Behavioural Difficulties (EBD)**

The process

- Rookery uses the Assertive Mentoring process to support the behaviour of all children at Rookery.
- Rookery has a strong Pastoral Team whose role is to remove barriers to learning and ensure good progress for all children.

The pastoral team comprises :

Emma Balan- Partner Head Teacher
Emma Pinnock- Assistant Head (ASD Base)
Satvir Rai- Pastoral Manager
Phase leader- Martha Hemsted
Phase leader- Joanne Wedderburn
Irita Campbell- Learning Mentor
Emma Freeman –SENCO
Florida Panna- Nursery Manager

A written pastoral referral may be made by any member of staff for a wide range of reasons that may be impacting negatively on a child's learning. The pastoral team will then consider the appropriate course of action. For EBD this may be an initially meeting for parents with the phase leaders, intervention by the learning mentor, or a behaviour monitoring card where the child is set one or two clear targets to improve their behaviour for learning. The Assertive Mentoring process and the system of 'Dojo' rewards reinforces good behaviour/ behaviour for learning on a daily basis. Parents are able to engage with the 'Dojo' system through their smart phone or internet.

If there is no improvement a Pastoral Support Plan may be written to support the child. Pastoral support plans involve the child, parent, teacher and learning mentor setting agreed targets. The weekly discussion creates an effective partnership with parents and ensures children have ownership over the process. Consequently the PSP process has proved very effective in improving children's behaviour and impacting on attainment and progress.

All ITPs, pastoral support plans (PSPs) paperwork relating to SEN are kept in the class SEN Folder. Staff are briefing around the confidential nature of some paperwork and must ensure its security.

Definition of Special Educational Needs

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

- a. have a significantly greater difficulty in learning than the majority of the same age or
- b. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

There are four categories of SEN

1. Communication and Interaction

This category includes autistic spectrum disorders and speech and language difficulties. The ASC Continuum encompasses a wide range of ability.

2. Cognition and Learning

This category includes children who display general learning difficulties throughout the curriculum or specific learning difficulties with literacy, numeracy, memory, spatial awareness or motor skills. It encompasses those children who have not reached a particular developmental stage typical to that group.

3. Behaviour, emotional and social development

This category includes children who present with low self-esteem, insecure social skills, challenging behaviours, are withdrawn or isolated, disruptive, hyperactive or lack concentration and motivation.

4. Sensory and/or physical

This category includes a wide spectrum of sensory, multi-sensory and physical difficulties including medical conditions. The sensory range extends from profound and permanent deafness or visual impairment through to lesser levels of loss, which may only be temporary. Physical impairments may arise from physical, neurology or metabolic causes, some of which will produce more complex caring, social and learning needs

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

School Request for a Statutory Assessment

For a child who is not making adequate progress, a request for an Education Health and Care Plan (EHCP) may be made.

Planning, provision, monitoring and review processes continue as before whilst awaiting the outcome of the request.

If a request for an EHC plan is granted there will be Annual Reviews, 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 EHC plan, to the funding arrangements for the child or for a change of placement.

Arrangements for Partnership with Parents/Carers

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents are always encouraged to attend review meeting and discuss their child's progress.
- Targets may include targets to work towards at home, where appropriate and parents/carers are always invited to contribute their views to the review process.
- Workshops such as 'Inspire' are offered for parents/ carers to attend.
- Parent/child sharings provide regular opportunities to discuss concerns and progress. This is part of the Assertive mentoring process. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly addressed. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Partner Headteacher or, if this fails to resolve the issues, the governing body.
- The SENCO will ensure parents have access to organisations such as 'Parent Partnership' to give them advice.
- Parents are informed of any relevant training workshops eg ASC workshops/ parenting classes- Cygnet parent groups run by Kam Gill (Specialist ASC TA)

Links with Other Schools/Transfer Arrangements

To ensure a smooth transition into nursery, parents are encouraged to bring their children to 'Stay and Play' sessions;

To ensure a smooth secondary school transfer the SENCO, AHT for the ASC base and the Pastoral Manager will;

- Liaise with the SENCO at the secondary school as appropriate.
- Refer children for Learning Mentor support as appropriate.
- Ensure vulnerable parents are supported in making secondary school visits by the family support team.
- Ensure parents who require support in completing the secondary transfer form access it.
- Ensure the parents of children with Statements or EHC plans return their forms at the correct time and have support in completing the 'supporting information statement'
- Relevant SEN information will be forwarded promptly to the next school.

Replaced: Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

Arrangements for providing access to learning and the curriculum

See Accessibility Plan.

This sets out how the school will increase access to education for disabled pupils in the three areas required by the planning duties in the **Disability Discrimination Act:**

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled;
- Improving the information which is available to all members of the school, and the wider community,

Access to the Environment

Rookery School is a single site school, with 5 separate buildings. Entrance to four of the buildings can be via a ramp, which is suitable for wheelchair access. There are also disabled toilets in four buildings. In addition there are male and female showers and changing facilities in the Sports and Arts Centre, which also includes a disabled shower. There are changing facilities in the Foundation Unit.

