



SUTTON COLDFIELD GRAMMAR SCHOOL FOR GIRLS

Inclusion Policy incorporating Disability Discrimination Policy and Accessibility Plan

DATE: MARCH 2018
REVISION DATE: MARCH 2021

The aims of our inclusion policy

The aims and objectives of this policy derive from our overall vision at Sutton Coldfield Grammar School for Girls:

- Adoption of a continuous drive to improve and develop the skills and talents of all;
- To be a school in which everyone is an achiever and everyone is made to feel valued;
- Everyone is cared for equally by providing a secure, happy and yet demanding and stimulating environment, both inside and outside the classroom;
- To work together, in a spirit of mutual respect and co-operation, serving the local community and utilising it to enrich our learning;
- To prepare students to become responsible citizens, able to take advantage of the opportunities of adult life, respectful of the fundamental British values and the values and cultures of others.

Summary statement

- All students have an equal opportunity and right to be included as respected and equal members of the school community with the greatest possible access to a broad and balanced education alongside their peers;
- At Sutton Coldfield Grammar School for Girls, we will all work together to provide support so that each student can achieve their potential and that all young people are safe and feel safe.

In order to promote inclusivity we will:

- Do our best to include all students in mainstream curriculum and classes;
- Follow the guidelines laid down in the SEND Code of Practice 0-25 years, in accordance with, but not limited to, the Department for Education/Department of Health statutory guidance regarding special educational needs and disability, issued January 2015
- Liaise closely with partner primary schools so that we are aware of student need at entry and can plan appropriate support;
- Maintain an up-to-date register of Special Educational Needs and Disabilities which contains information on student needs and appropriate support and strategies;
- Work closely with parents/carers;
- Seek advice and support from outside agencies when necessary;
- When appropriate, request that the Local Authority carries out a statutory assessment of a student's Special Educational Needs, which may lead to an Education and Health Care Plan (EHCP);
- Monitor and review the progress made by students at all stages;
- Ensure that all teaching staff are aware of the needs of students on the S.E.N. Register and will make appropriate provision;
- Continue to review improvements to allow accessibility of all aspects of school life to all students;
- Promote an inclusive ethos which ensures that all students feel valued and that the needs of all students are met.

DISABILITY DISCRIMINATION POLICY

Background

The Disability Discrimination Act (DDA) 2005, and the Equality Act 2010, place the following duties towards people with disabilities, on the Governing Body:

- To promote equality of opportunity between people with disabilities and other people;
- To eliminate discrimination that is unlawful under DDA 1995 and Equalities legislation 2010;
- To eliminate harassment of people with disabilities that is related to their disability;
- To promote positive attitudes towards people with disabilities;
- To encourage participation by people with disabilities in public life;
- To take steps to meet the needs of people with disabilities, even if this requires more favourable treatment

The DDA defines a person with a disability as “someone who has a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.”

Impairments can include conditions such as autism, diabetes, epilepsy, speech and language defects, depression or emotional difficulties and severe skin disorder as well as long term conditions such as cancer or HIV. From 1 September 2012, the reasonable adjustments duty for schools and education authorities includes a duty to provide auxiliary aids and services for students with disabilities to avoid disadvantaging them.

As employers, schools are prevented from asking job applicants questions about disability, or health, before making a job offer, except in specified circumstances

Rationale

The purpose of this policy is to set out our vision and action plan to increase the accessibility by making reasonable adjustments for those with disabilities in three main areas:

- Increase access to the curriculum;
- Make improvements to the physical environment of the school to increase access;
- Make information available to students, parents and visitors in a range of different ways.

The action plan is informed by consultation with a range of stakeholders and by an assessment of the needs of current students, staff and parents.

Equal Opportunities

- The Inclusion policy is in line with the school’s Equal Opportunities policy. There are also links to SEND, Health and Safety, Equalities policies and the Supporting Students with Medical Conditions policy.

Liaison with parents

- The policy on Inclusion will be available to parents who are always welcome to discuss issues linked to inclusion at any mutually convenient time.

Links with other agencies

- We will work closely with the appropriate Local Authority personnel, Special Needs agencies and with other statutory and voluntary agencies.

