

FALKNER HOUSE EQUAL OPPORTUNITIES POLICY (NURSERY – YEAR 6 incl EYFS)

Close attention is paid to inclusivity and equality of opportunity and the avoidance of any incidents of harassment, with appropriate action against transgression being taken immediately

GENDER

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

Reception – Year 6 As a girls' school we are aware of an inevitable female bias. Care is taken that resources such as books, videos etc. present a balanced picture.

Staff Male members of staff are welcome. Staff advertisements are not gender specific.

NATIONALITIES, ETHNIC BACKGROUND AND RELIGION

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

DISABILITIES

Falkner House is aware of the potential for the enhancement of the school's education and life by inclusive policies but gives equal importance to ensuring that no pupil's education is impaired.

Admission depends upon a prospective pupil meeting the criteria required to maintain and, if possible to improve, the educational and general standards for all its pupils commensurate with the ethos to which the schools aspires. Children with disabilities are welcome but, as applies to all applicants, before acceptance, the school needs to feel confident that a child will cope with the heavy demands of the curriculum at Falkner House. The school must also feel sure that it will be able to educate and develop all pupils to the best of his or her potential and in line with the general standards achieved by their peers, so that there is every chance that they will have a complete, happy and successful school career. These criteria must continue to be met throughout the pupil's time at the school. The school's policy is to apply these criteria to all pupils and potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of his or her disability. The physical layout of the building would make it extremely difficult for children with long term restricted movement. Falkner House has no specific remedial facilities but given strong parental support children with, for example, mild dyslexia / dyspraxia / dyscalculia could well profit from the style of education offered. Falkner House has a three year rolling accessibility plan as is required under SENDA. (see appendix - disability policy).

ENGLISH AS AN ADDITIONAL LANGUAGE

Pupils with English as a second language are immediately integrated within the classroom and extra support is given as required. Children with very limited command of English are not generally accepted in the Main School in view of the demands of the curriculum. As a central London school, it is both inevitable and welcome that Falkner House has many children with an international background. Families are often a blend of nationalities and ethnicity. Generally, such families are permanently based in London and either children or their parents may well have British nationality. Whilst of course the children's home language is respected and supported, it is our experience that all the children will choose to speak English whilst in the school. This is also what the parents expect and desire. In Nursery, any child whose English is less than fluent is given help and support so that he or she can rapidly acquire fluency. In the Main School, owing to rigorous assessment procedures prior to entry, whilst English may not be a girl's first language any girl accepted into the school would be deemed to be bilingual. Prior to entry, parents complete a form indicating the languages spoken at home. Staff are thus alerted to any child who may need support and help with EAL. Any extra help is given by school staff within the normal school day.

DIFFERENTIATION

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

Falkner House is committed to differentiate so as to:

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

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

- Pupils working independently and showing autonomy.
- Pupils working in a variety of different ways and grouped as appropriate.
- Pupils may be working on a variety of tasks.
- All the children would be involved and well motivated.
- Pupils on task.
- The teacher would be free to move around the classroom.
- There would be a positive pupil-teacher interaction.
- Pupils would be involved in negotiating their work.
- The children would present their outcomes in a variety of ways.
- A variety of assessment techniques would be in use.
- The teacher would adopt a variety of roles.
- Co-operative learning would be taking place.
- Appropriate texts and guides and resources would be in use.
- Teachers' planning and records would be on an individual basis.

What can be done to facilitate differentiation?

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

GIFTED CHILDREN

Most children at Falkner House are able in comparison to the national average. Some, in relation to their peers at Falkner House, can be called gifted whilst others, may be both gifted and need learning support! We are committed to:

- Offering a broad, balanced and differentiated curriculum to all pupils.
- Promoting children's self-esteem and sense of self-worth.
- Creating a genuine partnership between school, parents and the child though great care must be used not to label a child "gifted" thus raising unreasonable expectations
- Identifying and assessing "gifted" children as early as possible by a manner of strategies. – able children are a precious resource. "Gifted" children are green "flagged" in the year group spreadsheet. This is checked at least annually so that targeted extension work can be offered
- Calling upon appropriate outside agencies whenever necessary.
- The concept that the Main school is a selective school. All girls are assessed before a place is offered the criteria being that a pupil is believed to be going to be at ease with the pace and scope of the curriculum. (see admissions policy section).
- The concept that the Nursery takes children on a first come first served basis and is non-selective. The Nursery may have a wider range of abilities than the Main school and expectations thus have to be age appropriate without preconceptions of ability.
- The belief that most of the children in the Main school are able – the evidence being
 - track record of success to highly selective schools at 11+
 - VR and NVR test scores (mostly CATs some)
 - School test results
- Offering extension activities to any child who needs additional challenges for one or more areas of the curriculum. This may be short term, long term, temporary or permanent.
- Noting extension activities in schemes of work.
- High expectations
- Open ended tasks
- Avoiding pupils being "normalised" and restricted by tightly prescribed tasks
- Avoiding over directed teaching and respecting their differing talents
- Developing higher order skills such as prediction and hypothesis.
- Stimulate children to operate at the highest technical and analytical skills of which they are individually capable.
- Relevant use of clubs, competitions and national events
- Pupils taking responsibility for their own learning
- Encouraging children to "think outside the box".

LEARNING SUPPORT

At Falkner House we are committed to:

- Offering a broad, balanced and differentiated curriculum to all pupils.
- The belief that all children may experience a special educational need and thus need learning support. This may be short term, long term, temporary or permanent.
- Promoting children's self-esteem and sense of self-worth.
- Creating a genuine partnership between school, parents and the child.
- Identifying and assessing children in need of Learning Support as early as possible. Such children are red "flagged" in the year group spreadsheet. This is checked at least annually so that targeted support can be offered
- Offering support to a child challenged by the curriculum
- Calling upon appropriate outside agencies whenever necessary
- Following Kensington and Chelsea's policies and recommendations for learning support.
- Encouraging parents to discuss concerns or changes that they may have noticed at home.
- Encouraging pupils to become involved in any plans for their learning support.
- The school conducts an Annual Review for all pupils with a Statement of Educational Needs
- The concept that the Nursery takes children on a first come first served basis. Expectations thus have to be age appropriate without preconceptions of ability.

IDENTIFICATION OF CHILDREN IN NEED OF LEARNING SUPPORT:

The 1994 code of practice defines a Special Educational Need as: *'A significantly greater degree of difficulty in learning than the majority of children of the same age.'* It is important to be aware of children who may display certain difficulties over a period of time such as:

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

OPERATING POLICY

- The nature of the main school means that there are very few children who really struggle with the demands of the curriculum - to date only one pupil has ever had a Statement of SEN. This does not mean that the school is complacent: indeed it is always conscious that pupils may have or develop learning difficulties. Such difficulties are defined in the context of the performance of their peers at Falkner House rather than a notional national average. However, in practice, learning support in the school is limited to a small number of girls who tend to fall into two groups:-
 - Those who come in late to the school having followed a different curriculum at another school and who need a boost to catch up.
 - Those who are generally making good progress in most subjects but who need some extra time and teaching in certain areas.
- If a teacher observes a child (N-Y2) with any of the above or any other symptoms then the Learning Support Co-ordinator (LSC) and Headteacher will be consulted. If learning support is required then a Learning Support Notice (detailing the type and frequency of assistance and the objectives etc.) will be completed.
- Children in Y3 and above are referred direct to the Headteacher and it is the form teachers responsibility to complete the LS notice
- An external learning support advisor may be asked to assess the child and to offer suggestions and recommendations.

