

# **Badgerbrook Primary School**

## **Special Educational Needs and Disability (SEND) Policy**

### **Introduction**

The process of developing the draft of this policy was initially carried out by the Affinity TSA SENCo Leadership Development Group. It was then finalised by the Badgerbrook SENCo in consultation with SEN Governor, parents, pupils and staff at the school. Here, and throughout this policy, the term 'parent' includes all those with parental responsibility, including parents and those who care for the child.

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.66 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- School SEN Information Report regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

### **Name of and contact details of Badgerbrook SEN Co-ordinator**

The Special Educational Needs Coordinator at Badgerbrook Primary School is Mrs V Toon.

Mrs Toon can be contacted via the school office:

[office@badgerbrook.leic.sch.uk](mailto:office@badgerbrook.leic.sch.uk) Tel: 0116 2752353

Mrs Toon achieved the Special Educational Needs Co-ordinator Award in 2014. She is a qualified teacher and a member of the Senior Leadership Team.

### **Aim of Development Group**

We are committed to using our best endeavours to provide an appropriate and high quality education for **all** pupils at our school which enables them to:

- Achieve their best
- Become confident, independent individuals living fulfilling lives
- Make successful transition to their next phase of education or employment.
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We consider every teacher to be a teacher of every pupil, including those with special educational needs and disabilities. We have the highest aspirations and expectations for all pupils, including those with special educational needs.

We aim to achieve a community where parents, those working in school and specialists have a mutual trust and confidence in each other, created through clear, consistent

approaches to communication and collaborative working, to ensure the best outcomes for pupils with SEND.

We aim to provide all pupils, including those with special educational needs and disabilities, with a broad, balanced academic and social curriculum, which is accessible and ensures they are included in all aspects of school life and feel equally valued and part of the school community.

## **Objectives**

- To establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all pupils can be happy, flourish and feel safe.
- To respond to learners in ways which take account of their varied needs and life experiences.
- To identify a pupil's special educational needs at the earliest point and make effective provision.
- To enable parents to participate as fully as possible in decisions and being provided with information and support necessary to enable this.
- To support pupils to participate in discussions, express their views and be fully involved in decisions which affect them, encouraging them to become increasingly effective self-advocates.
- To work in close partnership with a range of specialists and professionals to enable us to provide effective targeted support.
- To ensure that teachers fully understand that they are responsible and accountable for the progress and development of all pupils in their class, including where they access support from learning support assistants or specialist staff.
- To provide targeted support, advice and training for all staff working with pupils with special educational needs and disabilities, enabling them to adapt teaching to respond to the strengths and needs of all pupils.
- To appoint a qualified or suitably experienced Special Educational Needs Coordinator who has responsibility for the day-to-day operation of the SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC (Education Health and Care) plans /Statements.
- To ensure that all pupils receive appropriate educational provision through a broad, balanced curriculum that is relevant and differentiated and that demonstrates coherence and progression in learning through quality first teaching.
- To ensure that children and young people with SEN are able to engage fully in activities alongside children who do not have SEN.

The Headteacher, SENCo, all staff and the Governing Body work within the guidance outlined in the SEND Code of Practice 0 -25 (July 2014)

## **Identification of Special Educational Needs**

A pupil has SEN where their learning difficulty or disability calls for special educational provision to be made for them. The SEND 0 – 25 Code of Practice states that a pupil has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of other of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

This provision is different from or additional to that normally available to pupils of the same age. For some children, SEN can be identified at an early age; however, for other children and young people, difficulties become evident only as they develop.

The identification of SEN is built into the overall approach to monitoring the progress and development of **all** pupils. Class teachers assess each pupil's skills and levels of attainment on entry, building on information from previous settings. Class teachers make regular assessments of progress for all pupils identifying in particular where pupils are making less than expected progress given their age and individual circumstances. Where a pupil's progress is causing concern, this may be characterised by progress which:

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

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

### **Broad areas of need as outlined in the SEND Code of Practice (2014)**

These four broad areas give an overview of the range of needs that the school plans for, and not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Badgerbrook, the needs of the *whole* child will always be considered in this process.

There are other factors that may impact on progress and attainment that are not considered SEN:

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of a serviceman or service woman

Any concerns relating to a pupil's behaviour may be an underlying response to a need which the school would work with parents to identify.