Admissions

- Students are admitted to Sutton Coldfield Grammar School for Girls in accordance with the published admissions policy. Where a pupil with a known disability seeks admission, the governors will seek advice and support from the designated LA officer if there are unresolved issues regarding full access to all areas of school life.
- Sutton Coldfield Girls Grammar School is an equal opportunities employer. The Health and Safety policy makes clear that all members of the school are provided with ‘a safe and healthy environment’. The school internal review, CPD and Appraisal policies all reinforce the opportunities available for support, mentoring, professional development and encouragement for all staff. Expectations of staff with disabilities or medical conditions will be reasonably adjusted to allow them to work safely and productively.
- Reasonable adjustments are made where possible to allow full access for students with disabilities to all aspects of the curriculum and to take account of the views and concerns of the student and parents. Every effort is made, in addition, to enable all students to access the extended services offered by the school.
- Staff receive on going disability awareness training in order to support the students with whom they work. Pastoral staff maintain very good links with specialist agencies that support families of children with disabilities. Training is regularly provided for all staff in the use of Epipens and in asthma and allergy

training. Students who may need emergency treatment like this in school have an Individual Health Care Plan (IHCP) drawn up with the parents, the student and the school nurse team.

- The school nurse, the Educational Psychologist, Child and Adolescent Mental Health Services (CAMHS), Careers services, Occupational Therapy team, the Pupil and School Support Service, external mentors and other relevant support agencies as appropriate all offer one to one guidance and specialist support in school.
- School monitoring identifies students whose illness/condition has contributed to poor attendance. Individual data is analysed, students and parents consulted and intervention provided as appropriate.
- Multiagency teams meet for action planning as required.
- Specific barriers to progress are identified and strategies are put in place to overcome these as far as possible.
- A full and mixed programme of PSHE lessons, support for a range of charities and assemblies develop awareness of disability, both on a personal level and within the community and promote positive models and images of people with disabilities.

Management

- The Special Educational Needs and Disability Co-ordinator (SENDCO) will lead on promoting co-operation and co-ordination, especially of learner support. The SENDCO liaises directly with the Deputy Headteacher responsible for student and staff wellbeing.
- There is a Link Governor in place for Inclusion.

Dissemination of the policy

- The Policy on Inclusion is available to all Governors, all staff and parents.

Procedure for policy monitoring and evaluation

- It is the intention of the Governors to review this policy every three years

Inclusion and Accessibility Action Plan (2018 – 2021)

1. Environment

Target	Implementation and Planned Outcome	When – planned completion time , lead person(s)
General		
Risk Assessments	In place for staff – examples include pregnancy, diabetes, fibromyalgia and arthritis (CGU) Policy in place for students as well as staff. Personal Emergency Evacuation plans put in place as and when required	To be monitored and amended as necessary CGU
Changing outside equipment to meet the needs of students	All students have access to main building via entrance door near caretakers office and all students can access the field area.All students can access the two sets of double doors leading into the new build social space area.	To be monitored and amended as necessary Limited access to the quad areas - now accessible by way of ramps 2017
Environmental audit / inclusion walk	Environmental audit for students with range of needs by July 2018 and more frequently if necessary to support individual needs (Audit to support visual needs took place July 2017)	SENDCO July 2018 Follow up meeting to be held to discuss findings and consider actions.
Adjustments to timetabling and levels of support to allow environmental access	In place. Students' individual requirements are met, depending on need. (Reduced timetable as necessary)	To be monitored and amended as necessary – LLO/CJA/SENDCO/HOY
Accessible storage for equipment, organisation and labelling	In place, Lockers available in form room. Additional resources available for students in classrooms to avoid students carrying heavy books for example as and when required. Locker has also been made available in staff corridor when required. Pastoral office has also been a store for students with problems	To be monitored and amended as necessary – LLO/CJA/SENDCO/HOY
Rooms to be accessible for wheelchairs and storage to be available for mobility aids	Staff be made aware of need to keep areas clear to enable access. Explore the possibility in DT of strap fixed to wall/storage unit for crutches	SENDCO/LLO/CGU to make staff aware as necessary MHU to look into in conjunction with SENDCO
Review accessibility of Dining Room	Review access for those with mobility issues on ongoing basis	LLO/MHU/SENDCO/Pastoral team regularly review New build 2017 –ground floor levelled and dining area opened up to allow greater access. Toilet suitable for people with disabilities on ground floor of new build and in sports hall

