



**Ark Pioneer  
Academy**

**Equality Statement &  
Objectives Policy**

**2020-21**

## PURPOSE

This policy sets out the equality statement for our school.

Date of last review:	April 2016	Author:	Head of People Operations
Date of next review:	September 2020	Owner:	Head of People
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Board
School:	Ark Pioneer Academy	Key Contact Name:	Governance Team
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## ARK MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input type="checkbox"/> Curriculum & Assessment <input checked="" type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	ER & Wellbeing

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## **Vision overview:**

Every community deserves access to a standard of education that matches the very best state or private schools in the country. At Ark Pioneer, we work tirelessly to deliver that high standard of education and realise every pupil's potential to be a knowledgeable, articulate and successful individual. When pupils leave us, they will do so with real options: to go onto the best universities and courses in the country or embark on the career path of their choice.

Our school is built on six pillars, which will be present in all aspects of our practice, setting our long-term vision and driving day-to-day decision making.



## **Our six pillars:**

### **High Aspirations**

***Pupils at Ark Pioneer understand the opportunities that education gives them. With our teaching and support, each pupil will realise his or her full potential and have the opportunity to go to university or pursue the career of their choice.***

Raising aspirations is at the heart of everything we do at Ark Pioneer. We inspire pupils to think more deeply and more broadly about the world around them and the opportunities it presents. Ark Pioneer pupils understand the impact that school and further education can have on their future life. Our teachers introduce and discuss further study, career options and aspirational role models. Guest speakers share their career insights each half term. Our pupils visit a university each year, with visits increasingly tailored to individual aspirations as they get older. This gives each of them a comprehensive understanding of a range of careers and the qualifications, skills and experiences they need in order to pursue them. Pupils recognise how their learning, character and personal development supports their future prospects and can reflect on this when making decisions about their future. Ark Pioneer offers an extensive enrichment programme. This gives our pupils the opportunity to develop lifelong talents, skills, interests and passions.

### **Rigorous Academic Curriculum**

***At Ark Pioneer, our curriculum offer provides each pupil with a solid foundation for further study and preparation for university. Each subject leader has crafted a rigorous curriculum that promotes curiosity, develops a depth of understanding and includes a thorough base of content.***

Ark Pioneer subject leaders have planned backwards from university to provide a rigorous curriculum that promotes curiosity and explores the big ideas underpinning each area of study. Each subject includes a thorough base of knowledge and develops a depth of understanding that supports future learning in that subject area.

Pupils at Ark Pioneer have a longer school day allowing them to study a wide range of subjects. More time for English and maths ensures that pupils develop literacy and numeracy skills to a very high level. We forensically track how pupils are doing in order to identify underperformance and plan appropriate support. In addition to regular assessment in lessons, pupils benefit from challenging cumulative tests in termly exam weeks, which test mastery of the content taught.

Assessments are preceded by a whole school drive for revision, focussing on research driven revision skills. Pupils and teachers review and reflect on each assessment; identifying gaps and taking steps to address them, developing a growth mindset in each pupil.

### **Excellent Teaching**

***Our teachers are passionate subject and curriculum experts with an excellent understanding of the intellectual journey they will be taking their pupils on. Each lesson is underpinned by high expectations and teachers challenge every child while fostering a curiosity for learning.***

Every Ark Pioneer teacher has excellent subject knowledge and a detailed understanding of the curriculum, recognising how each lesson's learning fits into the pupils' broader development within the subject. Teachers are passionate about their subject, asking pertinent questions that deepen understanding and fostering a curiosity for learning in every pupil. Lessons are planned effectively and teachers allow adequate time to embed new knowledge, understanding and skills. Academic language is a feature of our lessons.

We emphasise progress rather than attainment. Our teachers will systematically check pupils' understanding and act to correct any misconceptions and each pupil will be provided with individual feedback aimed at moving his or her learning forward. We create an excellent climate for learning in every classroom. Pupils are encouraged to try hard, to take pride in

all aspects of their work and to participate fully in every lesson, embracing every challenge we set them. Teaching at Ark Pioneer is a team effort: each teacher plans collaboratively with their department. We continuously improve our teaching and our curriculum, making intelligent use of data and our collective experience to achieve excellent outcomes for our pupils.

### **Strong Discipline**

***Our school environment is calm, respectful and focussed on learning. We teach self-discipline and develop a sense of responsibility in all of our pupils.***

At Ark Pioneer, we provide a focussed and purposeful environment that allows pupils to learn, to show and receive respect and to develop the behaviours that allow them to play a full role in society. We set high standards for behaviour and explain to parents and pupils how these standards are key in creating and sustaining an excellent school.

