

FALKNER HOUSE EQUAL OPPORTUNITIES POLICY

(NURSERY – YEAR 6 incl. EYFS) with reference to the Equalities Act 2010 and the SEN and Disabilities Code of Practice 2014

Reception – Year 6 refer to practices at both Brechin Place and Penywern Road

Nursery refers to practices only at Brechin Place

Close attention is paid to inclusivity and equality of opportunity and the avoidance of any incidents of harassment or discrimination with appropriate action against transgression being taken immediately. Fundamental to Falkner House is the belief in fairness and a tolerance of others – all such fundamental British values are thus continually promoted.

GENDER

Nursery Care must be taken within the curriculum that equal opportunities are offered to both boys and girls.

Reception – Year 6 As a school where girls and boys are taught separately it is important that care is taken that resources such as books, videos etc. present a balanced picture.

Staff. Staff advertisements are not gender specific.

NATIONALITIES, ETHNIC BACKGROUND AND RELIGION (please also see curriculum Policy)

Children of all nationalities and religions are welcomed as pupils and there are no quotas. Falkner House pupils come from a very wide mix of ethnic, cultural and linguistic backgrounds. Every child is included and supported.

MONITORING OF EQUAL OPPORTUNITIES

Falkner House is a very varied community within its geographical and economic context. There is very clearly a vast mix of nationalities, religions and ethnicity within the student body which is welcomed by the staff, the pupils and the parents. Irrespective of their personal backgrounds, the children see themselves as Londoners of the 21st century and are very proud of the melting pot of which they are an integral part. The emphasis of the school is that all pupils should develop self-respect so as to allow them to respect others irrespective of differences in background or abilities. Diversity and difference is taken for granted and celebrated. There is a clear culture of equality. On the very rare occasions a child is heard to make an inappropriate comment, they are immediately reminded of the importance of inclusion and friendliness to all.

DISABILITIES

The School is conscious that the term disability includes mental health and learning disabilities as well as physical. Falkner House is aware of the potential for the enhancement of the school's education and life by inclusive policies but gives equal importance to ensuring that no pupil's education is impaired. Children with disabilities are welcome but, as applies to all applicants, before acceptance, the school needs to feel confident that a child will cope with the demands of the curriculum at Falkner House. The school must also feel sure that it will be able to educate and develop all pupils to the best of his or her potential and in line with the general standards achieved by their peers, so that there is every chance that they will have a complete, happy and successful school career. These criteria must continue to be met throughout the pupil's time at the school. The school's policy is to apply these criteria to all pupils and potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of his or her disability. The physical layout of the building would make it difficult for children with long term restricted movement. Falkner House has no specific remedial facilities but given strong parental support children with, for example, mild autism/ dyslexia / dyspraxia / dyscalculia could well and indeed do profit from the style of education offered. Falkner House has a three year rolling accessibility plan as is required under SEND. (see appendix - disability policy).

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

A first language, where it is other than English, where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community. DfE definition. All children Reception – Year 6 are assessed prior to entry and Nursery parents have individual meetings with Nursery staff prior to their child's start. We are thus aware from the beginning, of a child's English language capabilities and needs. The aim is to develop English language skills and to build the confidence to succeed in a highly demanding English speaking environment. Pupils with English as a second language

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or EAL are immediately integrated within the classroom and extra differentiated support is given as required. Children with limited command of English are not generally accepted in the Main School in view of the demands of the curriculum and rigorous assessment procedures prior to entry. Thus whilst English may not be a child's first language any child accepted into the main school would be deemed to be bilingual as well as EAL. As a central London school, it is both inevitable and welcome that Falkner House has many children with an international background. Families are often a blend of nationalities and ethnicity. Generally, such families are permanently based in London and either children or their parents may well have British nationality. Whilst of course the children's home language is respected and supported, it is our experience that all the children will choose to speak English whilst in the school. This is also what the parents expect and desire. In Nursery, any child whose English is less than fluent is given help and support (which could mean supporting their use of the home language in play and learning) so that he or she can rapidly acquire fluency in English. If a child does not have a strong grasp of English language, teachers will explore the child's skills in the home language with parents to establish whether there is cause for concern about language delay. Prior to entry, parents complete a form indicating the languages spoken at home. We do not offer timetabled EAL lessons.