Review accessibility of stage for presentation evenings/performances/assemblies	Raise awareness of accessibility issues when planning events to facilitate access as necessary. Check the steps are stable and handrails comply with Health and Safety regulations	Pastoral team /MHU Check steps by March 2018
Review provision of height adjustable work surfaces in science and DT	Regular review and reasonable adjustments made as and when required	MHU

Clear signage, use of symbols, photos, etc.	Regularly reviewed and amended	LLO/CJA/SENDCO/HOY
Awareness of suitable seating positions for individuals	In place – Students require seats of different heights. Students bring cushions / back support as necessary. Use of chair instead of stool in lab as necessary for students with back problems. IHCP – informs staff of students’ needs regarding seating plans depending on sight, hearing issues.	To be monitored and amended as necessary – LLO / SENDCO/HOY Stools, adapted to suit those with back and mobility issues, purchased for each laboratory Feb. 2018
Internal directions / maps / arrows	Disabled toilets adequately labelled. Check that doors to classrooms are very clearly labelled	MHU to investigate additional signage as and when appropriate
Accessible interview room for parent / community use	In place - Discussion room available as and when required	No action required
Suitable chairs for adults with back problems	In place – two members of support staff have these seats DSE audit undertaken each year by regular users who set at desks for long periods	To be monitored and amended as necessary – (LLO/CGU will establish need)
Reasonable adjustments for staff with specific needs	Staff audit of needs Work towards accommodating needs – ongoing Medical needs disclosure form issued annually	LLO/MHU/CGU/AFO to continue to monitor on an ongoing basis
Meeting places planned for accessibility	Check of venues for public events / staff meetings to ensure accessibility (depends on response in letter)	Ongoing. All letters now include paragraph encouraging visitors to contact the school to advise of any issues linked to accessibility
Governor involvement	Nominated Inclusion governor – invited to accessibility / inclusion meetings as and when necessary	SLT / LLO/ SENDCO to liaise termly with link governor for inclusion

Physical		
Wider doors	All doors on the ground floor are wide enough to accommodate a wheelchair if necessary	MHU to investigate replacement of doors to

	Need to investigate access via fire doors to new sports hall Rolling programme to review all doors opening into corridors which cause problem for those who have mobility issues	automated doors into Sports Hall for easier access (July 2018) Rolling programme to be considered and put in place if reasonable MHU
Hand rails	In place – on all staircases. External Hand rail and ramp fitted to exterior by Room 7 door. External Hand rail fitted to Dance Studio ramp	Check handrails near stage MHU/CGU April 2018 Investigate need for handrails at entrance April 2018
Ramps / hoists	One step ramp available but needs a second person to place it.	MHU/CGU to look into available ramps
Variety of mouse sizes	Assess when there is a need	HOY/ LLO / ADU
Flexible use of classrooms / swaps / activities	In place – normal timetabling. If student with additional needs arrives then most subjects can be accommodated via a room swap.	To be monitored and amended as necessary – LLO /SBR
Upper Floors	Upper floors/corridors need levelling/filling in to improve access for those with mobility issues. Floor needs to be one level as per the ground floor	For SLT discussion/MHU to investigate cost to ascertain if this is reasonable by Sept. 2018 and regularly reviewed
Lifts / stair lifts	No access to library / sixth form centre/sixth form pastoral office /no internal access to Driffold area and arts rooms Consideration of lifts to upper floor and in Driffold near the steps	For SLT discussion-ongoing
Flexible classroom layout	Not available in labs and some D&T rooms but most classrooms can be flexible	Ongoing and linked to individual needs
Automated doors	Automated at Driffold entrance ,doors near Hall, access to new build.	To be monitored and amended as necessary – need to consider automated doors to Sports Hall MHU to investigate and discuss with SLT
Individual work stations	Most subjects can be accommodated. Even in labs – an exam desk is low level and could be used to accommodate wheelchair users.	To be monitored and amended as necessary – LLO / SENDCO/SLT
Parents with disabilities/ visitors parking / wheelchair accessible	Three disabled spaces One by Driffold entrance and one at main entrance. *Main spaces are not close to accessible entrance. The person with disabilities would have to push the buzzer at main entrance and then have to travel all the way around the building and through car park to accessible entrance.All exterior lighting has been upgraded and new lighting installed where required	MHU to look at possibility of having a buzzer at caretaker entrance that gets through to reception. On site risk assessment of traffic flow – investigate signs addressing speed limit 5 mph to ensure site is safer-May 2018 Consider feasibility lift / ramp to main entrance and lift at Driffold entrance Sept. 2018
External surfaces	Ensure paving slabs, kerbs ,pathways etc. are level and smooth to avoid trip hazards	Ongoing- regular checks by Health and Safety

