

# Supplementary guidance for additional learning needs

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- ▲ special schools;
- ▲ pupil referral units;
- ▲ independent schools;
- ▲ further education;
- ▲ adult community learning;
- ▲ local authority education services for children and young people;
- ▲ teacher education and training;
- ▲ work-based learning;
- ▲ careers companies; and
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Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

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**What is the purpose?**

To provide further guidance to inspectors, to use alongside the sector guidance, when evaluating the outcomes and provision for pupils with additional learning needs, particularly when this is a line of enquiry.

**For whom is it intended?**

For inspectors of all maintained and independent primary and secondary schools, special schools and pupil referral units.

**From when should the guidance be used?**

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**Contents****Page**

<b>Introduction</b>	<b>1</b>
<b>Evaluating additional learning needs</b>	<b>3</b>
Key Question 1: How good are outcomes?	3
Key Question 2: How good is provision?	5
Key Question 3: How good are leadership and management?	7
<b>Annex 1: Individual education plans, individual behaviour plans and individual play plans</b>	
<b>Annex 2: Additional provision to manage behaviour and support learning</b>	
<b>Annex 3: Things that inspectors might do on inspection</b>	
<b>Annex 4: Example of provision map</b>	
<b>Annex 5: Special Educational Needs Code of Practice (2004)</b>	
<b>Annex 6: Equality objectives and Strategic Equality Plans</b>	

## Introduction

The Welsh Assembly Government aims for all learners to have the best start in life with opportunities and encouragement to achieve their full potential in schools that provide inclusive and supportive environments. This vision for inclusion was set out in Circular 47/2006 'Inclusion and Pupil Support'<sup>1</sup> guidance.

In January 2010, there were just over 86,000<sup>2</sup> pupils on ALN/SEN<sup>3</sup> registers in Wales. Nearly all of these pupils attended ordinary classes in mainstream schools. Just over 14,000 of these pupils had statements of SEN. Over two-thirds of the pupils with statements were taught in mainstream schools. About 40% of these pupils with statements in mainstream schools attended resourced provision within the school.

The term 'additional learning needs' is used to identify pupils whose learning needs are additional to the majority of their peers. The term 'special educational needs'<sup>4</sup> is a sub-category of additional learning needs, used to identify those learners who have severe, complex and/or specific learning difficulties as set out within the Education Act 1996 and the SEN Code of Practice for Wales<sup>5</sup>.

Pupils with additional learning needs include those who:

- have special educational needs (SEN);
- have disabilities;
- have medical needs; and
- have emotional, social and behavioural difficulties and/or mental health needs.

Pupils are more likely to have additional learning needs (ALN) when they also belong to vulnerable groups including:

- minority ethnic groups;
- refugees/asylum seekers;
- migrant workers;
- looked-after children (LAC);
- young parents and pregnant young women;
- young offenders;
- children and families in difficult circumstances;
- pupils at risk of homophobic bullying;
- young carers;
- pupils educated otherwise than at school;
- pupils learning English as an additional language;
- pupils with Basic Skills needs; and
- gypsies and travellers.

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<sup>1</sup> Inclusion and Pupil Support, WAG Circular no: 47/2006

<sup>2</sup> SDR 91/2010

<sup>3</sup> ALN/SEN registers: these are registers of the number of pupils with additional learning needs at each school. SEN is a subcategory of additional learning needs.

<sup>4</sup> Annex 5

<sup>5</sup> SEN Code of Practice: practical advice to local authorities, maintained schools, early years settings and others on carrying out their statutory duties to identify, assess and make provision for children's special educational needs. This duty does not apply to independent schools.

This guidance supports inspectors in evaluating the outcomes and provision for pupils with additional learning needs, particularly when this is a line of enquiry. It provides useful:

- questions for each quality indicator;
- questions for evaluating individual education, behaviour or play plans (Annex 1);
- questions for schools where there is additional provision to help manage behaviour (Annex 2); and
- suggestions for gathering evidence (Annex 3).

You should expect individual education plans (IEPs), individual behaviour plans (IBPs), where appropriate pastoral support plans (PSPs) and, in the Foundation Phase, individual play plans (IPPs) to be in place for all pupils on the school's SEN/ALN register. Many schools combine education and behaviour plans into one cohesive plan. A minority of schools develop education or behaviour plans for small groups of pupils rather than individuals. Inspectors should ensure that evaluation of the ten quality indicators includes the achievements, attitudes and wellbeing of all learners. For pupils with additional learning needs, judgements of achievement should take account of pupils' achievements in relation to agreed learning goals.