Pupils are inducted and practised in lesson routines so there is a positive climate for learning in every classroom. School is calm and orderly; all transitions are managed carefully to maximise time for learning. Our systems for behaviour are clear. They have been designed to enable pupils to reflect on and learn from their mistakes and develop their ability to make good decisions. All staff implement our systems consistently and in a kind and respectful manner.

### **Instilling Values**

***At Ark Pioneer, we build on each child's character and habits to support their academic and personal development. We want each child to grow into thoughtful and engaged members of society, acting responsibly and making good decisions.***

At Ark Pioneer, we build on each child's character and habits to support their academic and personal development. Our Values & Character programme teaches pupils about our community values and personal attributes through concrete examples. In-class discussion, assemblies and presentations by external speakers give our pupils the language and structure to explore issues relevant to society, while also instilling the values that will guide their personal development. We develop the key learning dispositions needed to succeed at university and in the workplace in every pupil. Pupils learn to be independent and organised. We teach them how to take notes and conduct research, how to listen, discuss and debate; we build their confidence speaking in public.

Providing the right support for pupils means knowing each individual well. We visit every pupil in their home with their family before they start at Ark Pioneer academy.

### **Quality Training**

***Ark Pioneer is a community of professionals who strive for excellent practice and constant improvement. High quality training and development is part of daily life at our school.***

At Ark Pioneer, we provide consistent, high quality training to every member of staff, whatever their role.

First and foremost, our school environment fosters excellence in teaching. Our teaching practice is developed through weekly collaborative planning, weekly coaching and whole school training programme, supplemented by annual training days and a comprehensive induction for new staff. Our mentoring and coaching programme concentrates on developing individual practice. We place high value on learning from each other through regular learning walks and observations and we have an 'open-door' policy for all lessons.

Secondly, all teachers are leaders at Ark Pioneer. Teachers are encouraged to think strategically and we listen to their ideas on where we can make improvements. Teachers have ownership of assessment data and use it to improve their teaching and the curriculum.

Thirdly, we are committed to developing everyone who takes on leadership positions within the school. We run leadership-focussed training sessions and offer one-to-one support. This involves joint monitoring activities, co-planning key aspects of each role and evaluating strategic planning. We also observe and provide feedback on delivery of training, on coaching / mentoring and on leading collaborative planning meetings.

### **Effective Organisation at Ark Pioneer**

***We want Ark Pioneer to be a school that makes a lasting impact on the local community, consistently and sustainably delivering an exceptional standard of education for local children. Successfully delivering this vision means we must be a school where everyone has time to do their job well. As a whole school, we are careful and deliberate in how we allocate our time and resources. Our calendar and timetable facilitate effective team work, from weekly co-planning and training sessions, to strategic analysis and evaluation days. We do not have meetings after school, but make them a***

*central part of our week, with a clear purpose and impact on our practice. Deadlines are given a term in advance and we allocate time for planning and reviewing so that it can be a considered and high leverage part of our annual cycle. We have an open dialogue about workload and organisation and provide guidance for staff on prioritisation. In summary, we work together efficiently to ensure we can deliver our vision fully in all aspects of our school.*

# 1. Our school and the Equality Act 2010

The Equality Act 2010 outlines the three aims of the general duty to have due regard for Equality, across all organisations:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Specifically, due regard is to be given within organisational life in order to:

1. Remove or minimise disadvantages
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low.

We have a strong commitment to fairness and equality in everything that we do.

- We endeavour to ensure that everyone is treated fairly and with respect.
- We work hard to make sure that the academy is a safe and secure environment for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to have due regard to the need to eliminate discrimination; to advance equality of opportunity; and to foster good relations.

We also welcome our specific duties to publish information about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities or disadvantages.

Meeting our duties to promote community cohesion, and the spiritual, moral, social and cultural development of pupils, also supports how we meet the needs of different groups of pupils and how we foster good relations.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain ethnic and cultural backgrounds
- pupils who are supported by the pupil premium
- pupils who are disabled
- pupils who have special educational needs

## 2. Public Sector Equality Duty

The information provided in this section shows how we are meeting the public sector equality duty. We are required to have due regard for the need to:

- A. Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- B. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- C. Foster good relations between people who share a protected characteristic and people who do not share it.

The information below is a summary of how we have due regard to the need to eliminate discrimination, harassment and victimisation. Please contact us if you would like to see copies of any of our school policies.