	Exterior roadway re-surfaced to ensure it is even .	Coordinator General maintenance rolling programme MHU Review of gritting procedures March 2018
--	---	--

Care		
Accessible toilets / floor surfaces	Disabled toilets in caretaker corridor, sports hall and new build Flooring is non - slip	No further action
Care staff availability	TA appointed as and when there is an identified need	Ongoing review
Sensory		
Quiet calm areas	Library available but no access for those with mobility issues Pastoral Office available as time out space Need to consider whether a calmer , quiet environment can be created for those who have sensory issues- this will also need to be staffed	To be monitored and needs assessed as necessary -LLO/SENDCO/HOY MHU/SENDCO to explore feasibility of creating a facility as a calm time out space
Visual		
Enlarged photocopies, use of larger fonts	Available as and when the need arises	To be monitored and needs assessed as necessary – Pastoral team / LLO LLO/HOY/SENDCO
Anti-glare film or tinted windows	In place in some areas. Blinds fitted in some classrooms.	To be monitored and needs assessed as necessary –HOY/SENDCO/LLO New Blinds fitted rooms 37/8 New blinds being fitted in new English classrooms.(May 2018) New blackout blind fitted in Lab 19.
Coloured notices / paper for dyslexic Staff training	Available as and when the need arises – Pupil Profiles identify needs and are available to inform teaching staff Overlays purchased Sept.2017	To be monitored and needs assessed as necessary HOY/SENDCO/LLO
Visualisers	In place in many areas	No action required currently but annual review to assess need
Steps high visibility	Yellow stripe painted on every step. All steps in new build also painted	No action required other than general maintenance
Fire door colour	Fire doors painted blue to aid visibility	No action required other than general

		maintenance
P.E	Activities adjusted to suit the needs of individual students	To be reviewed and implemented as necessary

Hearing		
Visibility of speaker	Pupil profile available to establish need	All staff
Sound field systems in areas with poor acoustics and key subject areas	Investigate cost of installing and implications in terms of staff training	MHU
Radio aids	In some language rooms	To be monitored and amended as necessary – LLO / SENDCO/SLT
Audio loop system	In some language rooms	To be monitored and amended as necessary – LLO / SENDCO/SLT
Flashing light systems	In place for emergency evacuation.	Installed 2010

2. Curriculum Ideas & Resources

Target	Implementation and Planned Outcomes	When – planned completion time , lead person(s)
Vision and Values		
Staff training to support access	Staff informed at the start of each academic year of specific needs of students they teach. Annual audit of staff training needs CPD program 2018-21 to reflect needs of student Ongoing updates throughout the year as and when new students may be classified SEND resources made available to support students with individual needs Level1 Autism and dyslexia training to all staff 2017 Staff training on visual impairment and hearing loss Sept 2017	Sept every year. HOY/SENDCO/LLO SENDCO/CPD coordinator to review training needs and resources on an annual basis
Positive images	Images reflecting support for a range of people with disabilities and this is reflected in the charities noticeboard. Assemblies often lead by representatives of a range of charities such as Young Minds, Teenage Cancer Trust, Release Team, Donkey Sanctuary.	To be monitored and amended as necessary – SENDCO/Pastoral Team/Form Tutors
Use of environment beyond the classroom	Access to school fields, quads, library, and computer rooms, dining room etc. Consider and investigate a ‘time out ‘ room	Access for those with disabilities needs to be assessed on an ongoing basis by SENDCO/MHU/CGU/SLT Pastoral office acts as a ‘time out’ base when

