



INCLUSION and EQUALITY POLICY

This policy should be read in conjunction with the SEN Information Report

Rationale:

St. Stephen's Primary School is committed to providing a high quality education to all the children in our school. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Discrimination on the basis of ability, race, culture, religion, disability, gender and sexual orientation is unacceptable. We are opposed to and will challenge all forms of discriminatory, racist, disablist, sexist or homophobic language or behaviour. Each child is valued both as an individual and as a member of the school community.

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

- Girls and boys, men and women
- Minority ethnic and faith groups, Travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with 'special educational needs'
- Learners who have a disability
- Those who are 'gifted and talented'
- Those underachieving
- Those described as disadvantaged
- Those with poor attendance
- Those who are 'looked after' by the local authority
- Others such as those who are sick; those who are young carers' those who are in families under stress
- Any learners who are at risk of disaffection and exclusion

We recognise that groups of children may need different types of interventions and or provision. Provision for groups of children is identified on the Provision Map. Information on this is provided in the attached booklet.

Each term all children's progress is monitored using target tracker and teachers assessments. Pupil Performance Managers complete analysis of the data alongside co-ordinators and year group leaders in order to identify any underachievement of individuals and groups and impact of current interventions. Any underachievement is identified and interventions are put in place and monitored.

Attached to this policy is a booklet which provides guidance and information for the areas below:

- SEN
- The Vulnerable Child
- Gifted and Talented
- EAL
- Equality, including disability, race, gender

Reviewing and Monitoring the Policy:

The policy will be reviewed yearly alongside the equalities action plan.

Publication of the Policy and Consultation & Feedback to Parents and Carers:

The policy will be published on the school website. Hard copies of the policy will be available in school and will be given to parents by request. Details of how to access this and other policies will be noted in the school prospectus.

Consultation will be undertaken with parents and carers via HSLC meetings and questionnaires. Feedback from the audit and review of the policy and any parental consultation will be given via the school website and letters home.

S.E.N.

1. What is SEN? What are the Criteria?
2. Who co-ordinates SEN? Who is the SENco?
3. How can parents find out how to support their child?
4. How can I find out which children in my class are on the SEN register?
5. How can I get information about the children with SEN? Why should I read it?
6. What are my responsibilities for a child with SEN?
7. What will I do if I believe a child has SEN but is not on the register?
8. What is an IEP?
9. Where can I get help to support a child with SEN? What are the School's Arrangements for SEN and Inclusion In-Service Training? What does Differentiated Support, School Action? How do children move through these stages?
10. What is a Provision Map? Where will I find it?
11. What other agencies can be involved? How can they help?
12. What is a CAF?
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14. What transition arrangements are in place when a child changes school or comes into our school?
15. How does the school evaluate the success of the Policy?
16. What happens if there is a complaint made about a child's provision?

What is SEN? What are the Criteria?

All children at St. Stephen's have their progress checked regularly and any child who is not making appropriate progress is identified and provided with support to reach their target. Some children may be identified as having SEN.

This can be characterised by progress/ attainment which:

- is significantly below national expectations for the age group
- is making significantly slower progress 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

We follow the SEN Code of Practice 2014 and use the graduated response of assess, plan, do and review. Early identification enables us to assess the needs of a pupil and take the appropriate action in providing additional support.

Identification and Assessment Arrangements, Monitoring and Review Procedures

- The school's system includes reference to information provided by:
 - National Curriculum descriptors for the end of a key stage
 - Standardised screening and assessment tools
 - Observations of behavioural, emotional and social development
 - An existing Statement of SEN or Education, Health, Care Plan
 - Assessments by a specialist service, such as educational psychology, identifying additional needs.

Based on the school's observations and assessment data and following a discussion between the class teacher, Inclusion Manager and parent, the child may be recorded as needing either:

1. Differentiated curriculum support within the class
2. Additional provision which will address their needs.

Who co-ordinates SEN? [SENco]

Lisa Barnett co-ordinates SEN and Liz Bachour oversees as the Inclusion Manager.

How can parents find out how to support their child?

The SENco is available every Friday between 8.50 – 9.30 a.m. Appointments must be booked in the office as this is a popular and tends to get booked up quickly.

How can members of staff find out which children in my class are on the SEN register?

A copy of the most current SEN register will be on public under Inclusion – SEN register. Furthermore, each class will have a SEN folder if all these details.

How can members of staff get information about the children with SEN? Why should I read it?

Each child on the SEN register will have information in a file kept in the SEN room. This will have a record of interventions, outside agencies, past and current IEP's. It will also contain recommendations and so it is important to read. They can help you with your planning and strategies for individual children. These records will also be found in the SEN folder in your class.