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Our school governors, and Ark trustees, have been briefed on their legal responsibilities under the Equality Act 2010, and have also been involved in supporting the school to meet its public sector equality duty.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school Behaviour Policy that outlines our expectations of both pupils and staff in their interactions with each other, including our approach to tackling bullying and prejudice
- We deal promptly and effectively with all incidents and complaints of bullying and harassment
- We keep a record of all such incidents and notify those affected of what action we have taken.
- We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We have a Special Educational Needs and Disabilities Policy that outlines the provision the school makes for pupils with special educational needs.
- Our Complaints Policy sets out the procedures through which we deal with any complaints.
- We aim to observe and implement the principles of equal opportunities and non- discrimination in our employment practices.
- We pay due regard within our recruitment practices, to safeguarding and protecting our pupils.
- We have procedures for addressing staff discipline, conduct and grievances

### 3. Consultation and Engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community, so we can age develop our awareness of equality issues, learn about the impact of our policies, set equality objectives and improve what we do. Our main activities for consulting and engaging are set out below.

#### Consultation with pupils

- We will invite pupils to complete a survey least once a year; this year due to exceptional circumstances we will survey half termly
- Our SENCo and will feed back any issues arising regarding individuals with the Principal
- Form tutors will feed back any issues arising regarding individual pupils with the HoY

#### Consultation with parents

- We will invite parents to complete a survey at least once a year; this year due to exceptional circumstances we will survey half termly
- Parents will have the opportunity to feed back
  - During the home visit / virtual home visit call prior to accepting a place
  - During 'Parent Welcome' sessions as part of the induction process in the autumn term
  - During parent induction sessions before pupils return to school
  - Through contact with their child's form tutor, via email, phone or a meeting
  - By contacting main reception via phone or the [info@arkpioneer.org](mailto:info@arkpioneer.org) contact address
  - Informally at the gate in the morning or evening (to a senior member of staff)
  - When invited in to meet and discuss their child's progress after Termly Formative Assessments for the Academic Review Day meeting
- In addition, the complaints procedure is clearly outlined for parents in the '*Complaints Policy*'

#### Consultation with staff

- We will invite our staff to complete a survey every half term
- We will invite our staff to complete a more detailed survey at least once a year, completed by Ark staff across the network
- Feedback about school policies and procedures will be invited as reviews take place
- Our line management meetings will always offer an opportunity to feed back any issues
- Coaching meetings will also offer an opportunity to feed back any issues
- There is a drop in session to speak to the Principal daily
- There is a Pioneer Feedback Group which meets half termly to have staff input on strategic school matters. This is coordinated by the staff community link role.

#### Consultation with the local community

- We will consult with all users of the school facilities, including local community groups
- We will invite local primaries to avail of our facilities and joint curriculum opportunities

## 4. Relevant Policies

Education Provision	Compliance	HR Policies	IT Policies
<ul style="list-style-type: none"> <li>• Behaviour Policy &amp; Home School Agreement</li> <li>• Anti-Bullying Policy</li> <li>• Assessment Policy</li> <li>• Attendance &amp; Punctuality Policy</li> <li>• Coping with a School Emergency Policy</li> <li>• Curriculum Policy</li> <li>• Exclusions Policy</li> <li>• Gender Identity Guidance</li> <li>• Pathways &amp; Enrichment Policy and Baker Clause Policy Statement</li> <li>• Safeguarding Policy</li> <li>• School Travel Plan &amp; Car Park Management Plan</li> <li>• SEN Information Report</li> <li>• SEN Policy</li> <li>• Sex and Relationships Education Policy</li> <li>• Supporting Pupils with Medical Conditions</li> <li>• Teaching &amp; Learning Policy</li> <li>• Uniform Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Accessibility Policy</li> <li>• Admissions Policy</li> <li>• Charging &amp; Remissions Policy</li> <li>• Complaints Policy</li> <li>• Data Protection, Freedom of Information Publication Scheme and Data Retention Schedule</li> <li>• Health &amp; Safety Policy and Statement of Intent</li> <li>• Lettings Policy and Community Use Agreement</li> <li>• Procurement Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Absence Management Policy</li> <li>• Capability Policy</li> <li>• Disciplinary Policy</li> <li>• Drugs &amp; Alcohol Policy</li> <li>• Flexible Working Policy</li> <li>• Grievance Policy</li> <li>• Leave of Absence inc Sickness &amp; Sick Pay</li> <li>• Managing Allegations Against Staff/Volunteers</li> <li>• Parental Leave (Parental; Shared Parental; Adoption; Maternity; Paternity)</li> <li>• Pay Policy</li> <li>• Performance Appraisal Policy</li> <li>• Personal Relationships at Work</li> <li>• Probation Policy</li> <li>• Recruitment &amp; Appointment Policy</li> <li>• Whistleblowing Policy</li> </ul>	<ul style="list-style-type: none"> <li>• E-Safety Policy</li> <li>• IT Policy &amp; Acceptable Use Agreement</li> </ul>

## Appendix 1: Equality Statement School Context – Ark Pioneer School Community

**PURPOSE:** This document provides information on our school context with respect to the Protected Characteristics set out in the Equality Act 2010; sets out our Equality Objectives; and provides data to demonstrate our progress towards these aims.