		necessary
Access to Physical Education	Adapted equipment where necessary i.e brightly coloured shuttlecocks etc. Curriculum adapted so that all students can participate	Regular review of equipment is ongoing Activities adapted to ensure appropriate for student with autism and regularly reviewed Head of P.E./SENDCO
Behaviour support	Clear strategies put in place. Targeted interventions and behaviour support plans where necessary. Access external agencies such as COBS, Forward mentoring ,Pupil and Student Support and Educational Psychologist services	HOY/SENDCO/LLO
Finance priority needs	Look sympathetically, in advance of school trips and visits, for students who are eligible for pupil premium/FSM .Discuss hardship funding for the student to ensure inclusion of all. Individual needs of students assessed and catered for e.g. arthritis, disabilities etc. Ensure pupil premium funding is allocated appropriately , needs assessed and impact recorded. Raise awareness of financial support available to parents/guardians	Ongoing. Hardship fund in place (MHU) Ongoing SLT discussions pupil premium. MHU to work with pastoral team and BAM to ensure access for those who may need additional financial support Letters encouraging parents to liaise with schools in terms of accessing financial support – sent annually
Parent friendly ethos	Continue to actively promote clear communication channels. Regular opportunities to come into school to see named contact staff. Increased number of evening to disseminate information to parents/carers	LLO / Pastoral team / SLT Rolling Programme. All communications to parents now placed on website and e mailed where possible Increased number of evenings for parents put in place

Resources		
Volunteer Reading Support	LEP in place. Sixth form mentors Baseline tests implemented 2017-8 for early identification of literacy needs	SENDCO /literacy coordinator to work with staff to develop strategies to support Review of baseline and impact of support ongoing.
PHSE Review	Review of provision on disability and equal opportunities.	LLO/Pastoral team/PSHE coordinator to initiate and regularly revisit 2018-21
Visual aids e.g. magnifiers	Assess as and when need arises.	To be monitored and needs assessed as necessary – HOY / LLO / SLT
Learning mentors	LEP in place. Sixth form mentor students. Learning mentors linked to specific year groups.	No further action required – continue and amend as necessary

	ILC co coordinator	
External Agency support	COBS; Forward mentoring, local health authority (school nurse team), Ed. Psych, pupil and student support agency, language and communications team, Release team for young carers	HOY/SENDCO/LLO to refer as appropriate
Interpreter	Investigate access to interpreters	ONGOING
Teaching, Learning and Assessment		
Allow word processing	Determined on an individual basis	Middle Leaders / pastoral team
Flexible timetable	This is becoming increasingly accessible for a wider range of students. They are catered for via pupil profiles and individual health care plans which assess individual needs There are a range of resources and provision in place. Examples are: student with a red alert card due to severe reactions to an allergy with an unknown trigger. Staff are regularly informed and given specific advice in meeting the individual needs of students All Pupil Profiles /care plans are reviewed on a termly basis with input from students, parents/carers and staff LEP offers one – to – one tuition for students with literacy needs Resources to meet the potential range of diverse needs are provided in the library, ILC and are available to all departments. Personalised pathways are in place where necessary.	Ongoing SENDCO/Pastoral team /DHTs in conjunction with a range of external agencies, parent/guardians and students themselves.
Personalised curriculum	Regular Pupil Profile reviews and adaptations to the timetable when required. Additional support offered through subject and pastoral team. Regular consultation with parents/carers, staff and students, governors to ensure that the curriculum is accessible and appropriate for individual needs.	Ongoing- regularly reviewed by pastoral team and DH curriculum

Activities		
Accessible clubs and trips/enrichment activities	Ensure all students have access to enrichment opportunities. Monitor FSM/PP students and follow up to ensure they are not disadvantaged. Consider hardship funding for other students according to need to ensure inclusion of all. Risk assessments, careful planning to determine accessibility / suitability in advance. Trip leaders are issued with care plans as necessary and appropriate medical information and medication.	Hardship fund in place and use regularly reviewed LLO/MHU Letters to parents/guardians to include paragraph urging further communication with school in cases of hardship. Letter to be reissued on a regular basis. Pastoral support mentor to evaluate accessibility of Pupil Premium students and other groups of learners- working with pastoral team and business office