What are my responsibilities?

Teacher

Every teacher is responsible for every child in the classes they teach.

The teacher is responsible for:

- Reading information in SEN file
- Differentiating the provision for a child so that they are able to make progress. E.g. differentiating the curriculum, adapting classroom, preparing resources or planning strategies
- Setting targets and actions to aid children and if appropriate write an IEP
- Meeting with parents to review IEP
- Meeting once a term with the SENco to review current progress towards targets and setting new targets.
- Meeting with relevant outside agencies
- Planning and managing a Learning Support Assistant [LSA] or Teaching Assistant. Making time to meet on a weekly basis with these staff to discuss and evaluate planning and progress of the child/ ren
- Preparing reports on progress and current needs
- Monitoring progress

Parents/ Carers

- To follow guidance provided by either outside agencies, SeNco or teacher
- To support children at home with work
- To allow children to take part in interventions, when appropriate

What will I do if I believe a child has SEN but is not on the register?

1. The SENco will be alerted to newly arising concerns through the 'additional needs' form. Please see this in the appendix – 1a
2. The SENco will discuss issues arising from these forms with the class teacher within one week of receiving the form.
3. The process of assess, do and review will be followed.

What is an IEP?

An IEP is an Individual Education Plan. You can also have a Behaviour Plan too. This sets out targets and actions for a child. Please see an example in Appendix 1b. These should be filled in by the teacher. The SENco will be available to support. All people involved with the child should be given the IEP. This includes parents/ carers who will also need a copy so they can support at home. These IEPs must be reviewed on a regular basis and termly with parents.

Where can I get help to support a child with SEN?

The SENco and Inclusion manager are available to help. The SENco will be available on Thursdays after school for staff or Friday mornings for parents. An appointment should be made. The SENco will have a wide range of resources and ideas and can help with planning too. She/ he can also contact outside agencies for support if appropriate.

The School's Arrangements for SEN and Inclusion In-Service Training

- The Inclusion Manager and SENco attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion. Including Quindrats.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development s arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the Inclusion Manager and SENCO.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure 'tailor-made' training where this is appropriate.

What does Differentiated Support, School Action? How do children move through these stages?

At St Stephen's the class teachers frequently review and assess children's progress. In addition to the ongoing assessment we also have some formal assessments to help us assess each child. e.g. reading/ spelling ages, phonics screening, diagnostic maths tests such as Numicon.

If a child does not make adequate progress the school puts in the 'assess, plan, do and review' graduated approach. In the first instance when a concern is raised, the teacher will differentiate class work and put in strategies to break down barriers that may be slowing progress and attainment e.g. providing visual prompts. The teacher will speak to the SEN co-ordinator for advice on the types of support that can be provided. 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.

If progress is still slow, the teacher in liaison with parents evaluates why these strategies have not had the desired impact and next steps. A discussion about underlying issues/ gaps is held and interventions are put into place to help them catch up e.g. small group work on gaps in knowledge/ social skills. These interventions often have the desired impact and children will begin to make appropriate progress.

However, if after our review we find that the child is still not making appropriate progress a more detailed assessment will be made which may include assessment from external professionals. At this point, the child will be placed on the SEN register. Additional interventions and recommendations to support the child e.g. speech and language will be implemented and recorded on a Provision Map.

Each term the class teacher together with a member of the Senior Leadership Team (SLT) and the SENCo meet to review pupil progress. Children with SEND are closely monitored and the impact of interventions are reviewed and adjusted accordingly. The SENCo liaises with the class teacher to review current IEPs and assess progress against the outcomes. New targets are set and shared during extended parent teacher consultation meetings. The SENCo is available to meet with parents as and when it is required.

If the child is still not making appropriate progress, even when recommendations from professionals have been put into place, the school may involve the educational psychologists. If the educational psychologist is in agreement they may complete a full assessment.

The school will then follow the recommendations provided by the educational psychologist and other professionals for six months. If progress is still inappropriate

then the school may call a meeting with professionals and staff to discuss putting an Educational Health Care Plan.

If a child enters St. Stephen's and is already receiving additional professional support from external services, the school will liaise and use strategies and interventions recommended.

In all cases, St. Stephen's teachers will continue to assess, plan, do and review so that we can ensure that we can measure the impact of any intervention and maintain and amend as necessary.

Educational Health Care Plan

A child who had an educational health care plan will continue to have arrangements for additional support.

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,

What is a Provision Map? Where will I find it?