### **The Graduated Approach to SEN Support**

#### **Identification and Assessment of SEN**

Identifying a pupil's educational needs and adapting teaching to meet those needs, is a process that is in place for all pupils in the school. The school has a rigorous and regular

system, through termly pupil progress meetings, to identify where a child is not making expected progress or working below national expectations. Class teachers put in place if necessary, relevant and timely interventions, through quality first teaching, appropriate differentiation and in-class support, aimed at closing the gap or raising attainment. The class teacher also talks with parents to ensure there is a shared understanding of the pupil's needs and gain parental perspective on any areas of strength and emerging barriers to learning.

Where a pupil's needs are persistent, the class teacher completes an initial concerns checklist and arranges to meet with the SENCo. At this meeting, the need for additional assessments is discussed. Parents are invited to attend this meeting and share their perspective. The pupil's views are sought as part of this process. The SENCO and class teacher then decide if different and additional provision is required to meet the pupil's needs. The child's class teacher and SENCo discuss with parents the need for special educational provision and possible placement on the school's SEN record at **SEN Support**.

### **Planning and Implementing SEN Support**

High quality teaching, differentiated for individual pupils is always seen as the first step in responding to those who may have SEN.

Working together, the SENCo, class teacher, parents and pupil discuss the type of SEN Support needed to meet the outcomes identified for the pupil. This is delivered by staff with appropriate skills and knowledge. The class teacher remains responsible and accountable at all times for the progress and development of all pupils in their class, even where a pupil may be receiving support from a learning support assistant.

This SEN support takes the form of a four part cycle (assess - plan - do - review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach. It draws on more detailed approaches, termly reviews and where appropriate, more specialist expertise in successive cycles in order to match interventions to the SEN of a pupil.

### **Reviewing SEN Support**

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed each term. The review process, led by the class teacher, includes an evaluation of the impact and quality of the support and intervention and the views of the pupil and their parents. This review then feeds back into the analysis of the pupil's needs. The class teacher, with support from the SENCo where needed, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

The school may request specialist involvement, regardless of whether a pupil is on the SEN Record, for advice regarding early identification and effective support. The school may consider involving specialists, where, for example, a pupil continues to make less than expected progress, despite additional provision targeted at their area of need. Parents are always involved in any decision to involve specialists along with the pupil's teacher and in appropriate cases, the pupil them self. It is the SENCo's role to contact any specialists and ensure that what was discussed or agreed is recorded, shared and understood by parents and staff who teach and support the pupil.

## **Examples of specialists that can be accessed by the school:**

- LA Educational Psychologists
- School Nurse
- LA Specialist Teaching Service
  - VI team
  - HI Team
  - Learning Support Team
  - Autism Outreach
  - Early Years SEN Inclusion Team
  - Advisory Teacher for Supporting Pupils with Physical Difficulties
- Speech and Language therapists
- Occupational therapists and physiotherapists
- Referral by EP or School Nurse to the Child and Adolescent Mental Health Services (CAMHS)

In some cases, there is a charge for accessing specialist agency support; funding for which comes the school's notional SEN budget and is monitored by the SENCo and the Headteacher.

Where pupils are made subject to an EHC plan or Statement of SEN, the school works in close partnership with any specialist named.

## **The LA SEN Support Plan and Education Health and Care Plan process**

Where the special educational provision required to meet the pupil's needs cannot reasonably be provided from within the resources normally available, the school in consultation with parents, considers requesting a LA SEN Support Plan or EHC plan integrated assessment from the Local Authority. Very few pupils at SEN Support require an LA SEN Support Plan. To inform this decision, the SENCo has close regard to the Local Authority's criteria for funding through an LA SEN Support Plan or for an EHC Plan. This can be found on the Leicestershire Local Offer web site (see link on School web site) along with information on the EHC plan integrated assessment process. This is shared in full with parents to ensure they are confident and clear about the process and how they are involved in it.

## **Removing pupils from the SEN record**

In consultation with parents, a pupil is considered for removal from the SEN record where he / she has made sustained, good progress that:

- betters the previous rate of progress and has sufficiently closed the attainment gap between the pupil and their peers of the same age,
- or where a pupil's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained
- and additional SEN provision is no longer required to ensure this progress is sustained.