3. Information

Target	Implementation and Planned Outcomes	When – planned completion time , lead person(s)
Accessibility of information		
Signing	See learning section of this document	
Clear signage around school	Fire exits are all fully labelled and clear	Completed
Different coloured paper – visibility / action / consent	As and when required – particularly relevant to dyslexics	HOY/SENDCO/LLO ongoing
Access to the internet	Rooms 8, 9 & 34, C10. Lap top banks in every department, lunch time clubs Access to rooms 8,9,34 limited for those with mobility issues , discussion needed to consider ways to improve access	Bank of laptops now near C10. Individual laptops made available for specific students on an ongoing basis. Bank of IPADS accessible on both floors 4 IPADS purchased for individual students with SEND. Ongoing review of provision MHU/AOG
Newsletters, letters and other information to parents	Letters from Head teacher inviting visitors into school invite those with access needs to contact the school so that provision can be made All letters from any member of staff inviting visitors into school to include paragraph inviting those with access needs to contact the school so that provision can be made e.g. family learning, evening lectures etc. All letters on the website Ensure that parents/guardians of prospective students are made aware that students with SEND are entitled to support in the entrance exam provided that the school is aware of their needs in advance Promotion of SEND support at open evenings	Ongoing review SLT Regular reminders to staff re letters Individual rooms available for entrance tests, visual, hearing support provided , parents made aware at open evenings .(SENDCO available to discuss)
Policies / Prospectus	On website as well as hard copies available	Regular Review
Pastoral team to meet regularly with SENDCO to develop best practice	Standing agenda item on pastoral team meetings. Meeting timetabled fortnightly.	Jan. 2018 ongoing

Translated / dual language letters	Investigate the need / possibility of putting letters on the website with different languages to allow complete parental access for those who speak limited English.	Ongoing review AOG to investigate translation programmes
Use of interpreters for discussions	Staff audit of additional languages and whether these staff would be willing to volunteer to be an interpreter when required to promote liaison with parents who speak limited English.	Staff audited 2016 and information updated annually.
Personal laptops available	This is accommodated as and when necessary if possible.	Continue and regularly review
Communicating for a purpose		
Home visits	Arranged via pastoral team as necessary	Ongoing
Signposting to other services	Parents and students are given advice about external agencies that offer additional support as and when necessary.	LLO / Pastoral team / Head of department-ongoing
Sharing information / experiences with parents / carers / other agencies	Established a rolling programme to review all school policies and procedures to consider the impact these have on the disabled members of the school/community and the barriers they face. Involve stakeholders in review. Audit of Staff needs	Audit of new Year 7 on new intake day – July annually SEND/Pastoral records updated Staff audit carried out annually Ongoing. Staff inform DH of any needs .Letters to visitors include paragraph offering support for anyone with disability issues.
Allergy information circulated to all staff / Inc. Kitchen staff / dinner ladies	Epipen / allergy / asthma training at the start of every academic year. Care plans are communicated to all staff and kept in a central file in the staff work room. Information is reiterated before any trips / visits.	To be monitored and amended as necessary. Checks to ensure that all staff receive information– SENDCO Training booked annually
Risk assessments	Trip leaders are responsible for any trips and visits. CGU responsible in school for staff. Formal policy now in place.	Educational Visits Policy in place and reviewed every two years
Sensitive collection, review & transfer of disclosure of disabilities, information for staff and school community.	Pastoral team collate, review and disclose information for students and parents on a need to know basis. LLO to deal with issues pertaining to staff.	LLO- staff Pastoral team/LLO/SENDCO - students
Provide appropriate information for visiting	Staff organising visits to ensure all relevant information is communicated	CJA to liaise with RHU re visiting coaches LLO /HOY/CGU to liaise with supply staff