- All pupils linguistic backgrounds are logged and any potential problems noted with an orange or red flag. Pupils with a red flag will have a language IEP
- If an outside agency is recommended for advice then this will be recommended to the parents and the school will liaise with the agency used.
- In house learning support offered is of a non-specialist nature.
- If a specific problem (e.g dyslexia / dyscalculia) has been diagnosed which requires additional specialist teaching then the parents are asked to arrange this independently. The school however keeps in close touch with the parents and any external teacher. Space permitting, such teaching can take place on school premises.
- If a pupil has an SEN the appropriate protocol will be followed for example there will be annual reviews and an IEP will be prepared.
- The Learning Support Unit at Kensington and Chelsea can be contacted for advice 020 7598 4801 or Britt Parker Learning Support Advisor to Kensington and Chelsea (N+ R) 020 8318 0640

Roles and Responsibilities:

Headteacher

- Monitors and reviews with the LSC the schools learning support and gifted policy.
- Liaises with parents/carers and support services as appropriate.
- Referral of a child for external assessment in consultation with the class teacher, Learning Support Co-ordinator and parents/carers.
- Provides an environment in which all children are given the opportunity to fulfil their potential.
- Ensures that gifted and learning support pupils are given access to the whole curriculum and given extension activities as required.
- Ensures that teachers are aware of the importance of identifying and providing for learning support and gifted children.

Learning Support Co-ordinator LSC (Miss Lisa Day)

- Advises class teachers – (N- Y2)
- Monitors and reviews with the Headteacher the school's Learning Support policy.
- Ensures that review dates for individual children are adhered to.

Teacher

Responsibilities include:

- Ensuring that all pupils, with a variety of needs, have access to a broad, balanced, relevant and differentiated curriculum.
- Y3- 6 monitors and reviews with the Headteacher an individual pupil's need for LS
- The gathering of relevant information from pupil records, other members of staff, parents and the child herself to aid planning, assessment and target setting.
- Providing suitable resource and learning materials.
- The implementation of an individually tailored plan (see appendix 1) and the regular review of its effectiveness, in conjunction with the relevant LSC.
- Ensures relevant information is communicated to the Headteacher, other staff members, the LSC and parents/carers.
- Keeping records of a child's progress and reporting back to parents.

Staff Training

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

LEARNING SUPPORT EYFS - NURSERY AND RECEPTION

During this time most children experience rapid physical, emotional, intellectual and social growth. For many children, Falkner House Nursery will be their first experience of learning within a peer group. Staff should work closely with parents, listening to their views so as to build on children's previous experience, knowledge and understanding skills and to provide opportunities to develop in the six areas of learning:

- personal, social and emotional development;
- communication, language and literacy;
- mathematical development;
- knowledge and understanding of the world;
- physical development;
- creative development.

The Early Learning Goals set out what most children will have achieved in each of these areas by the end of the Foundation Stage. They represent the expected outcomes of a planned approach to early education that integrates play and learning. Children will progress at different rates during Reception and Nursery. Children making slower progress may include those who are learning English as an additional language or who have particular learning difficulties. It should not be assumed that children who are making slower progress have special educational needs but such children will need carefully differentiated learning opportunities to help them make progress. Regular assessment and monitoring of their progress should be consistently carried out. Parents or carers should always be consulted whenever there are concerns about a child's progress and development. The school encourages parents to raise any concerns they may have about their child's needs and the provision being made for them. As far as possible, children should also be consulted about activities and the choice of equipment they might use in order to reach their targets. Monitoring of children's progress throughout the Nursery and Reception is essential. Where a child appears not to be making progress either generally or in a specific aspect of learning, then it may be necessary to present different opportunities or use alternative approaches to learning. Ongoing difficulties may indicate the need for a level of help above that which is normally available for children in Nursery or Reception. Once a child has been identified as having special educational needs, there should be *Action* to support their development. Progress should be evaluated both in terms of the child's learning and their social and emotional development. If the intervention does not enable the child to make satisfactory progress, the Class teacher should ask for advice from the LSC who in turn may need to seek advice and support from external agencies - *Action Plus*.

Gathering evidence

In addition to the information that is recorded for all children, the pupil record or profile for a child in need of Learning Support (sen) should include information about the child's progress and behaviour, from the parents, and if necessary from the pupils GP. It might also include the child's own perception of any difficulties and how they might be addressed. The information collected should reveal the different perceptions of those concerned with the child, any immediate educational concerns and an overall picture of the child's strengths and weaknesses, within the school setting. Whenever a child is causing concern, parents should be consulted first for their views and any information about early difficulties the child may have encountered. These may have emerged at early developmental checks, including hearing and vision, with the health visitor or GP. If there are concerns about a child's development and progress, all staff working with the child and the parents should contribute observations about their perceptions of the child's capabilities and difficulties in a range of different activities and situations. All relevant adults should be aware of and consult and put into practice the strategies suggested at *Early Years Action* and *Early Years Action Plus* which would happen as part of Nursery and Reception development of the pupil profile.