DIFFERENTIATION

As each class is made up of individuals with different aptitudes, skills and knowledge, it is appropriate for them sometimes to have different programmes of study. This allows pupils to be more interested, well-motivated and responsive to challenges, to work productively showing greater independence and co-operation. Children will be more aware of their own progression and develop the ability to self-evaluate and allow for more effective teaching and learning. All staff are expected to allow for a range of abilities within the class and to plan their lessons accordingly with extension activities and support as required. If this necessitates additional staffing the headteacher must be informed immediately so that appropriate arrangements can be made.

Falkner House is committed to differentiate so as to:

- Cater for individual abilities and interests.
- Ensure pupil achievement and success.
- Enhance individual capabilities, strengths and interests.
- Ensure more accurate record keeping.
- Make assessment procedures more effective.
- Make teaching and learning more effective.
- Better match task to pupil.
- Ensure that children can progress at the own pace.
- Identify specific needs and gaps in learning.
- Lead to the more effective use of resources.
- Increased pupil motivation.

In a classroom where there is effective differentiation there will be:

- Pupils working independently and showing autonomy.
- Pupils working in a variety of different ways and grouped as appropriate.
- Pupils potentially working on a variety of tasks.
- All the pupils involved, on task and well motivated.
- A teacher free to move around the classroom.
- Positive pupil-teacher interaction.
- Pupils involved in negotiating their work.
- Children presenting their outcomes in a variety of ways.
- A variety of assessment techniques in use.
- A teacher adopting a variety of roles.
- Co-operative learning taking place.
- Appropriate texts and guides and resources in use.
- Teachers' planning and records on an individual basis.

What can be done to facilitate differentiation?

- Smaller classes and working groups.
- Increased classroom resources.
- Assistance in the classroom.
- Simple but effective planning and record keeping
- Effective arrangement of classroom furniture.
- Classroom materials and tools should be readily available.
- There should be a variety of reading levels within text resources.
- Classroom organised in an appropriate way for the lesson.
- There should be clear communication between teacher and pupils.
- Facilitating timetables.
- Teachers need to be aware of pupils' prior learning and experiences.

GIFTED CHILDREN

Most children at Falkner House are able and indeed gifted in comparison to the national average. Others may be both gifted and need learning support! Gifted children (not unusual at Falkner House) are always provided with opportunities to extend their knowledge in extension work in the classroom or small group activities

We are committed to:

- Offering a broad, balanced and differentiated curriculum to all pupils.
- Promoting children's self-esteem and sense of self-worth.
- Creating a genuine partnership between school, parents and the child though great care must be used not to label a child "gifted" thus raising unreasonable expectations
- Identifying and assessing "gifted" children as early as possible by a manner of strategies. – able children are a precious resource. "Gifted" children are green "flagged" in the year group spreadsheet. This is checked at least termly so that targeted extension work can be offered
- Calling upon appropriate outside agencies whenever necessary.
- The concept that the Main school is a selective school. All children are assessed before a place is offered, the criteria being that a pupil is believed to be at ease with the pace and scope of the curriculum. (see Admissions Policy).
- The concept that the Nursery takes children on a first come first served basis and being non selective..
- The belief that most of the children in the Main school are able – the evidence being
 - VR and NVR test scores (mostly CATs)
 - School test results
- Offering extension activities to any child who needs additional challenges for one or more areas of the curriculum. This may be short term, long term, temporary or permanent.
- Noting extension activities in schemes of work.
- High expectations
- Open ended tasks
- Avoiding pupils being "normalised" and restricted by tightly prescribed tasks
- Avoiding over directed teaching and respecting their differing talents
- Developing higher order skills such as prediction and hypothesis.
- Stimulate children to operate at the highest technical and analytical skills of which they are individually capable.
- Relevant use of clubs, competitions and national events
- Pupils taking responsibility for their own learning
- Encouraging children to "think outside the box".

