

# Equality, inclusion and SEN at Christ Church C of E First School

Information in additional to content published on the school website: [www.christchurchschoolfrome.org.uk](http://www.christchurchschoolfrome.org.uk)

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## Inclusion

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### An inclusive school

Within Somerset, Christ Church has a well-deserved and long-held reputation as being a school which is especially successful in supporting children with special educational needs (SEN) and disabilities.

Our dedication to inclusive practice is a reflection of our school's Christian ethos and values. In keeping with the Christian concept of **Koinonia** (a Greek word meaning "fellowship" or "community"), we are committed to creating a warm, welcoming, nurturing school where all children are valued.

We believe the members of our school family are interdependent: all are needed and valued, and each person is important to the whole community. As a supportive, cohesive school community we work together to ensure that no one feels left out. We encourage and support each other when the going gets tough. We praise perseverance, resilience, "grit" and "stickability". In fact, at Christ Church we attach as much importance to deepening the emotional and social resilience of every child as we do to their academic progress.

We recognise that resilience and vulnerability are not individual personality characteristics but are closely related to socio-economic factors. We are committed to playing a full and effective part in building the capacity for resilience in individual children, their families and the local community.

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## Resilience

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### **What is resilience?**

*Local action on health inequalities: Building children and young people's resilience in schools* (Public Health England and UCL Institute of Health Equity, September 2014), page 4, says:

“Resilience is the capacity to ‘bounce back’ from adversity. Protective factors increase resilience, whereas risk factors increase vulnerability. Resilient individuals, families and communities are more able to deal with difficulties and adversities than those with less resilience ... Resilience is not an innate feature of some people’s personalities. Resilience and adversity are distributed unequally across the population, and are related to broader socio-economic inequalities which have common causes – the inequities in power, money and resources that shape the conditions in which people live and their opportunities, experiences and relationships.”

### **Why is resilience important?**

*Local action on health inequalities: Building children and young people's resilience in schools* (Public Health England and UCL Institute of Health Equity, September 2014), page 4, says:

“Those who are resilient do well despite adversity, although it does not imply that those who are resilient are unharmed – they often have poorer outcomes than those who have low-risk background but less resilience ... Evidence shows that resilience could contribute to healthy behaviours, higher qualifications and skills, better employment, better mental wellbeing, and a quicker or more successful recovery from illness ... Those who face the most adversity are least likely to have the resources necessary to build resilience. This ‘double burden’ means that inequalities in resilience are likely to contribute to health inequalities.”

### **Why is failure so important?**

No, you didn’t misread the sub-heading! Without “failure” (not getting something right/correct/perfect) there can be no “success” (getting something right/correct/perfect).

**“I’ve missed more than 9,000 shots in my career. I’ve lost almost 300 games. 26 times, I’ve been trusted to take the game winning shot and missed. I’ve failed over and over and over again in my life. And that is why I succeed.”**

*Michael Jordan, retired professional basketball player*

**“I have not failed.  
I’ve just found 10,000 ways that won’t work.”**

*Thomas A. Edison, inventor and businessman*

Resilience matters because learning is, fundamentally, a risk-taking activity. The process of learning requires the learner to tackle new things (skills, concepts, etc) or do/apply the things she/he can already do in a different/deeper/better way. Almost inevitably, learning involves not getting it right/correct/perfect at the first time of asking.

Learning is a process whereby long-term success is built on short-term failure. Not everyone finds failure easy to cope with. That’s why resilience is important, and why we actively seek to develop it in children at Christ Church.

## Character

The Department for Education (DfE) in the UK encourages all schools to promote “character education” in order to increase the emotional and social development, academic attainment and future life chances of all children and young people, especially those who are vulnerable and/or disadvantaged.

According to the (then) Education Secretary, Nicky Morgan (speaking on 25 February 2015), the benefits (see Table 1, below) are “vital for preparing young people for life in modern Britain ... helping [children] to stay on the right track once they leave school – improving their employment chances and increasing their participation in society.”