Audit criteria

The needs of any individual child may come within more than one of the areas covered by these criteria, and the areas themselves may have parts that overlap. In all cases however, reference should always also be made to the *Action or Action plus* strategies suggested in the sections on Cognition and Learning. Within each section, the criteria give an indication of the sorts of difficulties that pupils may experience at *Action* and *Action Plus*. The purpose of this is to alert staff and parents to those situations where additional action *may* be required. The key test for action is evidence that the child's current rate of progress is inadequate. There should not be an assumption that all children will progress at the same rate. A judgement has to be made in each case as to what is reasonable to expect that particular child to achieve. Where progress is not adequate, it will be necessary to take some *additional* or *different* action to enable the child to learn more effectively. At this early stage of learning, specific indicators are less reliable and more dependent on the child's early experiences, stage of learning English as an additional language (EAL), personality and adjustment to the setting. For EAL children a 'silent period' of up to 3 months is to be expected. Significant difficulties in communication and interaction may be apparent over time. It is important to provide a structured learning environment, opportunities for exploration and modelling of activities. Where a child's needs are already met, for example by the wearing of glasses or hearing aids, staff should be aware of and alert to any deterioration. Intervention at *Action* or *Action Plus* may not be required unless other difficulties are apparent.

MONITORING OF EQUAL OPPORTUNITIES

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

APPENDIX

DISABILITY POLICY AND ACCESSIBILITY PLAN

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

- to review at least every two years, the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled;
- to make recommendations with a view to improving the accessibility of its education in its many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future and to prepare this Disability Policy;
- to prepare the school's Accessibility Plan (below);
- to review such plans and policies as necessary and at least every 3 years.

ADMISSIONS

The Committee has reviewed the school's admissions literature, policy, assessments and procedures and has introduced a form (to be treated as confidential if the applicant or parents require) giving the school details of the nature and effect of any disability so as to enable it to consider any adjustments it might need to make. All prospective parents visit the school prior to their child joining the school.

Children are accepted into the **Nursery** on a first come first served basis. The Reception class is the main entry point to the **Main School** with acceptance by means of an assessment. This assessment is carried out by a team from the Falkner House staff who sees the prospective pupils in small groups. If vacancies occur further up the school, again an assessment is carried out – generally by means of spending time at the school in the appropriate class. If a prospective pupil has specific needs this would be discussed with the parents prior to any assessment so that the girl was given all appropriate consideration. Thus for example staff can wear microphones in the case of a child with hearing difficulties and assessments can be carried out in different languages (French, Spanish, Italian). Children on crutches or in a wheelchair on a short term basis could be assessed without any difficulty.

WELFARE

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

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

AWARENESS AND OBSERVANCE

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

- The disability policy is in the staff handbook which is required to be read by all new staff.
- Minutes of the findings of the Committee are also kept in the staff handbook. Mention is made of the minutes and the need for staff awareness at first staff meeting before the autumn term.

ACCESSABILITY PLAN

An obvious problem for Falkner House (in common with many other schools) is its lay-out in two six storey buildings and that the pupils are required to go from basement to fourth floor to access dining room, classrooms, Library, IT room, Laboratory or Art room up narrow stairs in buildings without lifts. Clearly, a pupil with long term impaired mobility would be put at a disadvantage by these problems, if not prohibited altogether from access to some or all of the educational and other facilities the school offers. These problems could not be overcome even in the long term, short of making major alterations to physical features of the school at prohibitive cost which would not comply with fire regulations. There is no space for lifts. In the short term, with parental consent, pupils can be assisted by staff e.g a small child in a leg plaster can be carried around the school. Care must of course be taken not to cause injury in the process to the adult.