LEARNING SUPPORT

We are committed to:

- Offering a broad, balanced and differentiated curriculum to all pupils.
- The belief that all children may experience a special educational need and thus need learning support.
- This may be short term, long term, temporary or permanent.
- Promoting children's self-esteem and sense of self-worth.
- Creating a genuine partnership between school, parents and the child.
- Identifying and assessing children in need of Learning Support as early as possible. Such children have an Individual Educational Plan (IEP) written which is "flagged" in the year group spreadsheet. The IEP is checked at least termly so that targeted support can be offered
- Offering support to a child challenged by the curriculum
- Calling upon appropriate outside agencies whenever necessary
- Encouraging parents to discuss concerns or changes that they may have noticed at home.
- Encouraging pupils to become involved in any plans for their learning support.
- The school conducts an Annual Review for any child with an Educational Health Care Plan (EHCP) and would liaise and report to the local authority for all pupils with an EHCP.
- Writing an Ifor any child who needs a

IDENTIFICATION OF CHILDREN IN NEED OF LEARNING SUPPORT:

The 2014 code of practice defines a Special Educational Need as progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It is important to be aware of children who may display certain difficulties over a period of time such as:

- Poor recall
- Difficulty in sequencing
- Erratic or change of behaviour or aggression
- Difficulty in following instructions
- Children with poor self-image/self-esteem and needing constant reassurance/attention
- Continual reversal
- Over anxious or obsessive behaviour
- Short span of concentration
- Clumsiness/lack of co-ordination / Poor manual control
- Children with particular gifts
- Lethargy
- Attendance problems
- Acquiring (stealing)
- Children who are withdrawn
- Speech / Sight/ hearing problems
- Difficulty in forming relationships/poor social skills

EVIDENCE

In addition to the information that is recorded for all children, the pupil record or profile for a child in need of Learning Support should include information about the child's progress and behaviour, from the parents, and if necessary from the pupils GP. It might also include the child's own perception of any difficulties and how they might be addressed. The information collected should reveal the different perceptions of those concerned with the child, any immediate educational concerns and an overall picture of the child's strengths and weaknesses, within the school setting. Whenever a child is causing concern, parents should be consulted first for their views and any information about early difficulties the child may have encountered. These may have emerged at early developmental checks, including hearing and vision, with the health visitor or GP.

The key test for action is evidence that the child's current rate of progress is inadequate. There should not be an assumption that all children will progress at the same rate and a judgement has to be made in each case as to what is reasonable to expect that particular child to achieve. Where progress is inadequate, it will be necessary to take some *additional* or *different* action to enable the child to learn more effectively. At this early stage of learning, specific indicators are less reliable and more dependent on the child's early experiences, stage of learning EAL, personality and adjustment to the setting. For EAL children a 'silent period' of up to 3 months is to be expected. Significant difficulties in communication and interaction may be apparent over time. It is important to provide a structured learning environment, opportunities for exploration and modelling of activities. Where a child's needs are already met, for example by the wearing of glasses or hearing aids, staff should be aware of and alert to any deterioration.

If there are concerns about a child's development and progress, all staff working with the child and the parents should contribute observations about their perceptions of the child's capabilities and difficulties in a range of different activities and situations. Having formally notified the parents, the teacher and the Learning Support Coordinator (LSC aka SENCO) should agree, in consultation with the parent and taking account of the views of the child:

- the outcomes they are seeking,
- the interventions and support to be put in place (selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge)
- the expected impact on progress, development or behaviour, and
- a clear date for review.

If required this is formalised into an IEP or in very severe cases an EHCP. All relevant adults should be aware of and consult and put into practice the strategies suggested in the plan. The IEP forms part of a pupil's profile and the school records.