**Table 1. The impact of character education on emotional and social development**

DfE “character” descriptor	Children’s language, communication and social interaction
Perseverance, resilience and “grit”	Solve problems; consider alternatives; take risks; learn from one’s own mistakes (and the mistakes of others).
Confidence and optimism	Believing that one can help bring about positive change in one’s own life and in the wider world.
Motivation, drive and ambition	Engage with learning and understand opportunities and purposes of education.
Neighbourliness and community spirit	Join in; work as a team; initiate and maintain relationships.
Tolerance and mutual respect	Understand how others think and feel; express one’s own opinions; listen to the opinions of others; make informed decisions.
Honesty, integrity and dignity	See alternative viewpoints; process spoken information; make the right (moral/ethical) decision.
Conscientiousness, curiosity and focus	Think through problems and new ideas; ask questions; engage with new lines of enquiry; explain one’s own thinking.

### **Why is character so important?**

Optimism and pessimism are simply different habits of thinking. Research indicates that people who have a generally optimistic outlook will persevere when in difficulty, are high achievers, are highly motivated, have positive moods and a greater sense of control over their lives. They also tend to have good relationships and good health. In other words, having an optimistic outlook helps you to flourish.

**“A pessimist sees the difficulty in every opportunity, but an optimist sees the opportunity in every difficulty.”**

*Winston Churchill, UK Prime Minister 1940–45 and 1951–55*

**“Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence.”**

*Helen Keller, author, political activist and lecturer; the first deaf-blind person to earn a Bachelor of Arts degree*

At Christ Church we have benefited from the work of the Bath Rugby Foundation (BRF), which works with children from disadvantaged backgrounds to raise their confidence and life chances by imparting the values found in rugby: camaraderie, loyalty, discipline and respect. The BRF’s “Stickability” programme has helped to increase the confidence of Christ Church pupils, as well as helping to improve their academic achievement and literacy.

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## Equality

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**Key equality documents** (*all are freely accessible on the Christ Church website*):

[Accessibility Plan](#)

[Anti-Racist \(Race Equality\) Policy](#)

[Assessment Continuum](#)

[Behaviour and Vulnerability Pyramid](#)

[Equal Opportunities Policy](#)

[Equality Duty “Statement of Objectives” for 2016–17](#) (see below)

[Gifted and Talented Pupils Policy](#)

[Pupil Premium Grant](#)

[PE and Sport Premium](#)

[Special Educational Needs \(SEN\) Policy](#)

[SEN Passport blank \(includes provision map\)](#)

To read about the services available for children and young people in Somerset with SEN and disabilities aged between 0 and 25 and how to access them, follow the link to the [Somerset County Council Local Offer](#) on the Christ Church school website.

## **Overcoming barriers to learning**

We recognise that children learn at different rates and that there are many factors affecting achievement (see Table 2, below). Many children, at some point during their school life, may experience difficulties which could be a barrier to their learning. These difficulties may be long- or short-term. We aim to identify these needs as and when they arise and provide the necessary support to enable every child to reach their full potential.

Children with special educational needs are catered for within their own class with additional support as needed. If appropriate, children may be withdrawn for short periods to work with a specialist adult, individually or in a small group to ensure they make the best possible progress during their time at Christ Church.

The information published in the attached document will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Our aim is to ensure that all the information is easily accessible to young people and parents and is set out in clear, straightforward language. Our SEN Policy is also available in this section.

**Table 2. Factors affecting risk and resilience in children, young people, their families and their communities**

**RISK FACTORS**

<b>The Child</b>	<b>The Family</b>	<b>The Community</b>
<ul style="list-style-type: none"> <li>• Specific learning difficulties</li> <li>• Communication difficulties</li> <li>• Specific developmental delay</li> <li>• Genetic influence</li> <li>• Difficult temperament</li> <li>• Physical illness</li> <li>• Academic failure</li> <li>• Low self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Overt parental conflict</li> <li>• Family breakdown</li> <li>• Inconsistent or unclear discipline</li> <li>• Hostile or rejecting relationships</li> <li>• Failure to adapt to a child’s changing needs</li> <li>• Physical, sexual or emotional abuse</li> <li>• Parental psychiatric illness</li> <li>• Parental criminality, alcoholism, substance misuse or personality disorder</li> <li>• Death and loss – including loss of friendship</li> </ul>	<ul style="list-style-type: none"> <li>• Socio-economic disadvantage</li> <li>• Homelessness</li> <li>• Environmental disaster</li> <li>• Discrimination</li> <li>• Other significant life events</li> </ul>