A Provision Map outlines interventions provided to children who have been highlighted as needing additional support, including children on SEN register. Past provision maps will also provide information on impact of previous interventions. You will find the latest copy of this on Public. It will be under Inclusion – Provision Maps.

What other agencies can be involved? How can they help?

There are many different agencies including those who can help with emotional, social and behaviour issues. We can refer to different agencies for support and checks . e.g. The school nurse can check for hearing and sight. The SENCO will help you with which agencies could be used to support the child. Usually a child has to fit set criteria to access a service. E.g. children sometimes need a CAF to access support. There is a folder in the Learning Zone that lists the different agencies and charities available to support children.

The SENCO liaises frequently with a number of other outside agencies, for example:

1. Social Services
2. Education Welfare Service
3. School Nurse
4. Community Paediatrician
5. Speech Therapy
6. Physiotherapy
7. Occupational Therapy

What is a CAF?

A CAF is A Common Assessment Framework. It is a document that is filled in with the parents and child which identifies the strengths and needs of the child and family. The aim is that this information can be sent to different relevant agencies that may help and a team around the child is set up. The team could include an educational psychologist, social inclusion [behaviour], EWO and GP. The team work with the parents and child to overcome some of the barriers they face.

What are the arrangements for partnership with parents?

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/carers whose children are being recorded as having additional needs. The Inclusion Manager will attend this meeting if the school or the parent thinks this is appropriate.
- We make sure that all parents/carers are given information about 'our local parent partnership organisation, as soon as a child has been identified as experiencing special educational needs.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- IEP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All IEPs and reviews will be copied and sent to parents/carers after meetings.
- Parents/carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are acted on promptly. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

What transition arrangements are in place when a child changes school or comes into our school?

- Class teachers of children joining from other school will receive information from the previous school; if there is an Inclusion issue the Inclusion Manager will telephone to further discuss the child's needs. Children transferring from St. Stephen's to new schools will have details of their particular needs and additional provision made by the school passed on to the new school. The Inclusion Manager will discuss these children with other schools on request.

How does the school evaluate the success of the Policy?

Evaluating the success of the School's SEN

- Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour, major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:
 - A reduction in the percentage of children with very low attainment
 - An increase in the percentage of children recorded as having special educational needs attaining Level 4 at the end of KS2
 - A reduction in behaviour incidents and exclusions.

We report progress against these targets to the governing body.

- In January and July, the Inclusion Manager will provide information to the governing body as to the numbers of pupils receiving special educational provision. 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 changes.
- The Inclusion Manager will meet with the SEN governor to discuss Inclusion and current SEN concerns. The SEN governor will lead governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually.
- Individual targets for children with additional needs will be reviewed through IEP targets, and a summary of the outcomes arising from these targets will be included in the curriculum meetings.
- Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.

What happens if there is a complaint made about a child's provision?

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the Inclusion Manager, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.

The Vulnerable Child

- 1. What is a Vulnerable Child?**
- 2. What should I do if I am worried about a child?**
- 3. Where is the Vulnerable Child Folder kept?**
- 4. What communications should I have with the parents?**

What is a vulnerable Child?

We would define a vulnerable child as one that is displaying behaviour that may be consistent with abuse or neglect. We take the definition further by including those who we may be in situations which could impact on learning and happiness including:

- A home experiencing or have experienced domestic violence
- When parents are or have abused substances
- Those children in middle of marital or family break down
- Young Carers
- Children who have recently experienced bereavement

What should I do if I am worried about a child?

Read the Safeguarding Policy again. You must report the concern to the Child Protection Officer [Headteacher]. You will be asked to fill in a monitoring form and to update with any relevant entries. Please find example of form in Appendix 2a. These are kept in the Vulnerable Child Folder. Where appropriate, information will be shared with all staff so they can also support and monitor the child.

Where is the Vulnerable Child Folder kept?

The folder is in the Headteacher's Office

What communications should I have with the parents?

If appropriate, the Child Protection officer will ask you to discuss your concerns with the parents. It may be appropriate that the Child Protection Officer or and SENco will also be at the meeting to offer support to the parents and child. When there is a risk that telling the parents could bring harm to the child the school immediately tells Initial Response Team rather than the parents.

GIFTED AND TALENTED

1. What is Gifted and Talented?
2. Who is the Gifted and Talented Co-ordinator?
3. Where is the register?
4. What should I do if a child is not on the register?
5. What are my responsibilities?
6. Where should I get help to support a child who is Gifted and Talented?
Staff / parents
7. What resources do we have in school to support Gifted and Talented?

What is Gifted and Talented?

Gifted and talented children are those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities).