All teachers have expectations as to what each child will have achieved in each of these areas by the end of the previous year in terms of the expected outcomes. Children will progress at different rates. Children making slower progress may include those who are EAL or who have particular learning difficulties. It should not be assumed that children who are making slower progress have special educational needs but such children will need carefully differentiated learning opportunities to help them make progress. Regular assessment and monitoring of their progress N- Y6 is essential and should be consistently carried out. Parents should always be consulted whenever there are concerns about a child's progress and development. The school encourages parents to raise any concerns they may have about their child's needs and the provision being made for them. As far as possible, children should also be consulted about activities and the choice of equipment they might use in order to reach their targets. Where a child appears not to be making progress either generally or in a specific aspect of learning, then it may be necessary to present different opportunities or use alternative approaches to learning. Ongoing difficulties may indicate the need for a level of help above that which is normally available in the school. Once a child has been identified as having special educational needs, there should be a plan to support their development. Progress should be evaluated both in terms of the child's learning and their social and emotional development. If the intervention does not enable the child to make satisfactory progress, the class teacher should ask for advice from the LSC who in turn may need to seek advice and support from external agencies or specialists

Any new pupil is screened for LDD both upon arrival and on a continuous basis as well as acting upon any information passed on by the pupil's previous school. Parents of pupils who are considered to have a specific learning difficulty and/or disability are requested to have their needs considered individually by qualified specialist staff. The provision for a pupil

with a learning difficulty may include such help as additional support within the classroom. Pupils with an EHC plan will have an IEP and there will be meetings and reviews as required.

Staff Training

The Headteacher gives support to further training or INSETS when a suitable course or conference presents itself. Teachers who attend courses are encouraged to give feedback to the whole staff.

OPERATING POLICY

The nature of the main school means that there are very few children who really struggle with the demands of the curriculum - to date only one pupil has ever had a Statement of SEN and none have had an EHCP. This does not mean that the school is complacent: indeed it is always conscious that pupils may have or develop significant learning difficulties as noted above. Such difficulties are defined in the context of the performance of their peers at Falkner House rather than a notional national average.

If a teacher observes a child (N-Y6) with any of the symptoms described in the learning support paragraphs or any other symptoms, then the LSC and Headteacher will be consulted. If formalised learning support is required then an EHC plan (detailing the type and frequency of assistance and the objectives etc.) will be completed by the LSC with involvement from the child, parents, class teacher and headteacher. The plan takes into account the four areas of need – communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs. An external learning support advisor may be asked to assess the child and to offer suggestions and recommendations.

- If an outside agency is required for advice then this will be recommended to the parents and the school will liaise with the agency used and check they are doing their annual reviews.
- In-house learning support offered is of a non-specialist nature. Teaching staff are well informed, highly effective with up to date knowledge of learning and teaching strategies but are not specialists in teaching pupils with specific LDD. Nonetheless, much small group non specialist support teaching is done by Falkner House staff
- If a specific problem (e.g dyslexia / dyscalculia) has been diagnosed which requires additional specialist teaching then the parents are asked to arrange this independently. The school however keeps in close touch with the parents and any external teacher.
- If a pupil requires support, an IEP or EHCP plan will be prepared and reviewed on a termly basis

Below the level of children needing an EHCP, there is a significant amount of learning support in school (documented via an IEP). This may take the form of small group teaching before or after school, 1:1 support with a teacher during school hours or before or after school, both learning support and to stretch the most able. Children tend to fall into three groups:-

- Those who come in late to the school having followed a different curriculum at another school and who need a boost to catch up.
- Those who are generally making progress in most subjects but who need some extra time and teaching in certain areas.
- All pupils linguistic backgrounds are logged and any potential problems noted with a red flag. All relevant staff are made aware of any such red flag so as to be able to give additional assistance on a routine basis.

Roles and Responsibilities:

Headteacher

- Monitors and reviews with the LSC the schools learning support and gifted policy.
- Liaises with parents/carers and support services as appropriate.
- Referral of a child for external assessment in consultation with the class teacher, LSC and parents.
- Provides an environment in which all children are given the opportunity to fulfil their potential.
- Ensures that teachers identify both gifted and learning support pupils
- Ensures that both gifted and learning support pupils are given access to the whole curriculum and extension activities as required.
- Ensures that the specific difficulty is noted on the appropriate global class spreadsheet.