## **Supporting Parents/Carers of Children with SEN**

The school is fully committed to a meaningful partnership with parents of children with special educational needs where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school achieves this in the following ways:

- Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Providing information for parents in an accessible way
- Publishing how the school implements the SEN Policy on the school web site following the information set out in the SEN information Report (Regulation 3) (2014) and as part of the school's contribution to the Local Offer.
- Class teachers meeting with parents, in addition to parent evening appointments, to discuss concerns regarding a pupil's progress at the earliest opportunity, raised either by the class teacher or the parents themselves.
- Class teachers inviting parents of pupils with SEN in their class termly to set and review the outcomes of support, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. It will provide an opportunity for the parents to share their views. This meeting may be part of or in addition to parents' evening meetings and may be supported by the SENCo.
- The SENCo being available for a meeting by appointment through the school office.
- Supporting and guiding parents in ways that they can help with their child's learning and development at home.
- As part of the termly review meeting, recording the outcomes, action and support agreed, sharing the record with all the appropriate school staff and giving a copy to parents.
- Signposting parents to wider support, information and services pertinent to their child's SEN by ensuring they know how to access the Local Offer and the LA's Parent Partnership Service.
- Consulting with a representative group of parents of children with SEND when reviewing the school's Local Offer (see school web site) and the SEND policy. A paper copy will be made available to parents on request.
- Building on positive relationships with parents, additional support and guidance will be available to parents at key times, for example, when considering and making a referral for an EHC plan or at times of transition.
- Seeking parents' views and opinions and considering adjustments to practice in the light of findings.

## **Supporting Pupil Voice**

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to support them in successfully transferring to their next phase of education. We will support pupils in developing their confidence to effectively communicate their own interests, aspirations, needs and rights, enabling them to make informed decisions about their learning and take responsibility for those decisions.

The school achieves this in the following ways:

- Self-knowledge is the first step towards effective self –advocacy. With parents, we support pupils in understanding their strengths, needs and successful approaches to their learning and also have the confidence to voice their concerns, hopes and aspirations.
- Wherever possible and in an age appropriate manner, pupils with SEN are involved in monitoring and reviewing their progress. Their views are recorded and shared whilst making decisions about future support and provision.

- All staff actively listen to and address any concerns raised by pupils themselves.
- Pupils with SEND are encouraged to stand for election to the School Council.
- Planning additional support for pupils at key times, for example, when considering and making a referral for an integrated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.
- Pupils are also provided with additional support to contribute as fully as possible in their Annual Review. This may be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting.
- Seeking pupils' views through regular questionnaires / group interview activities undertaken by the SENCo and / or SEN Governor, considering adjustments in the light of this analysis.

## **Supporting Pupils at School with Medical Conditions**

The school recognises that pupils at school with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education.

Some pupils with medical conditions may also have special educational needs (SEN) and may have a statement, or EHC plan which brings together health and social care needs, as well as their special educational provision where the SEN Code of Practice (2014) is followed. Arrangements in place to support pupils at school with medical conditions are detailed within the school's policy for Supporting pupils with Medical Conditions (November 2014)

## **Monitoring and Evaluation of SEN**

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEN. This is done through regular scrutiny and analysis of data related to the achievement of pupils with SEN, learning walks, work scrutiny, observation and sampling of parent and pupil questionnaires.

The SEN Governor also has a role in scrutinising the school's self-evaluation of the achievement of pupils with SEN as part of the Governing body's duty to monitor the effectiveness of the school's SEN Policy in practice.

## **Training**

In order to maintain and develop the quality of teaching, learning and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

Training needs of staff are identified through the school's self-evaluation process. All teachers and support staff, on taking up a post, are made aware of the school's SEN policy. New staff will meet with the SENCo who will explain the school's practice and procedures regarding SEND and will discuss the needs of individual pupils.

The school's SENCo regularly attends SENCO Network / Affinity SENCO Leadership Development meetings and other local SENCo meetings in order to keep up to date with local and national updates in SEND.

## **Funding for SEN and Allocation of Resources**

The school's core budget is used to make general provision for all pupils in the school including pupils with SEN. In addition, every school receives an additional amount of money to help make special educational provision to meet pupils' SEN. This is called the 'notional SEN budget'.

The amount in this budget is based on a formula which is agreed between schools and the local authority. If the school can show that to meet the needs of a pupil with SEN costs more than £6,000, it can apply to the local authority for top-up funding to meet the cost of that provision. Where the local authority agrees that the school's request for top up funding meets the agreed criteria, the additional costs are provided from funding held by the local authority. Schools are expected to use this funding to make provision for that individual pupil.

The school may use Pupil Premium Funding where a pupil is registered as SEN and is also in receipt of Pupil Premium grant to address the needs of these pupils and enhance learning and achievement.