## RESILIENCE FACTORS

<b>The Child</b>	<b>The Family</b>	<b>The Community</b>
<ul style="list-style-type: none"> <li>• Secure early relationships</li> <li>• Being female</li> <li>• Higher intelligence</li> <li>• Easy temperament when an infant</li> <li>• Positive attitude, problem-solving approach</li> <li>• Good communication skills</li> <li>• Planner, belief in control</li> <li>• Humour</li> <li>• Religious faith</li> <li>• Capacity to reflect</li> </ul>	<ul style="list-style-type: none"> <li>• At least one good parent–child relationship</li> <li>• Affection</li> <li>• Clear, firm and consistent discipline</li> <li>• Support for education</li> <li>• Supportive long-term relationship</li> <li>• Absence of severe discord</li> </ul>	<ul style="list-style-type: none"> <li>• Wider supportive network</li> <li>• Good housing and high standard of living</li> <li>• “High-morale” school with positive policies for behaviour, attitudes and anti-bullying</li> <li>• Schools with strong academic and non-academic opportunities</li> <li>• Range of positive sport/leisure activities</li> </ul>

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## The "School Offer" (SEN at Christ Church: Q&A)

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### **1. Who is the school's SEN Coordinator (SENCO)?**

Mrs Ali Bowden, Deputy Head.

### **2. Who are the school's SEN Governors?**

Mr Neil Douthwaite and Mrs Margaret Hodder.

### **3. Who is on the Christ Church C of E First School and Nursery SEN Team?**

SENCO:

- \* Ali Bowden

SEN intervention staff:

- \* Wendy Rollason

- \* Mary Widger

- \* Di Wright

In-class SEN support staff:

- \* Emma George

- \* Kate Newland

- \* Marc Taylor

KS2 Learning Hub Staff:

\* Kelly Nicholls

\* Sarah White

Parent Family Support Advisor (PFSA):

\* Joel Ayliffe

PAT (Parents as Teachers) Workers:

\* Claire Harrington

\* Julie Turner

\* Sarah Walton

Play Therapist:

\* Sally Keegan

Wessex Counsellor:

\* Ruth Gait

#### **4. What is a special educational need?**

A child or young person has a SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.

## **5. What are the four categories of need in the SEN Code of Practice?**

The four categories of need in the SEN Code of Practice are:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

To read more, go to the [SEN areas of need](#) section, below.

## **6. How does Christ Church know if children need extra help?**

We receive information from parents and carers, and/or from professionals when a child enters our school or nursery. We also track each child's progress (in any area including social or emotional development) to see if it:

- (a) is significantly slower than that of their peers starting from the same baseline
  - (b) fails to match or better the child's previous rate of progress
  - (c) fails to close the attainment gap between the child and their peers
  - (d) widens the attainment gap
- (From *SEN Code of Practice 2014*)

Children's progress is tracked carefully by class teachers and reviewed at regular team meetings and at termly meetings by the Senior Leadership Team.

## **7. What should I do if I think my child may have special educational needs?**

If you have any concerns, please speak to your child's teacher or with the school SENCO, Ali Bowden.

## **8. How will school staff support my child?**

In the first instance, any concerns will be addressed through "Quality First Teaching" in the child's class – this will include a more personalised approach and careful differentiation within the classroom.

Where a child continues to make less than expected progress, the teacher (with the support of the SENCO where necessary) will provide small group additional targeted support, this may include assessing their needs using appropriate assessment tools.

If a child continues to underperform, then the SENCO will become involved to carry out appropriate assessments to provide more specialised, individual support. At this stage parents will be informed that their child is needing additional support and a plan will be shared. Staff from the SEN team may work with your child at this point.

If in-school support does not have an impact or if a child's needs require more specialist assessment, the SENCO will refer to appropriate external support agencies to provide advice to the school on how to meet the child's needs.