Admission Arrangements

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- Prior to starting school, parents/ carers of children with a Statement of SEN or EHC plan will be invited to discuss the provision that can be made to meet their identified needs as part of a wider consultation with agencies.

These arrangements will not discriminate on grounds of race, religion, ethnic origin, gender, sexual orientation or gender reassignment. The school will not automatically refuse entry to pupils on the grounds that they have special, social, educational or behavioural needs or because they have a history of disruption. The school is willing to consider offering new opportunities to pupils who have experienced difficulties previously as part of a managed move or reintegration programme and in partnership with other agencies. Parents and pupils may be asked to make agreements as to future conduct and attendance but such an agreement will not be used as a condition of entry.

Attendance

Rookery has now started the 'Spotlighting' attendance intervention

The school places a high priority on good attendance for all children and sets class targets. Rewards, such as, certificates and trips to the cinema or theatre are given to classes meeting their targets.

Social Inclusion

- The school seeks to provide social inclusion by means of an effective PHSE curriculum and circle time.
- The PHSE curriculum includes issues of disability, difference and valuing diversity a new PHSE curriculum, 'Jigsaw' is currently due to be implemented.
- The governors have decided to pay for a number of educational visits in every year group. This ensures children are not excluded for social or economic reasons.

In addition the following strategies are used where appropriate.

- Individual support from the learning mentor
- Support from the Pastoral manager
- Personal targets
- Circle of Friends
- Friends for Life intervention for children experiencing anxiety and self-esteem issues.
- Circle Time
- Contact with other agencies ie Communications and Autism team.

Terminology, Imagery and Disability Equality

- The school is aware of the impact of language on children within the school.
- We aim to make optimum use of Circle Time for raising issues of language and other

disability equality issues..

- The new Jigsaw PHSE programme supports children to celebrate diversity. It includes anti-bullying (cyber and homophobic bullying) and diversity work

Listening to those identified with Additional Needs

Rookery School encourages the inclusion of all children in all activities. We also have Circle Time throughout the school where children are encouraged to speak and listen to everyone. We aim to include children in their own targets and support children with statements or EHC plans to take part in their annual reviews, through preparation, and child centred, accessible meetings. The Assertive mentoring process includes three 1:1 coaching sessions for children with their class teacher to discuss targets for both learning and behaviour for learning.

The Pastoral Support Plans (PSP) encourage children to take ownership of their behaviour and learning targets.

Working with Disabled Parents/Carers

Rookery School recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers activities.

The Pastoral Manager is the first port of call to support parents with access issues. For example she has been available to bring children in to school where parents have disabilities.

Disability Equality and Trips or Out of School Activities

We try to make all trips inclusive. We provide additional TA support for individual children as required.

The governors have decided to pay for a number of educational visits in every year group. Children are never excluded for social or economic reasons.

Evaluating the Success of the Policy

Each year we track all our identified groups to ensure they are not underachieving.

The analysis of the tracking will help us to target children for intervention groups and plan the provision map. Any underachieving groups of children are identified and the phase leaders informed as part of the Performance Management Cycle. Each individual child in the group has the interventions recorded and a staff mentor may be assigned to some children as appropriate.

- The Partner Head teacher or SENCO will regularly provide information to the governing body as to the numbers of pupils receiving special educational provision. The Partner Head teacher or SENCO 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 changes.
- The Partner Head Teacher will meet with the SEN Governor to discuss Inclusion and current SEN concerns.
- Individual targets for children with additional needs will be reviewed through ITP targets.
- We will monitor behaviour incidents and ensure that the exclusion rate is kept to its current low level.

Gender Equality

We will give due regard to the need to:

- **Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation.**

- **Promote equality of opportunity between women and men, girls and boys in all aspects of school life.**

Gender monitoring of pupil performance

At present;

Rookery carefully tracks and monitors the progress of girls and boys in reading writing and Mathematics. We are currently tracking the progress of boys especially where they are Pupil Premium and SEN. Currently 70% of the children identified as having additional needs are boys.

Following analysis of our fixed term exclusion rate, although very low, the majority are boys. The learning mentor supports them with social skills and raising self esteem in partnership with other agencies such as; Behaviour Support Services (BSS), Educational Psychology, Children's and Adolescents' Mental Health Services (CAMHS) and The Communication and Autism Team (CAT). The PSP (Pastoral Support Plans) are proving to be very effective in improving behaviour for learning, engagement and impacting on progress and attainment.

Personal development and pastoral care for our pupils

Through our Assertive Mentoring process and PSHE (Jigsaw) and Circle Time schemes of Work, our pupils are comprehensively supported and guided. A buddy system operates throughout the school where older children are encouraged to care for the younger children and also explain and model acceptable behaviours.

All aspects of teaching and learning and the wider curriculum

Curriculum planning takes account of our commitment to gender equality. The criteria used for setting and other groupings are fair for all pupils. We endeavour to use assessment materials that are free from any unfair bias. Our aim at Rookery is to empower pupils to oppose discrimination and also to make sure they have the skills to challenge stereotyping as and when it occurs.