Iaith Pawb, the Welsh Assembly Government's action plan for a bilingual Wales, acknowledges the right of pupils with special educational needs to receive provision in the language of their choice as set out in the revised special educational needs Code of Practice for Wales (2002).

All independent schools in Wales are required to comply with the Independent School Standards (Wales) Regulations 2003. These regulations require a school to make appropriate provision for all pupils, including those with special educational needs. The school is not required to adhere to the SEN Code of Practice or make Welsh language provision although these might be regarded as good practice.

Inspectors should be familiar with the following legislation and may wish to consult the Welsh Assembly Government guidance listed in addition to this supplementary guidance:

- Education Act, Part IV (1996);
- Disability Act (1995);
- Special Educational Needs and Disability Act (2001);
- Disability Discrimination Act (2005);
- Special Educational Needs Code of Practice for Wales (2004);
- Promoting Disability Equality in Schools (2007);
- Code of Practice on the Duty to Promote Race Equality (2001);
- Planning to increase access for schools for disabled pupils Circular No: 15/2005;
- Inclusion and Pupil Support Circular No: 47/2006;
- A curriculum for all learners (2010); and
- Equality Act (2010).

This supplementary guidance links to Estyn's common inspection framework and the guidance handbooks for each sector.

## Evaluating additional learning needs

### Key Question 1: How good are outcomes?

#### 1.1 Standards

For pupils with additional learning needs, judgements about achievement will be influenced by the information about their individual needs and abilities and should take account of their achievements in relation to agreed individual learning goals.

Inspectors should consider the following questions in relation to pupils with additional learning needs:

- Are they making good progress in their learning?
- Do they achieve what is expected of them from baseline and prior attainment data?
- Do they achieve the targets in IEPs, IBPs, PSPs or IPPs, as appropriate? (see Annex 1)
- If different groups of pupils are making good progress, why is this?
- Do their specific difficulties, such as poor concentration or weak communication skills, hinder their progress and access to the whole curriculum?
- Do they have any specific difficulties in accessing the curriculum that are not being addressed by the school?
- How do their communication skills impact on their interaction with staff and peers?
- Do all but the very few pupils whose statement of special educational needs (SEN) disapplies them learn Welsh?<sup>6</sup>

#### 1.2 Wellbeing

Inspectors should consider the following questions in relation to pupils with additional learning needs:

- Do all show interest in their work and engage well in tasks?
- How does their attendance rate compare with that of other pupils in the school?
- In relation to their identified needs, do they, particularly those with social, emotional and behaviour difficulties (SEBD), demonstrate good behaviour in lessons and around the school?
- As appropriate, do IEPs, IBPs, PSPs and IPPs contain appropriate behavioural goals and evidence of progress against these goals?
- Are all involved in making decisions about their life in school, including their participation in the school council?
- Do they have an opportunity to give their views about what and how they learn?
- Are all making progress in taking responsibility for their actions and their work?

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<sup>6</sup> All maintained schools, including special schools and pupil referral units, have a legal obligation to teach Welsh to all pupils of statutory school age other than a very few pupils whose statement of special educational needs disapplies them from learning Welsh.

- Do all display positive attitudes towards disability and other additional learning needs?
- How effectively do they work with others, solve problems and prepare for life and work outside school?

## **Key Question 2: How good is provision?**

### **2.1 Learning experiences**

Inspectors should consider the following questions in relation to pupils with additional learning needs:

- Does the school have a provision map<sup>7</sup> for inclusion that is monitored and reviewed annually?
- Does target setting for all pupils include targets for pupils with additional learning needs?
- Where appropriate, how well does the school adapt programmes of study when pupils are working significantly below expected levels?
- Do all pupils have access to an appropriately broad and balanced curriculum?
- Are pupils grouped in a way that best helps them to learn, including withdrawal groups and small class groups?
- Do seating arrangements meet the needs of pupils with additional learning needs?
- Where applicable, are pupils consulted about when it is most appropriate for them to be withdrawn from the work of the class group for individual work?
- Do pupils who access the curriculum using British Sign Language (BSL) or Sign-supported English (SSE) have support to do so when they need it?
- Do deaf pupils study BSL as part of the curriculum?
- How well does the school combat the difficulties of gaps in learning and repeated curriculum for looked-after pupils who have had numerous placement moves?
- Do all pupils have access to and take part in extra-curricular opportunities, such as sports, clubs and community links?
- Where applicable, are there well-developed plans for transition back to mainstream school?