Each term, in consultation with the Headteacher and class teachers, the SENCo maps the targeted provision in place for pupils on the SEN record to support the Headteacher in identifying how resources are allocated and to monitor the cost of the whole of the SEN provision. This targeted provision is outlined on the school's Provision Map.

## **Roles and Responsibilities**

### **SENCo**

The key responsibilities of the SENCo are taken from the SEND 0- 25 Code of Practice (2014) and include:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising a on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date.

## **Governing Body and Headteacher**

The Governing Body, in line with SEN Information Regulations, publishes information on the school's website about the implementation of the school's policy for pupils with SEN.



The information published is updated annually and any changes to the information occurring during the year are updated as soon as possible.

A member of the Governing Body is appointed to have specific oversight of the school's arrangements for SEN and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

The Headteacher, SENCo and governing body establish a clear picture of the resources that are available to the school and consider the strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium. The Headteacher, SENCo and governing body monitor and evaluate the effectiveness of how these resources are spent on pupil achievement.

The Headteacher ensures that the SENCo has sufficient time and resources to carry out her functions. This includes providing the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

### **Storing and Managing Information**

All records containing sensitive information relating to the special educational needs or disabilities of pupils in school are treated as highly confidential and are securely placed in a locked cabinet when not in use.

All teachers and support staff, on taking up a post, are made aware of the school's Confidentiality and Data Protection policies

Confidential information is not sent via email. Confirmation of identity is obtained prior to discussing confidential matters over the phone.

When a pupil is moving to another school the SENCo contacts the new school's SENCo to ensure they understand the special arrangements or support required by the pupil. All pupil records are passed on, in person if appropriate or by post, as soon as possible.

### **Accessibility**

The school publishes an accessibility plan (see Appendix 1) which sets out how the school will increase access for disabled pupils to the curriculum, the physical environment and information.

The school's accessibility plan sets out how the Governing Body will promote and improve access to education for disabled pupils through:

- increasing the extent to which disabled pupils can participate in the **school curriculum** i.e. *teaching and learning, participation in after-school clubs and school visits.*
- improving the **environment** of the school to increase the extent to which disabled pupils can take advantage of education and associated services i.e. *improvements to the physical environment of the school and physical aids to access education.*
- improving the delivery to disabled pupils **of information** which is provided in writing for pupils who are not disabled e.g. *handouts, timetables, textbooks and information about school events.*

The Accessibility Plan is reviewed in line with our normal cycle of policy review, at least 3 yearly.

## **Dealing with Concerns and Complaints**

The school is committed to working in close partnership with all members of the school community. The school places great value on the role which parents and carers can play in supporting their child's learning. Staff and governors actively encourage a positive relationship between the school and families.

It is recognised that parents of pupils with SEN may, from time to time, have particular concerns regarding their child's individual needs. Concerns are dealt with by school as quickly, sympathetically and effectively as possible.

The School's Complaints Policy outlines the formal procedures which are invoked when initial attempts to resolve the issue are unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further.

## **Bullying**

We are an inclusive school and work every day to create a safe, secure and happy environment for all pupils, where everyone is accepted for who they are and where the differences between us are valued and celebrated.

In our school, bullying is not tolerated. We are aware, however, that some children with SEN may be particularly vulnerable to bullying. In order to mitigate this, we are especially vigilant and plan in opportunities through, for example, assemblies and within lessons, to promote a greater understanding of issues related to SEN and disability. We also find opportunities to positively promote disability through posters, visitors to the school, books and within the curriculum itself.

As part of planning the support and provision for a pupil's SEN, we always look to promote the pupil's independence and resilience and closely monitor the pupil's well-being outside as well as within the classroom. Through the school's safeguarding arrangements, we reinforce the safe use and understanding of social media and, where necessary, provide specific tuition in this area for pupils and parents.

## **Reviewing this Policy**

This policy will be formally reviewed annually. Representatives of parents of pupils with SEN and pupils themselves will be part of this process.

This policy was reviewed and agreed by the Governing Body on 23<sup>rd</sup> November 2016 and reviewed in line with the school cycle of policy review in November 2018.