staff / supply / sports coaches		
Care plans – medical information	In place and regularly updated and communicated to all staff in conjunction with Birmingham Community Healthcare.	LLO / Pastoral team Ongoing
Tracking of students regarding progress	Pastoral teams track all students and monitor progress. Intervention strategies are put in place as and when necessary. Subject heads monitor and track students and also put in place intervention strategies as necessary.	Pastoral teams / Head of department
Ways of sharing information		
SEN guide for families	Pastoral teams work with families to communicate SEN policies and to regularly assess student needs. SEN/Inclusion and Equalities policies regularly reviewed Supporting students with medical needs policy updated 2017 Policies accessible through school website and on request Annual review of the SEND Information Report available on the website. Link to Mycare website which is linked to the Birmingham local offer	Ongoing review-SENDSCO/LLO
Child friendly reviews	Pupil Profiles are written with the presence of the students and with their input.	Ongoing
Keep children informed / involved	Student Body meetings & feedback, assemblies, PSHE programmes, registrations, VLE, plasmas and student voice activities are all examples of where students are consulted and informed on a variety of issues.	Ongoing review
Review Timing	Pupil profiles carried out on a termly basis at least and more frequently as the need arises.	Ongoing and amended where necessary

Support staff log of interventions	Support staff are kept fully informed as necessary and support staff report any incidents Intervention strategies are put in place as the need arises	Pastoral teams to liaise with support staff team leaders as and when appropriate
Parent consultation meeting	Yearly progress meeting for every student in each of their subjects. Additional information giving evenings. Year 7 – New intake, settling in; Year 9, enrichment; Year 9, options; Year 10 – KS4 evening; Year 12 – Information / settling in.	SLT/Pastoral team/appropriate staff
Transition packs for child / family to give support	Extensive package given to all as the student joins the school. Parents requested to inform the school of any difficulties in accessing information or the buildings, via pack and promotional literature	LLO / Transition Coordinator Log kept of any access arrangements needed
Transition years 9,11 post 18	Careers education priority given to those with SEND, looked after children and pupil premium students Information shared with other establishments involved in the transition process	SENDCO/DH/Pastoral team/ Careers co coordinator
Home – school book	Planner issued to every student. On line tool for recording homework and uploading resources introduced 2017	On going
Text messages, e-mail	Parent Bulletin e mailed and on website. 96% parents have an e mail address that they have communicated to the school. text messaging trialled 2013- parental survey reflected preference for e mail to be used for communications	Regular Review
Phone calls	Where possible we endeavour to respond within 24 hours to queries.	Ongoing.
School entrance – TV. area	Plasma, notices re: special needs are now in place.	Regularly review

INITIAL EQUALITY IMPACT ASSESSMENT FORM

Name of policy/activity/project:

Inclusion Policy and Accessibility Plan

Is this a new or an existing policy/activity/project?

Existing policy updated

Scope/timescales for project or activity (including review date):

Approved in Feb. 2017 To be reviewed in March 2018

Policy/project lead and Author of Equality Impact Assessment:

Mrs L.Long, Deputy Headteacher

Outline of main aims of this activity/policy/project:

To provide guidelines for all members of the school community about the school's expectations with regard to inclusion and to work to improve accessibility for all

Who will benefit/be affected by this policy/activity?

Students of Sutton Coldfield Grammar School for Girls

If an existing policy/activity, do you have any data of use by or impact on different groups which may raise concerns over an equality impact?

No concerns

Does the activity have the potential to impact differently on groups due to a protected characteristic (e.g. race/ethnicity, gender, transgender, disability, religion & belief, age, sexual orientation, maternity/paternity) for:

(a) Students and members of the community? (E.g. The Governing Body, students, contractors, visitors, hirers of the premises, agency staff, suppliers etc.). Which groups are likely to be affected?

The provisions of the policy are equally applicable to all.

(b) Employees?

No

Does this activity make a positive contribution to the School's general or specific duties under the Equality Act 2010? If yes, please detail.

Yes – the Policy applies equally to all members of the school community

Having reviewed the potential impact of the policy/activity listed above, **I believe a full impact assessment is required / NOT required** (delete as applicable with justification below)**Full impact assessment is not required**

Justification: The policy is under review and applies equally to all

Name : Leigh Long..... Date :Feb . 2018