### **2.2 Teaching**

Inspectors should consider the following questions in relation to pupils with additional learning needs:

- Where appropriate, do all staff use IEPs, IBPs, PSPs and IPPs well to plan and deliver teaching that is matched to pupils needs?
- Is work differentiated to make it suitably challenging and demanding for all pupils?
- Are materials and methods of delivery suitably differentiated to make the curriculum accessible to pupils?
- Do teachers have high expectations and provide demanding work to meet the needs of all pupils?

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<sup>7</sup> Annex 4 provides an example of a provision map.

- Do specialist teachers and the SENCo/ALNCo have up-to-date knowledge on teaching and training approaches and apply it well to teaching pupils and supporting their colleagues?
- Are support staff used effectively to support learning and behaviour?<sup>8</sup>
- Does the school have effective whole school procedures for assessing pupils' needs, which take good account of the correlation between difficulties in learning and poor behaviour?
- How effective are the school's early intervention procedures?
- Does the school use a range of appropriate additional assessment tools and procedures for identifying the needs of pupils with additional learning needs?
- Is assessment data used effectively to monitor progress and target learning?
- Is the school addressing the links between poor behaviour and low literacy?
- Are appropriate links being made and addressed between behaviour and achievement?
- Does the school keep clear, systematic, manageable, consistent and useful records and tracking of progress on each pupil with additional learning needs?
- Are reports on pupils' progress and, where appropriate, IEPs, IBPs, PSPs and IPPs clear and up to date, and do they set out targets for improvement with success criteria and timescales for monitoring progress?
- Are there close links and good joint planning between any resource provision and mainstream provision?
- Where appropriate, are pupils enabled to evaluate their progress against the targets set in their IEPs, IBPs, PSPs and IPPs and set new ones?

### **2.3 Care, support and guidance**

The main focus is on how well the school helps pupils with additional learning needs achieve their potential.

Inspectors should consider the following questions in relation to pupils with additional learning needs:

- Is there a well-understood whole school policy and action plan that promotes inclusion of pupils with additional learning needs and is linked to the school improvement strategy?
- Is the school making appropriate use of the SEN Code of Practice and statutory duties to identify, assess and make provision for pupils' special educational needs?
- Does the school maintain on roll pupils who transfer to pupil referral units (PRUs)?
- Does the school monitor the progress of pupils who transfer to PRUs?
- Does the school provide enough good-quality specialist support for pupils with additional learning needs?
- Is there regular liaison and good joint planning with specialists, for example with teachers of hearing impaired and vision impaired pupils, and speech and language therapists where applicable?

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<sup>8</sup> Throughout this guidance the term 'support staff' is used to denote staff, other than teachers, that are employed to support pupils with additional learning needs. For example, learning support assistants, behaviour support assistants and communication assistants.

- Are there good arrangements to prepare pupils for what is coming next in the programme of study/course and lessons, for example through teaching some of the vocabulary in advance of the lesson and ensuring that pupils with additional learning needs understand the aims of lessons and activities?
- Are statutory Personal Education Plans (PEPs<sup>9</sup>) for looked-after children of good quality, up to date and having a positive impact?
- Is provision for sex and relationships education and education about substance abuse differentiated to pupils' needs and level of understanding?
- Are all pupils given enough encouragement and opportunities to take responsibility for themselves and others, show initiative and develop an understanding of living in a community?
- Is there good support to help all pupils understand and agree group rules and how they relate to others and take responsibility for their own actions?
- How well does the school help all pupils appreciate that any harassment and bullying of another pupil or pupils is unacceptable behaviour?
- Does the school make arrangements for pupils who have specialist transport to and from school to engage in extra-curricular activities arranged by the school?
- Where applicable, are special examination arrangements well planned, and discussed and agreed with pupils?
- Are pupils helped to make use of professional support both from within the school and from specialist services such as community and mental health services (CAMHS) and Careers Wales?
- Do the school's safeguarding policies and procedures take account of the increased vulnerability of pupils with additional learning needs and ensure that arrangements for these learners are appropriate?
- Are medical protocols for individual disabled pupils up to date?
- Where applicable, do pupils access Welsh-speaking specialist support staff, teachers or educational psychologists, as well as provision for specific needs such as speech and language therapists?
- Where applicable, do pupils receive enough support from teachers of English as an additional language to enable pupils to develop their language and communication skills and fully access the curriculum?
- Does the school make adequate provision to support the different learning styles and needs of all learners?
- Does the school secure good support from others, for example support teachers, educational psychologists, medical, paramedical and nursing specialists, and other external agencies to help pupils achieve appropriate standards?
- Does the school have a clear understanding of, and use appropriately, the thresholds for referral used by the local authority for additional support at School Action Plus and statutory assessment?
- Are parents/carers helped to understand procedures, including statutory assessment procedures, and do they have access to records and reports relating to their children?