Who is the Gifted and Talented Co-ordinator?

The Deputy Headteacher fulfils the role of G&T Coordinator

Where is the register?

This may be found on the school Intranet at: P:\06. Pupils\Inclusion\Gifted and Talented\Register

What should I do if a child is not on the register?

Speak with the G&T Coordinator in the first instance. Make an assessment against the G&T criteria found at:

What are my responsibilities?

- Be aware of G&T criteria
- Seek support from subject coordinator(s), year group colleagues and G&T Coordinator
- Know children's capabilities and achievements in and out of school
- Provide appropriate challenge through targeted teaching

Where should I get help to support a child who is Gifted and Talented?

Support is available from

- year group colleagues
- subject coordinator(s)
- G&T Coordinator
- SENCo

What resources do we have in school to support Gifted and Talented?

- Book resources held in Learning Zone
- On-line resources at: P:\06. Pupils\Inclusion\Gifted and Talented

EAL

- 1. What is EAL?**
- 2. Who is the EAL co-ordinator?**
- 3. Where can I find help to support children with EAL?**
- 4. What are my responsibilities?**
- 5. Where can I find the criteria to assess my EAL child?**
- 6. What EAL resources do we have in school to support children?**
- 7. What training is available?**

What is EAL?

Children who enter the school with limited or no English are termed as having English as an Additional Language and warrant support to enable them to access the curriculum. Four stages where 1 represents no English spoken to 4, where English, although a second language, is used competently.

Who is the EAL co-ordinator?

Catherine Hasker fulfils the role of EAL Coordinator

Where can I find help to support children with EAL?

The EAL co-ordinator can provide strategies to support children with EAL.

What are my responsibilities?**Teacher**

To identify stage of EAL pupils using the criteria and in discussion with year group colleagues and EAL Coordinator

Parent

Support your child with homework. If this is difficult because of language please contact the co-ordinator who can organise support in school.

Where can I find the criteria to assess my EAL child?

On-line at: P:\06. Pupils\Inclusion\EAL or contact the EAL co-ordinator

What resources are available to support children with EAL?

The Coordinator liaises with class teachers and the SENCo to identify resource needs and draws support from the EMTAS team.

On-line resources are available at

<http://nationalstrategies.standards.dcsf.gov.uk/primary/publications/inclusion/newarrivals/1160039>

As well as on the school intranet at P:\06. Pupils\Inclusion\EAL

What training is available?

Regular courses are offered either for whole staff or individuals through EMTAS team. Access through EAL Coordinator or LA brochure

EQUALITY

- 1. What is Equality?**
- 2. What do discrimination, harassment and Racial Incident mean?**
- 3. What are the schools duties and responsibilities?**
- 4. What are the governors, leadership, staff responsibilities?**
- 5. What are the Action Plans do we have in place? Where are they?**
- 6. What are my responsibilities?**
- 7. What examples do we have of good practice?**
- 8. What areas do we need to improve?**

What is Equality?

Equality means that all staff, children and members of the school community have equal opportunities in all aspects of school life regardless of race, culture, background, religion, disability, gender, sexual orientation. All members will not be subjected to discrimination or harassment.

What do discrimination, harassment and Racial Incident mean?

Discrimination: behaviour, practices and institutions which disadvantage groups or individuals on the ground of race, culture, religion, disability, gender and sexual orientation.

Harassment: behaviour that ridicules, degrades, demeans, humiliates or intimidates someone or some group on the grounds of their colour, nationality or citizenship, religious beliefs, physical or mental wellbeing, gender, gender identity or sexual orientation. It may take the forms of verbal, actions or physical harassment.

Racial Incident: any incident which is perceived to be racist by the victim or any other person. It would be recorded when a person has used a comment about a person's race in a negative way.

Even if a child did not mean to be offensive it is worth talking to both children to discuss and resolve the situation. It is important that children understand that comments can be hurtful.

What are the schools duties and responsibilities?

Race:

Since the introduction of the Race Relations Act, 1976 (amended 2000), schools have to have due regard to

- promote the elimination of unlawful racial discrimination;
- promote equality of opportunity;
- promote good relations between persons of different racial groups.

In order to meet the requirements of this duty, we will monitor race equality within our Inclusion and Equalities Policy and assess the impact on pupils, staff and parents of different racial groups. We will report progress annually to the Governing Body and review every three years. Furthermore, as part of our Inclusion Policy we monitor pupil progress across different racial groups within the school.

We are required to report racist incidents to the Local Authority termly.