In school, SEN learning interventions are tailored to meet the needs of the child and these include Individual Literacy Intervention; Talking Partners; 1:1 tuition in phonics, reading, writing or maths; Speech and Language therapy, following therapist-provided programmes or based on in-school assessments.

All interventions are reviewed at least termly by either the SENCO or the class teacher to measure their effectiveness.

## **9. How will the curriculum be matched to my child's needs?**

At Christ Church, we believe in a practical, play-based approach to learning and continue Early Years approaches throughout the school, including role play areas in every classroom to provide “real life” scenarios for learning in context.

Our topic-based approach to the curriculum allows and encourages children to make relevant links between different areas of learning.

When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.

Learning Support Assistants (LSAs) may be allocated to work with the pupil in a 1:1 or small focus group to target and support more specific needs where appropriate.

If appropriate, specialist equipment may be given to the pupil to support their access.

## **10. How will I know how my child is doing and how will you help me to support my child's learning?**

Parents and carers play a key part in identifying children's needs. Where a child has existing SEN, details about how to best meet their needs will be gathered from parents on entry.

School parents' evenings are held termly to discuss children's progress and review how their child's needs are being met. A child's SEN Passport, including a support plan, will be reviewed at this meeting. Support plans will include what additional provision will be provided at school and how this can be supported at home. Additional meetings can be arranged to meet with the SENCO or class teacher as needed.

Where a child has high level needs and/or an Education and Health Care Plan (EHCP) there will be an Annual Meeting in addition to termly reviews.

Where a child has an assigned LSA, daily conversations about their life at home and school can take place to ensure the best support and communication.

If there are any particular areas which you feel it would be helpful to target support to your child at school, these should be raised with the teacher and they can be put into the next support plan if appropriate.

### **11. What are the arrangements for consulting and involving children with SEN?**

Any child who is in receipt of additional SEN support will have a SEN Passport. This includes a One Page Profile which gathers the child's views on what is important to them, how best to support them and long-term outcomes needed.

Current aims and provision will be shared with the child and how they can best achieve within this, including what they can do at home.

### **12. What support will there be for my child's overall well-being?**

We pride ourselves on our positive, nurturing ethos, which focuses on inclusion and helps children to form trusting relationships with their peers and with adults working at Christ Church.

Each class has a full-time LSA, as well as other part-time staff to offer support to all children.

We provide a range of support and interventions for children in this area: Talkabout Social Skills Groups; Theraplay; Little Gems Nurture Group; Forest School; Play Therapy; PFSA; PAT worker; Wessex Counselling. (Please see our Behaviour and Vulnerability Pyramid for the full scope of provision we provide in this area.)

Where a child has specific medical needs, a plan will be drawn up in consultation with health professionals to ensure that needs are met, this includes Toilet Management plans where needed.

Where a child needs support with behaviour it is essential to explore the reasons for this behaviour, working together with parents and outside agencies. We have a school behaviour policy that is consistent throughout the school – following Jenny Mosley’s Golden Time reward system, this is removed in increments for not following the Golden Rules.

If a child’s behaviour needs do not fit into this system, then an individual behaviour plan may be drawn up in consultation with parents.

All school staff are trained in Team Teach (a de-escalation technique and certified restrictive physical intervention method, though this is only used where necessary in a very few cases).

### **13. What specialist services and expertise are available at or accessed by the school?**

In-school specialist support:

Sally Keegan (Play therapist)

Ruth Gait (Wessex Counselling)

External agencies we can access include:

- Area SENCO
- Autism Team
- CAMHS (Child & Adolescent Mental Health Service)
- Critchill Special School resource base
- Education Attendance Officer
- Educational Psychologist
- Frome Community Learning Partnership (FCLP) Behaviour Strategy Panel
- Hearing support service
- Integrated Therapy Service (Speech & Language/Occupational Therapy/Physiotherapy)

- Learning Support Service
- Local Hospital (Paediatricians)
- Physical Impairment and Medical Support Service
- Portage Workers
- Social Services
- Vision support service

**14. What training has the staff supporting children and young people with special educational needs and disability (SEND) had?**

All school staff have received accredited Team Teach training, attachment training and Child Protection Training.