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<sup>9</sup> Personal Education Plans (PEPs): Local authorities are required under the Children Act, 2004 to ensure that all children in their care have PEP within 20 school days of entering care or joining a new school.

## 2.4 Learning environment

Inspectors should consider the following questions in relation to pupils with additional learning needs:

- How successful is the school in meeting the Welsh Assembly Government's vision and guidance<sup>10</sup> for meeting the needs of all learners within an inclusive, whole-school approach?
- Does the school meet the duties of the Equality Act 2010 in promoting equality of opportunity between disabled pupils and their peers and eliminating discrimination and harassment?
- Is the school physically adapted to appropriately meet pupils' needs?
- Where appropriate to the needs of pupils at the school, are there appropriate changing facilities for pupils with disabilities?
- Are resources matched well to the needs of pupils with additional learning needs?
- Do pupils attending specialist classes or small groups have a range of experiences, including collaborative work with other pupils?
- Are specialist resources, for example information and communications technology (ICT) equipment, radio aids and sound fields systems, used well to enable pupils with additional learning needs to fully access the curriculum?
- Do staff use resources well to support pupils' additional learning needs?

### Key Question 3: How good are leadership and management?

#### 3.1 Leadership

Inspectors should consider the following questions in relation to pupils with additional learning needs:

- Do leaders consider additional learning needs as part of the wider school improvement agenda?
- Do leaders strive to improve general provision to meet a wider range of needs rather than always increasing specialist or additional provision?
- Are the SENCo/ALNCo role and responsibilities clearly defined?
- Is there enough non-teaching time for the SENCo/ALNCo to fulfil their administrative and whole-school roles?
- How well do designated staff, including support staff, understand and fulfil their roles effectively?
- Do managers collect information on incidents where there is physical intervention, so that they can gain an overview, recognise patterns and triggers and improve how well these incidents are managed?
- Do leaders ensure that the SEN Code of Practice and statutory duties are used effectively to identify, assess and make provision for pupils' special educational needs?
- Is data used well to monitor pupils' performance and plan for improvements?
- How well do all staff understand their roles in direct relation to the school's specific strategic aims, plans and responsibilities for pupils with additional learning needs?

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<sup>10</sup>Inclusion and Pupil Support, WAG Circular no: 47/2006

- Are all staff, including teachers, support staff and lunchtime supervisors, familiar with the school's policies for additional learning needs, inclusion and behaviour, and confident and consistent in implementing them?
- Does the school have an up to date Strategic Equality Plan, Equality Objectives and Disability Access Plan that set out the actions, timescale and cost of making suitable adjustments to the physical environment?
- How well do the leaders and staff in the school promote an ethos in which any harassment and bullying between pupils are not tolerated?
- Does the governing body make an annual report to parents on the implementation of the school's policy for pupils with special educational needs?
- Are governors fully involved developing and monitoring the policy on additional learning needs, including special educational needs?
- Are governors, in particular any designated governor, well informed about the school's specialist provision, including how funding, equipment and specialist staffing are deployed?
- How well does the school meet the Welsh Assembly Government's vision and guidance for Inclusion and Pupil Support?<sup>11</sup>
- Is the SENCo/ALNCo knowledgeable of local and national guidance on identification and assessment of pupils with additional learning needs and their role in its implementation?

### 3.2 Improving quality

Inspectors should consider the following questions in relation to pupils with additional learning needs:

- Is there clear evidence of a whole-school approach to inclusion?
- How well do managers at all levels have an understanding of what needs to be done to improve outcomes for all pupils, including pupils with additional learning needs?
- Is there a clear self-evaluation process for additional learning needs that informs priorities in the school improvement plan?
- Do improvement plans identify clear proposals to address areas in need of development relating to additional learning needs?
- Does whole-school monitoring have a suitable focus on pupils vulnerable to under-achievement?
- Are all pupils and their parents consulted and listened to?
- Has the school achieved any specific awards to evidence their success with additional learning needs, for example the Dyslexia Friendly Schools Award?
- Is the school supporting staff to improve their skills and experience in working with pupils with additional learning needs, for example by providing training on Deaf Awareness to all school staff?
- Does the school provide appropriate guidance, support and training to support staff to enable them to meet pupils' needs?
- Are the Strategic Equality Plan, Equality Objectives and Disability Access Plan well linked to the school development plan?