The Committee has considered:

PHYSICAL LAYOUT OF SCHOOL

Physical disabilities

The Committee has identified the following problems:

- Entrance steps to both sides of both buildings
 - Brechin Place is in a conservation area which means that a permanent ramp to the front of the building in Brechin Place would not be permitted.
 - Temporary ramps could be fitted to the playground steps.
- School covers five floors – basement to three
 - There is no space for a lift
 - Two staircases (to basement of 19 and to third floor of 17) are particularly narrow with tight winders
 - Stair lifts would be impossible to operate and would be contrary to fire regulations.

Ultimately, Falkner House **Main School** is not and would not be able to be made a suitable environment for a child in a wheelchair. Hence issues such as the lack of lavatories accessible for wheel chairs, light switches being positioned relatively high and the desks being standard age appropriate height, become irrelevant. Children on crutches have, however, successfully coped with the lay-out of the building. Falkner House **Nursery**, could, however, perhaps cater for a child in a wheelchair. At this age, children could be small enough to be carried up and down the stairs by their parents and the Nursery itself is all on one floor. It should be noted though that Dance and Music (as part of the Creative development section of the curriculum) take place on the first floor of 19 Brechin Place and there could be Health and Safety issues to be resolved as staff cannot be asked to lift children of an excessive weight.

Sight Impaired

Given sufficient support from external agencies a blind child could perhaps be catered for though again the physical lay-out could pose problems.

Hearing Impaired

Being on a main road Falkner House is relatively noisy and soundproofing would be prohibitively expensive even in the long term.

EDUCATION

Physical disabilities

- Access to the Science Laboratory, Computer room, Art room would pose extreme difficulties.

Sight Impaired

- All books are of standard age appropriate font
 - Braille books or larger font books could be acquired
- Access to the Science Laboratory, Computer room, Art room would pose extreme difficulties.

Hearing Impaired

- Staff need to be trained in the use of microphones
 - A severely hearing impaired child has been at Falkner House since April 2000 and the school has successfully trained and supported staff.
 - Spare batteries must be kept on site.

Dyslexia and Dyspraxia

- Staff need to be alert to the possibility that a child might be dyslexic or dyspraxic
 - Professional diagnosis may be necessary from an educational psychologist
 - Additional help can be timetabled which is coordinated by the SEN.

RECREATIONAL FACILITIES

Physical disabilities

- The difficulties of “access” to the playground
 - A temporary ramp could be used to exit and enter the building.

SPORTING EDUCATION AND ACTIVITIES

Physical disabilities

- Provision for a child in a wheelchair would be extremely difficult as most games facilities are off site and require the use of a coach
 - Temporary ramps could be used to exit and enter the building
 - The coach company could be encouraged to develop wheelchair facilities.
- All games staff need to be aware of children's disabilities
 - A full list is kept in the office and staffroom and given to staff as required
 - If children have been prescribed puffers, epipens etc. spares are kept in the travelling first aid kit for the younger children. Older children are required to keep these items with them at all times.

Sight impaired

- Swimming and gymnastics would be possible
 - Given a competent assistant
- Team ball sports would be problematic
 - Simple catching and throwing skills could be developed.

Hearing impaired

- All games staff need to be aware
 - A full list is kept in the office and staffroom and given to staff as required
 - If children have hearing aids spare batteries are kept in the travelling first aid kit for the younger children. Older children are required to keep these items with them at all times.

GENERAL

Parents may apply to the Secretary of State to make a direction to require the school to comply with the order. There is no provision for compensation. However, it will be a criminal offence not to attend or disclose documents if ordered to do so, for which a fine may be imposed (up to level three on the standard scale). The Secretary of State may also give directions where he is satisfied that the obligation to make an accessibility plan has not been complied with, or where the school has acted unreasonably in relation to this obligation. Although the obligations are imposed on the 'responsible body', it is of course the acts and omissions of the staff and others within the school's control which may infringe the Act and for which the school will be regarded as responsible. It will not necessarily help the school if it was unaware of, and had not authorised, the act or omission in question. There is no remedy available against anyone other than the 'responsible body'.

Policy reviewed in January 2010

Next to be reviewed in January 2013