### School Context – Our Pupils

This section provides information on the composition of the pupil population at Ark Pioneer school with respect to the ‘protected characteristics’ outlined in the Equality Act. The Act protects people from discrimination on the basis of ‘protected characteristics’. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. The protected characteristics for pupils are disability, gender reassignment, pregnancy and maternity, race (ethnicity), religion and belief, sex (gender) and sexual orientation.

Ethnicity & Race	Percentage
White - British	20.7%
Afghan	4.2%
Iranian	2.8%
Arab other	1.4%
Black - Ghanaian	0.8%
White and Black Caribbean	2.0%
Greek Cypriot	1.1%
Black - African	6.2%
Japanese	2.5%
White Eastern European	5.7%
Black - Congolese	0.3%
Albanian	1.1%
White - Irish	0.8%
Indian	3.7%
Turkish	1.7%
Not Yet Obtained	3.4%
White Western European	1.1%
Any Other Mixed Background	4.2%
White & any other Asian background	0.8%
Black - Sudanese	0.6%
Italian	0.3%
Bangladeshi	0.3%
Black - Nigerian	0.6%
White - English	1.7%
Black - Angolan	0.3%
White and Asian	3.1%
White and Black African	3.1%
Black Caribbean	4.2%
Black - Sierra Leonean	0.3%
White Other	0.3%

Gender	Percentage
Male:	65.4%
Female:	34.6%
Other/ Not Stated:	0%

SEN or EHCP	Percentage
SEN	9.1%

Religion & Belief	Percentage
Not Provided	0.0%
Muslim	21.5%
Christian	30.0%
No Religion	36.8%
Church of England	3.4%
Jehovah's Witness	0.0%
Roman Catholic	1.7%
Hindu	2.5%
Other Faith (Replaces OT)	0.6%
Jewish	0.3%
Baptist	0.0%
Sikh	0.6%
Greek Orthodox	1.7%
Buddhist	0.6%
Russian Orthodox	0.3%

Kurdish	0.8%
White and Indian	0.3%
Pakistani	0.8%
Greek/Greek Cypriot	0.3%
Other Mixed Background	0.8%
Portuguese	0.6%
Any Other Asian Background	2.3%
Serbian	0.3%
Egyptian	0.3%
White and any other ethnic group	0.3%
Kosovan	0.3%
Turkish Cypriot	0.3%
Black and any other ethnic group	0.3%
Libyan	0.3%
Chinese	1.4%
Black - Somali	0.8%
Black European	0.3%
Any Other White Background	5.9%
Any Other Ethnic Group	1.7%
Any Other Black Background	1.1%
Other Black African	0.3%
White European	0.3%
Latin/South/Central American	0.3%
Asian & Any Other Ethnic Group	0.3%

In addition to protected characteristics, we wish to provide information on the following groups of pupils:

<b>English as an Additional Language</b>	<b>Percentage</b>
Y:	30.3%

<b>Looked After Children</b>	<b>Percentage</b>
Y:	0.3%

<b>Pupils from low-income backgrounds</b>	<b>Percentage</b>
Eligible for pupil premium funding:	38%
Eligible for Free School Meals:	25%

## School Context – Our Pupils and Staff

This section provides information on the composition of the entire population at Ark Pioneer school with respect to the ‘protected characteristics’ outlined in the Equality Act. The Act protects people from discrimination on the basis of ‘protected characteristics’. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. The protected characteristics for pupils are disability, gender reassignment, pregnancy and maternity, race (ethnicity), religion and belief, sex (gender) and sexual orientation.