Disability:

Since September 2002 it has been unlawful for any school to discriminate against disabled pupils in regard to admissions, education and associated services and exclusions. We will:

- publish an Accessibility Plan, disability equality scheme and action plan and we will involve disabled people where possible, in producing these demonstrate actions and outcomes. Please see in Appendix 5a
- report on progress and review every three years

The Disability Equality Duty (DED) came into force in December 2006. This was brought in to ensure the elimination of unlawful discrimination on the grounds of disability and to promote equality of opportunity for disabled people, including accessibility to buildings and publications. (*see Disability Equality Scheme and Accessibility Policy*)

Gender including Trans-Gender:

The Gender Equality Duty (GED) came into force in April 2007. It requires all public authorities, including schools, to:

- Promote gender equality of opportunity between men and women
- Eliminate unlawful discrimination
- Eliminate harassment

In order to be compliant with this duty, we will:

- Publish a gender equality scheme and action plan and involve stakeholders in producing these Please see in Appendix 5B
- Demonstrate actions and outcomes
- Report on progress and review every three years

Sexual orientation

The Equality Act (Sexual Orientation) Regulations 2007 outlaw discrimination on the grounds of sexual orientation in the provision of goods and services. Admissions and recruitment procedures should be non-discriminatory and ensure equality of opportunity.

Religion and belief

Parliament approved the Racial and Religious Hatred Act, 2006 bill on 31 January 2006 that made it a criminal offence to use threatening words or behaviour with the intention of stirring up hatred against any group of people defined by their religious beliefs or lack of religious beliefs. We will monitor all incidents of harassment alongside our monitoring of racist and bullying incidents.

We will ensure that our curriculum is non-discriminatory and includes equality of opportunity for learning about a variety of religious beliefs.

Age

The Employment Equality (Age) Regulations 2006 prohibits unlawful discrimination on the grounds of age. Bullying and harassment in any of the above areas should be

monitored through anti-bullying reporting and the implementation of the school's anti-bullying policy.

What are the governors, leadership, staff responsibilities?

Governors:

- Ensure that the school complies with the relevant equality legislation
- Ensure that the school Equality Schemes and its procedures are followed
- Ensure that the policy is reviewed yearly

Paul Mc Donald is the school's named governor with responsibility for equalities.

The Headteacher and Leadership Team take responsibility for:

- Ensuring that the school Equality Scheme and its procedures are followed
- The Inclusion and Equalities Policy is implemented
- Ensuring that the policy is reviewed yearly
- Ensuring that the race, disability and gender equality plans are readily available and that all members of the school community know about them. Please see Appendix 5
- Ensuring that the Curriculum has a variety of positive role models to show a balanced view of the diverse and multi-cultural society
- Use target tracker to monitor the progress of different groups and tackle underachievement
- Ensuring that all staff know their responsibilities and receive training and support to carry these out effectively
- Taking appropriate action in cases of harassment and discrimination to investigate all incidents of bullying, whether it is racist, disablist, homophobic, sexist or related to gender or religious beliefs

All staff are responsible for:

- Dealing according to the Behaviour Policy with racist, homophobic and other hate-related incidents
- Reporting incidents to the victim and perpetrator's parents
- Reporting these incidents to the Headteacher
- Recognising and challenging bias and stereotyping
- Ensuring planning has a variety of positive role models to show a balanced view of the diverse and multi-cultural society
- Promoting equal opportunities and good race relations
- Taking up training opportunities and evaluating the impact of this training

Parents, carers and pupils will be aware of the equalities policy, understand and comply with the school's expectation in relation to the equalities duties

Visitors and Contractors will be made aware of their responsibility to comply with the school's policy.

What are the Action Plans do we have in place? Where are they?

The school has actions plans for Accessibility and Disability, Race and Community Cohesion. These can be found under public/ self – evaluation/ SDP.

What are my responsibilities?

Every member of staff should read the above and follow the guidance. If you are subject or find out about an incident this must be reported to the headteacher.

What examples do we have of good practice?

Examples of Good Practice:

These will be shared with parents, carers, pupils, staff, governors, schools and the local authority.

For example,

- we celebrate Black History Month,
- hold cultural events, such as India Day
- we promote languages days and
- we highlight Anti-Bullying Week each year

Areas to Develop

- To further promote good role models from different groups mentioned above
- To monitor improvements or declines in incidents

GLOSSARY

Acronym	Description
SEN	Special Educational Needs
AEN	Additional Educational Needs (has replaced SEN)
SENCo	Special Educational Needs Coordinator
EMTAS	Ethnic Minority and Traveller Achievement Service
EAL	English as an Additional Language

Target Tracker Data analysis for identifying groups of pupils

September 2016