LSC – Miss Lisa Day or Mrs Woodward

- Advises class teachers
- Monitors and reviews the school's Learning Support policy with the Headteacher.
- Ensures that review dates for individual children are adhered to.
- Manages the process of producing an IEP or EHCP if required
- Gives individual support to those children

Teacher

- Ensures that all pupils, with a variety of needs, have access to a broad, balanced, relevant and differentiated curriculum.
- Monitors and reviews with the Headteacher and LSC an individual pupil's need for LS
- Gathers relevant information from pupil records, other members of staff, parents and the child to aid planning, assessment and target setting.
- Implements an IEP, reviews it regularly, and notes its effectiveness, in conjunction with the LSC
- Ensures relevant information is communicated to the Headteacher, other staff members, LSC and parents/carers.
- Keeps records of a child's progress and reporting back to parents.

APPENDIX

DISABILITY POLICY

The school has set up a Disability Policy Review Committee which consists of Mrs Griggs (Principal and partner), Miss Day (Lower School Coordinator) and Mr Tim Larvin (Bursar) and may co-opt additional members whose expertise in any field would be of assistance. The Committee's terms of reference are:

- to review annually, the school's policies, plans procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled;
- to make recommendations with a view to improving the accessibility of its education in its many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
- and to prepare the School's disability inclusion, SEN and learning support policy;
- to prepare and review on an annual basis the school's Accessibility Plan (below);

ADMISSIONS- Please see the Admissions Policy

The Committee reviews the school's admissions literature, policy, assessments and procedures on an annual basis.

WELFARE

The Committee has considered the difficulties which might arise for specified types of disability e.g. bullying, non-integration, physical and mental welfare, and health.

- Falkner House is a small school across two sites where the children are well integrated
- All Reception children have a "big sister" in Year 6. The choice of child can be tailored to fit in with any specific need.
- Parents can be involved in ensuring that disabilities were explained to a child's peers.

AWARENESS AND OBSERVANCE

The Committee has considered the existing machinery in the school for ensuring awareness and observance of the policy:

- The equal opportunities policy (including disabilities) is on the school website and is required to be read by all new staff.
- Minutes of the findings of the Committee are kept by the bursar. Mention is made of the minutes and the need for staff awareness at first staff meeting before the autumn term.
- A full list of any children with disabilities is kept in the relevant office and staffroom and given to staff as required

THE FOLLOWING has been considered by the Committee

Physical disabilities

Falkner House both boys and girls (in common with many other schools) are in six storey buildings and that the pupils are required to go from basement to upper floors to access all parts of the building (classrooms, dining room, playground etc.) up narrow stairs in buildings without lifts. Clearly, a pupil with long term impaired mobility would be put at a disadvantage by these problems, if not prohibited altogether from access to some or all of the educational and other facilities the school offers. It is likely to be difficult to address and overcome these issues even in the long term, as there is no space for lifts.

In the short or long term, however, with parental consent, pupils can be assisted by staff e.g. a child with mobility problems can be carried around the school and children on crutches have not posed a problem. In this situation, desks are modified. Care must of course be taken when carrying children not to cause injury in the process to the adult. Children in wheel chairs can be accommodated if they are in a ground floor classroom at Brechin Place. The dining room (used by Years 1-6) is in the basement but any child would be able to eat lunch in an appropriate space on the ground floor.

Falkner House **Nursery**, is all on one floor in the basement (steep stairs but parents might be able to carry a child up and down). It should be noted though that Dance and Music take place on a higher floor.

- There are entrance steps to both sides of both buildings. Both sites are in conservation areas and a permanent ramp to the front of either building might not be permitted and might be too steep.
- Temporary ramps could be fitted to the playground steps.
- Some staircases (to basement and to third floor of both buildings) are particularly narrow with tight winders
- Access to the Brechin Place Art room would pose extreme difficulties but art could take place in the classroom

- Most games facilities are off site and require the use of a coach (whose company is being encouraged to develop appropriate facilities). Meanwhile, provision for PE for a child in a wheelchair would entail lifting a child into a coach and putting the wheelchair into the boot.-
- All games staff are made aware of children's disabilities
- A full list of health issues is kept in the office and staffroom and given to staff as required
- If children have been prescribed puffers, auto-injectors etc. spares are kept in the first aid kit. Such items always go with a child when off site for PE or outings.