Where appropriate, staff have received additional training in the following areas:

- Autism awareness
- Eiklan Speech and Language
- Forest School
- Hearing awareness
- Individual Literacy Intervention
- Moving and Handling
- Somerset Total Communication (or Makaton)
- Talking Partners
- Theraplay
- Vision awareness

### **15. How will my child be included in activities outside the classroom, including school trips?**

We are committed to ensuring that all children have access to external visits and trips. In all cases a plan will be put in place, with appropriate external agency advice where necessary, and risk assessments carried out. Where for physical reasons a child cannot participate, for example in an adventurous activity, alternatives will be provided where needed.

### **16. How accessible is the school environment?**

Christ Church First School is a fully accessible flat site, with a proven history in supporting children with physical disabilities. We have a fixed hoist and disabled toilet, and several staff are Moving and Handling trained.

Where a child has other needs, such as visual needs, the site has been adapted to meet these needs, for example lines painted to show changes in level and blinds fitted for light sensitivity.

### **17. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

For children starting the school in Nursery or Reception with known needs, an Entry planning meeting involving all professionals and parents will be held to plan the transition and provision.

On starting school, several “Starting School” sessions for parents and children are provided to enable good, supportive transition.

Photo books about the child’s new class/school will be provided for those children who need this.

All children participate in a transition morning.

On transition to middle school, SENCOs meet to discuss all children with additional needs.

Middle school SENCOs are invited to the Annual Meeting.

Additional meetings for vulnerable pupils are arranged between class teachers.

Additional visits are arranged for those children who need this support.

School Entry Planning meetings are arranged with the middle school and parents for those children with the highest need.

### **18. How are the school's resources allocated and matched to children's special educational needs?**

The SEN budget is allocated each financial year and is used to provide a wide range of support, including learning and pastoral intervention staff, resources, accessibility arrangements, staff training, SENCO time, administration and supply cover.

Each child's needs are considered in terms of allocating intervention support, ie are children making progress with Quality First Teaching.

Individual learning support staff are provided through higher level funding where appropriate.

### **19. How is the decision made about what type and how much support my child will receive?**

When the children join the school, support is allocated on the information provided by the feeder school/nursery. In consultation with the Headteacher, the SENCO will allocate teaching assistants to individuals or pairs of children to support them in class or in other intervention groups tailored to the pupils' needs.

During their school life, if further concerns are identified due to the pupil's lack of progress or well-being, then other interventions will be arranged. All interventions are evaluated for their effectiveness, and decisions are then made about whether a child has made appropriate progress.

## **20. What are the arrangements for the admission of disabled children to the nursery?**

If your child has a disability and you would like a place at the nursery, please contact the school office (01373 463781) initially to enquire about spaces and ask to speak to Ali Bowden (SENCO) to discuss your child's needs and how we can best meet them. We will be happy to arrange visits to the site and arrange pre-school entry meetings to ensure provision is made for any extra needs.

## **21. Who can I contact for further information?**

The first point of contact for any further information should be your child's class teacher.

If you remain concerned, please contact the school SENCO, Ali Bowden.

If you are a new parent, please feel free to contact the school SENCO for further information about our school and provision.

For details of the Christ Church C of E First School and Nursery SEN Team, see Question 3, above.

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## SEN areas of need

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### **Areas of need: as identified by the SEND Code of Practice (DfE, Sept 2014)**

At Christ Church we believe every child deserves the best possible education. We are fully inclusive; we always endeavour to include children no matter what their level of need or background and have successfully worked with children from all of the four categories of need in the SEND Code of Practice:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs.

### **1. Communication and interaction**

Children and young people with SEN may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their linguistic competence in order to support their thinking, as well as their communication skills. Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.

Those with speech, language and communication needs (SLCN) cover the whole ability range. They find it more difficult to communicate with others. They may have problems taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences. It may be that when they hear or see a word they are not able to understand its meaning,

leading to words being used incorrectly in or out of context and the child having a smaller vocabulary. It may be a combination of these problems. For some children and young people, difficulties may become increasingly apparent as the language they need to understand and use becomes more complex.

Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their coordination and fine-motor functions.

## **2. Cognition and learning**

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills.