Signed: 

Date: 22 November 2017

Chair of Governors

## Appendix 4: Action Plan incorporating the Accessibility Plan 2017-2020

Priority	Responsible Person(s)	Action required	Resources	Timescale	Success criteria
<b>Equality Objectives</b>					
To reduce prejudice and increase understanding of equality	Class teachers & support staff	Direct teaching using SEAL and Emotional Learning resources in PSHE sessions	Class time Planning time	Summer Term 2019	Number of behaviour incidents shows downward trend over 5 years (Deputy Head monitoring files)
To narrow the gap between boys and girls attainment in writing and maths across both Key Stages	English and Maths Coordinators	Pupil Profile sheets, identification of gaps, planning appropriate interventions, audit of resources, purchase of new resources if appropriate	Assessment Target Tracker	Summer Term 2018 Summer Term 2019 Summer Term 2020	Less than 10% difference annually (Data analysis from Target Tracker)
To promote spiritual, moral, social and cultural development with particular reference to issues of equality and diversity by (CPD records updated for staff and governors)	SLT	To participate in pilot project across Leicester City/Leicestershire to enhance equality and diversity (No Outsiders project)	Staff release time No Outsiders project	Summer Term 2019	Parental/pupil feedback from provides evidence of greater understanding of equality and diversity Successful completion of project
<b>Accessibility</b>					
To ensure SEND children are making at least expected progress in English and Maths	SEND Coordinator	Pupil Profile sheets, identification of gaps, planning appropriate interventions, audit of resources, purchase of new resources if appropriate	Pupil Passports	Summer Term 2018 Summer Term 2019 Summer Term 2020	SEND children making at least expected progress Pupil Passports help support SEND pupils and parents in making informed decisions

<b>Information gathering</b>					
Include questions about access to the physical environment and the curriculum in the annual questionnaires to parents, staff, pupils and governors	HT/SBM	Devise appropriate questions for inclusion in questionnaires	Meeting time	May 2020	Evaluation of questionnaire responses contributing to review of equality scheme

<b>Access to the physical environment</b>					
Ensure safe travel around the building for pupils, staff, visitors, contractors and members of the public	All staff/ Premises Officer	Keep corridors, cloakrooms and communal areas clear of obstructions	Corridors, cloakrooms and communal areas clear of obstructions	Ongoing to ensure the building is safe for all users	The School building is safe and accessible for all users regardless of disability, age etc
Ensure specialist training is accessed and specialist equipment to support children with a hearing impairments is utilised by all teachers in appropriate classrooms	Class Teacher/ SENDCO	Ensure all Badgerbrook and supply teachers know how to use the equipment if provided. Training for Class Teacher with Hearing-Impaired Child in Class	SENDCO time	September 2018	Children with hearing impairment given best possible support to access the curriculum
Introduce the 'Supporting Pupils with Medical Conditions' policy and procedures throughout the school	SLT/ SENCO/ SBM/ All staff/ Governors	Draw up Badgerbrook policy, consult with staff and stakeholders. Adoption by Governors Complete individual health care plans where appropriate	SLT time	September 2017	Pupils with appropriate medical needs have individual care plans and are supported in school.
<b>Access to the curriculum</b>					
Continue to use appropriate screen colours and paper overlays to aid children with dyslexia.	Class teachers/ Specialist TA	Ensure class teachers liaise with the Specialist Teaching Assistant to ensure appropriate overlays are ordered where appropriate	Purchase of overlays £50 per year	Ongoing	Children with dyslexia continue to receive support in accessing the written curriculum
<b>Racial Equality</b>					
Ensure children from ethnic minorities make at least expected progress in writing and maths across both Key Stages	Assessment/E nglish/ Maths Coordinators	Analyse assessment data to identify gaps in achievement and devise intervention strategies	Pupil data analysis	Summer Term 2018 2019 2020	All pupils, regardless of ethnicity, make at least expected progress in writing and maths

<p>Promote a greater understanding of cultural diversity and challenge racism and racial discrimination in all areas of the curriculum.</p>	<p>Class teachers and support staff</p>	<p>Use the SEAL curriculum, Assemblies, RE and other curriculum areas to promote a greater understanding of cultural diversity and challenge racism and racial discrimination</p> <p>Curriculum weeks</p> <p>No Outsiders project Delivery across all Year groups</p>	<p>Class time Planning time</p>	<p>Ongoing</p> <p>Summer 2019</p>	<p>Pupils have respect for and value linguistic, cultural and religious diversity. International School Award achieved</p> <p>Parental/pupil feedback from Curriculum Weeks provides evidence of greater understanding</p> <p>No Outsiders project achieved</p>
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