Admissions and attendance

We have clear published criteria for admission. The school monitors pupil attendance and uses data to develop strategies to address poor attendance.

This analysis allows the Pastoral Manager to focus her support more effectively. At present there is no difference between the attendance of girls and boys. However the school is aware in some cases absenteeism may be linked to gender.

Staff recruitment and professional development

Recruitment and selection procedures are consistent with the Gender Equality legislation.

Steps are taken to identify, support and provide opportunities for the professional development all staff and governors.

The school has implemented Single Status as laid out in the Birmingham guidelines.

Rookery is committed to the recruitment and retention of male staff, recognising the importance of having excellent male role models in a school.

Partnership with parents and communities

All parents are encouraged to be part of the life of the school and can join the governing body. Analysis had also taken place around the attendance of parents at workshops,(e.g. Inspire, Keeping up with the Children) parenting classes, academic classes etc. It was been found that parents attending were almost exclusively female.

The Pastoral Manager has worked hard to encourage more fathers to attend with their children. Events are modelled around children sharing their learning with parents through workshops, for example, maths, music, science, history, geography. The hands on approach of these workshops

have appealed to fathers and there has been a significant increase in the number of male family members attending.

Victims of gender violence and domestic violence are well supported by the Pastoral Manager who is able to signpost them to support.

Race Equality and Community Cohesion

Introduction

Rookery School understands and welcomes its statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination.

'Pupils from a wide range of cultural backgrounds relate warmly to each other. Racial harmony is a strength of the school' OFSTED 2007

At Rookery children's racial and cultural heritage is viewed as a rich resource for our curriculum. Children take part in a variety of shared cultural learning experiences and celebrations which are designed to strengthen racial and cultural heritage and promote understanding and community cohesion.

Rookery understands its duty to promote community cohesion.

At Rookery the community was instrumental in the development of our school vision and values. We listened to and valued the contributions of the whole community; children, parents, governors, staff, agencies, arts groups, sports providers, secondary schools, special schools, and community groups. The feedback given was that we were creating a vibrant and stimulating environment which is a reflection of the rich cultural diversity that is Rookery School.

Community involvement is extremely important to many of our learning experiences. For example there is a community choir based at Rookery incorporating members of the community, staff and parents.

Rookery follows BCC procedures for reporting racist incidents involving pupils in schools. This is usually a nil return.

Monitoring of pupil performance and impact assessments

Rookery monitors the progress of all ethnic groups across all subjects. There are no common trends emerging in pupil performance across the school; however where underachieving groups are identified as part of a cohort, interventions are immediately put in place for the individual children within that group. The impact on progress of the intervention groups is assessed three times a year.

Admissions and attendance

The school has recently started the 'Spotlighting' intervention to improve attendance. Rookery monitors attendance closely and parents may be called in to talk with senior staff or governors around their children's attendance. The Assertive Mentoring process has a strong focus on attendance.

Personal development and pastoral care for our pupils

Through our Pastoral System our pupils are comprehensively supported and guided. A buddy system operates throughout the school where older children are encouraged to care for the younger children and also explain and model acceptable behaviours.

All aspects of teaching and learning and the wider curriculum

Curriculum planning takes account of our commitment to race equality. The criteria used for setting and other groupings are fair for all pupils. We endeavour to use assessment materials that are free from any unfair bias. Our aim at Rookery is to empower pupils to oppose discrimination and also to make sure they have the skills to challenge racism as and when it occurs. The Rookery curriculum is rich and diverse focusing on many aspects of the children's cultural heritage all children take part in learning about each other, promoting respect and understanding.

The Jigsaw PHSE programme encourages children to celebrate diversity.

Staff recruitment and professional development

Recruitment and selection procedures are consistent with the Race Relations legislation and operate within the framework provided by the L.A. Steps are taken to identify, support and provide opportunities for the professional development of staff and governors from all ethnic groups. Rookery's governors represent many of the schools established Black and minority communities.

Partnership with Parents

All parents are encouraged to take part in the life of the school and helped to do so, with bilingual support, parenting classes or a range of adult learning courses.

Analysis has also taken place around the attendance of parents at workshops, (e.g. Inspire, parenting classes, academic classes etc.

It has been found that all Black and minority ethnic groups attend equally well. This is due to the comprehensive targeted support. Parents are encouraged and supported according to their needs.

How policy and practice are monitored

The policy will continue to be monitored through the analysis of data as described above.

Annual reporting

This will occur as part of the annual reporting to governor's cycle.

Policy accepted by the governing body on 9th December 2009 and has been regularly updated.
Last governor review date: May 2017

Dealing with Complaints

- If a parent wishes to complain about any aspect of this policy, they should, in the first instance, raise it with the Partner Head Teacher responsible for inclusion, who will try to resolve the issue.
- If the issue still cannot be resolved then the parent can write to the Chair of Governors via the clerk in the Leadership Office.

Emma Balan
Sept 2017