<b>Ethnicity &amp; Race</b>	<b>Percentage</b>
Other Ethnic Group	0.00%
Turkish/Turkish Cypriot	0.00%
Portuguese	0.58%
Chinese	0.97%
Black - African	5.60%
Kurdish	0.77%
Black - Ghanaian	0.77%
Asian and Any Other Ethnic Group	0.77%
Hong Kong Chinese	0.19%
Moroccan	0.00%
White Eastern European	5.02%
Not Yet Obtained	5.98%
Sri Lankan Tamil	0.00%
White - English	1.35%
Any Other Asian Background	2.32%
White - British	19.69%
White - Irish	1.54%
Greek	0.00%
White and Black Caribbean	1.35%
Black - Nigerian	0.58%
Black Caribbean	3.09%
Egyptian	0.39%
Iranian	2.32%
Turkish	1.54%
Other Asian	0.00%
Other Mixed Background	0.77%
Any Other Black Background	1.35%
White and Asian	3.09%
Any Other Ethnic Group	1.35%
Afghan	3.86%
Japanese	1.74%
White and Black African	3.67%
Any Other Mixed Background	3.67%
Black - Somali	1.16%
Black - Congolese	0.19%
Any Other White Background	6.18%

<b>Gender</b>	<b>Percentage</b>
Male:	62.86%
Female:	37.14%
Other/ Not Stated:	0%

<b>Religion &amp; Belief</b>	<b>Percentage</b>
Not Provided	12.96%
Muslim	23.02%
Christian	29.21%
No Religion	23.21%
Church of England	2.71%
Jehovah's Witness	0.00%
Roman Catholic	1.74%
Hindu	2.90%
Other Faith (Replaces OT)	0.97%
Jewish	0.39%
Baptist	0.00%
Sikh	0.77%
Buddhist	0.39%
Russian Orthodox	0.19%
Greek Orthodox	1.35%
Refused	0.19%

Other Black African	0.39%
White Western European	0.97%
White European	0.39%
White Other	0.19%
Indian	3.67%
Pakistani	1.16%
Arab other	1.74%
Greek Cypriot	0.77%
Albanian	1.16%
White and any other Asian background	1.35%
Black - Sudanese	0.77%
Italian	0.19%
Bangladeshi	0.39%
Black - Angolan	0.39%
Black - Sierra Leonean	0.19%
White and Indian	0.19%
Greek/Greek Cypriot	0.39%
Serbian	0.39%
White and any other ethnic group	0.58%
Kosovan	0.39%
Turkish Cypriot	0.19%
Black and any other ethnic group	0.77%
Libyan	0.39%
Black European	0.39%
Latin/South/Central American	0.19%
Filipino	0.19%
Black - Sierra Leonian	0.19%
Sri Lankan Other	0.19%

Appendix 3: Equality Statement – Ark Pioneer Equality Objectives

Objective	Action	Who	Timescale	Monitoring/ Review	Comments
<b>Ensure pupils' religions are respected through food provision at the academy</b>	<ul style="list-style-type: none"> <li>Menu reviewed at least half termly and this taken into account;</li> <li>New menu page to go on the website outlining the variety of food available and ensuring the food provision consideration is clear for parents viewing the site</li> </ul>	Principal Chef Manager  Admin	Ongoing  Spring 2020	Principal / Chef Manager LM	
<b>Ensure the process for mid-year joiners is welcoming and they are integrated into academy life</b>	<ul style="list-style-type: none"> <li>Review the process (WTD document) for mid-year entrants making clear all staff involved, parent meetings, baseline testing, induction into school routines, assignment to form group and teaching groups, provision of any resources</li> <li>Implement a 'buddy system' to link new pupils to existing pupils for support, particularly with early stage English speakers</li> </ul>	Principal, EA, HoY, SENCo feed in  HoY/SEN Co	Spring 2020  Ongoing	Principal, EA, HoY, SENCo feed in	
<b>Ensure progress made by pupils receiving pupil premium funding matches their peers</b>	<ul style="list-style-type: none"> <li>Ensure any additional school activities integral to the curriculum are subsidised for pupils from low-income backgrounds e.g. trips relating to the curriculum / music lessons</li> <li>Monitor progress across the curriculum carefully and provide appropriate catch-up programmes early, particularly in relation to literacy</li> </ul>	Principal  All school leaders	Ongoing  Ongoing	Trips / Visits list  Class Teachers' Data Summary; Middle Leaders' Department Summary	
<b>Ensure progress made by pupils with SEND matches their peers</b>	<ul style="list-style-type: none"> <li>Clear, up-to-date information about pupils with disabilities to be shared with all staff and training regarding appropriate support and/or necessary access arrangements provided</li> <li>Graduated approach implemented across the school to meet the needs of all pupils with special educational needs and disabilities</li> </ul>	SENCo / HoY  SENCo All teachers	Ongoing  Ongoing	SEN Policy; SEN Information Report Pupil Profiles  Class Teachers' Data Summary; Middle Leaders' Department Summary	