Children and young people with a learning difficulty are at increased risk of developing a mental health problem. They may need additional support with their social development, self-esteem and emotional well-being.

Children and young people with severe learning difficulties (SLD) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum. They may have difficulties in mobility and coordination, communication and perception, and the acquisition of self-help skills. Children and young people with SLD are likely to need support to be independent. Those with profound and multiple learning difficulties (PMLD) have severe and complex learning difficulties as well as significant other difficulties such as a physical disability or a sensory impairment. They are likely to need sensory stimulation and a curriculum broken down into very small steps. These children and young people require a high level of adult support, both for their educational needs and for their personal care.

A child or young person with a specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling), dyscalculia (maths), dyspraxia (coordination) and dysgraphia (writing).

### **3. Social, mental and emotional health**

For some children and young people, difficulties in their emotional and social development can mean that they require additional and different provision in order for them to achieve. Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD); attention deficit hyperactivity disorder (ADHD); attachment disorder; autism or pervasive developmental disorder; an anxiety disorder; a disruptive disorder; or, rarely, schizophrenia or bipolar disorder.

### **4. Sensory and/or physical needs**

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010.

Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young

people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

### **Disabled children and young people**

Many disabled children and young people also have a SEN. Where this is the case, access arrangements and other adjustments should be considered as part of SEN planning and review. However, it may be that the steps to ensure access to mainstream education and related opportunities are sufficient to mean that special education provision does not need to be made.

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## **Christ Church Equality Duty “Statement of Objectives” for 2016–17**

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As a Christian learning community, Christ Church C of E First School is committed to upholding the biblical principle that all human beings are made in the image of God and, as such, should be welcomed, accepted and valued as unique individuals of equal value and dignity.

At Christ Church, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here. We promote a positive culture of inclusion, in which all those connected to the school feel proud of their identity and able to participate fully in school life.

At Christ Church, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of age; disability; gender; gender identity; pregnancy or maternity; ethnicity, colour or national origin; religion or belief; sexual orientation; or socio-economic background.

As a school, we aim to tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes, and creating an environment which champions respect for all.

Furthermore, we believe that it is our Christian duty to make an extra effort to welcome and support individuals who are not always treated respectfully in wider society. Hence, as a school, we aim to tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes, and creating an environment which champions respect for all.

At Christ Church, we aim to ensure that every adult and child is treated fairly and has equality of opportunity to participate fully in the life of the school. We also work to develop good relations between people from different groups.

We try to make sure that our school is a safe and secure place for everyone.

We do not put up with unfair treatment or bullying of any kind.

We recognise that people have different needs and we understand that treating people equally does not always involve treating them all the same. When people face particular difficulties they need extra support to help them achieve success and we try to do this for people in our school community.

We also try to make sure that people from different groups are consulted and involved in our decisions, for example, through talking to pupils and parents/carers, and through our School Council.

**Our school has the following equality objectives:**

- 1. Improve the progress and attainment of all Gypsy/Roma/Traveller (GRT) children across the curriculum and in all classes so that any attainment gap between GRT and non-GRT pupils is eliminated.**
- 2. Ensure that gifted and talented children are sufficiently engaged and challenged in their learning across the curriculum.**
- 3. Improve progress and attainment in Early Years:**
  - \* Reading – especially Pupil Premium, GRT and summer born**
  - \* Writing – especially Pupil Premium, GRT and summer born**
  - \* Maths – especially girls, Pupil Premium and summer born**
- 4. Improve progress and attainment in Key Stage 1:**
  - \* Phonics – especially boys, GRT, Pupil Premium and summer born**
  - \* Writing – especially Pupil Premium, GRT and more able children**
  - \* Maths – especially girls, Pupil Premium, GRT and summer born**
- 5. Improve progress and attainment in Key Stage 2:**
  - \* Reading – especially boys**
  - \* Writing – especially boys, Pupil Premium and more able children**
  - \* Maths – especially Pupil Premium and GRT.**

(These targets are based on 2015–16 data. Hence, current (2016–17) class teachers will be closely tracking and targeting groups in order to close the attainment gaps identified last year.)

To read the Christ Church Equality Duty Policy, please visit the school website.