Sight Impaired

- Given sufficient support from external agencies a blind child could perhaps be catered for.
- All books and typeface on the white boards are of an appropriate sized font
- Braille books or larger font books would be acquired – (see accessibility plan)
- Team ball sports would be problematic but catching and throwing skills could be developed (see accessibility plan)

Hearing Impaired

- Being in central London, Falkner House is relatively noisy. Nonetheless, air conditioning is now installed in many rooms so that there is little need for open windows.
- Staff can be trained in the use of microphones
- Severely hearing impaired children have been at Falkner House April 2000 – July 2014 and the school has successfully trained and supported staff who are always kept aware of their needs.
- If applicable, spare batteries are always kept on site and also kept in the travelling first aid kit

Dyslexia, Dyspraxia, mild autism, ADHD

- Staff need to be alert to the possibility that a child might have one of the above conditions.
- Professional diagnosis may be necessary from an educational psychologist
- Additional help can be timetabled, coordinated by the LSC and lessons missed e.g. Latin/ Spanish
- One on one support can be put in place

Chronic illness

- Children are supported by close involvement with parents in relation to treatments and appointments.
- Teachers liaise closely with parents with work being sent home and individual plans drawn up.
- A child with severe chronic illness was at Falkner House September 2014 – July 2017 and the school has successfully trained and supported staff who are always kept aware of their needs.

ACCESSABILITY PLAN (see below)

The School's plan is to make sure that the School accommodates and actively supports, on a case by case basis, each and every child who has been admitted (on a non-discriminatory basis – see above) and to:

- increase the extent to which disabled pupils (including those with SEN) can participate in the School's curriculum (Sch. 10 3(2)(a) of Equality Act 2010) and
- improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school (Sch 10 3(2)(b) of Equality Act 2010); and
- improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled (Sch. 10 3(2)(c) of Equality Act 2010).

The Committee met and reviewed in September 2019 the provision for pupils with SEN and/or disabilities to establish priorities for our pupils and their parents. The results have informed the School accessibility plan for 2017-2020 – see below which will next be reviewed in September 2020. The Bursar keeps minutes of these meetings.

Target	Standard to be met	Action required	Resources required	Short (within academic year) /medium (within 3 years) /long term (within 7 years)
Increase access to PE curriculum for visually impaired	3(2)(a)	Acquire equipment and arrange training for PE staff if required	£x – we would anticipate allocating approximately £200	Medium term
Access to general curriculum for the hearing impaired	3(2)(a)	Staff training in use of hearing aids / sign language / room layout etc	Sessions with external/internal experts costing £x and additional or amended furnishings costing £x	Short term
Access to music for the hearing impaired	3(2)(a)	Research instruments that are particularly good. Acquire and encourage the use of appropriate instruments/lessons if required.	Head of music to investigate suppliers and acquire at cost of £x	Short term
Access to the curriculum for the highly stressed or those with anxiety disorders	3(2)(a)	Research possible councillors and discuss with parents. Support parents in their use of councillors for their child in / out the school	Head to spend time investigating suitable people Cost to school or parents (pprox. £150 a session	Short term
Access to music for the visually impaired	3(2)(a)	Research braille printed music v. Suzuki systems	Head of music to investigate	Short term
Improve ease of access to the building	3(2)(b)	Research building and planning regulations regarding external ramps. To the extent permissible, investigate appropriate permanent/temporary ramps. Buy and install ramps if required.	Administrator to consult with relevant public bodies, suppliers and occupational therapists Circa £1000 for each ramp	Medium term
Disabled loo on the ground floor	3(2)(b)	Research size and layout required	Price TBC but estimate over £5000	Long term
Improve access to information for visually impaired or dyslexic pupils	3(2)(c)	Training staff as to their role with visually impaired children (eg. colours and font for white board and books)	£x – we would anticipate training one member of staff externally and then in-house training going forwards	Medium term