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<sup>11</sup> Inclusion and Pupil Support, Welsh Assembly Government, 2007

### **3.3 Partnership working**

Inspectors should consider the following questions in relation to pupils with additional learning needs:

- Is there effective liaison with the local authority to ensure that additional support meets pupils' needs?
- Is the school working well in partnership with others, for example health services and children's social services, to meet pupils' needs?
- What are the outcomes of initiatives such as Team Around the Child (TAC) and other close work with specialist agencies such as the police, health, psychological, community and mental health service (CAMHS), counselling and social services?
- Does the school liaise well with other agencies and help pupils with additional learning needs plan their future pathways?
- Does the school have good arrangements in place to ensure pupils' seamless transition into school, across key stages and into post-school provision, as applicable?
- Does the school have strong links with parents and carers that help learning to be continued at home?
- Is there evidence that the school tracks the progress made of learners referred to outside agencies and PRUs?
- How committed is the school to the local authority's 'managed moves' arrangements?

### **3.4 Resource management**

Inspectors should consider the following questions in relation to pupils with additional learning needs:

- Does the school have enough staff with the right skills to support pupils effectively to ensure progression and continuity in learning?
- Are the needs of support staff identified and appropriately met?
- Do the SENCo/ALNCo and any specialist staff have additional qualifications in additional learning needs?
- Is the school making the best use of any outreach services offered to support pupils and help staff develop their skills, for example through the Unlocking the Potential of Special Schools initiative?
- Are support staff deployed effectively?
- How well do all relevant staff understand the roles and responsibilities of support staff?
- Is the school making reasonable adjustments in relation to the Strategic Equality Plan, Equality Objectives and Disability Access Plan, to remove barriers to learning and participation and ensure that accommodation is suitable for pupils with disabilities and all members of the school community?
- In schools where there are deaf pupils, are classrooms adapted to avoid extraneous noise, reduce reverberation and ensure appropriate light for lip reading and signing?
- In schools where there are pupils with vision impairment, is accommodation suitably adapted to reduce glare etc?

## **Annex 1: Individual education plans, individual behaviour plans and individual play plans**

Pupils' additional learning needs should be set out in individual education plans (IEPs), individual behaviour plans (IBPs) or pastoral support plans (PSPs), depending on the needs of the pupil. In the Foundation Phase, pupils' needs should be set out in individual play plans (IPPs). Many schools combine education and behaviour plans into one cohesive plan. Inspectors should evaluate the impact of these plans. A minority of schools develop education or behaviour plans for small groups of pupils rather than individuals. You should evaluate the impact of these in the same way as for individual plans.

Inspectors should consider the following questions when evaluating these plans:

- Is there suitable coherence between pupils' needs and the intervention planned?
- Do the targets address areas of concern?
- Are the targets achievable?
- Are the targets sufficiently challenging?
- Are the strategies described appropriate to the targets?
- Are the strategies being delivered effectively?
- Is regular monitoring and assessment taking place?
- Do pupils make progress by achieving the targets?
- Are pupils involved in setting their targets and reviewing their progress?
- Are all staff working with pupils with additional learning needs aware of the targets and monitoring procedures for individuals?
- Is there a direct link between statements of SEN and pupils' individual plans?

## **Annex 2: Additional provision to manage behaviour and support learning**

The school may have 'inclusion', 'nurture' or 'learning support' provision to remove pupils that disrupt lessons. Inspectors should consider the following questions when evaluating this learning and provision:

- How well do senior leaders analyse the effectiveness of the school's strategies – are they aware of patterns of repeated removal or frequent removal from one teacher or subject?
- Do senior leaders use the analysis of patterns to decide when pupils or teachers need additional support?
- How well is further action taken, such as use of support assistants, informing parents, planned sanctions? (Look at when, why, how often and what.)
- How effective is teaching and learning in the 'inclusion' provision?
- Is there suitable coherence between pupils' needs and the intervention?
- Does pupils' behaviour improve during their time in the provision – how is this evidenced?
- Is improved behaviour maintained on return to their usual classes?

## **Annex 3: Things that inspectors might do on inspection**

Inspectors should take account of the following:

- The quality of the school's self-evaluation of teaching across the school by managers or peers should be judged. This will guide the number of lessons that need to be sampled so that the school's own evaluation of teaching can be securely validated or not. If the school knows the strengths and shortcomings of its teachers, then the SER can be validated and minimal time spent in lesson observation. However, if there are inconsistencies between the school's own evaluation of teaching quality and that of inspectors, then a wider sample of lessons should be visited to judge the quality of teaching, including teaching styles and strategies, support arrangements and how behaviour is controlled.
- Consider the accuracy of the SEN/ALN register – pupils with challenging behaviour are sometimes not recorded and monitored on this system.
- The best ALN/SEN/inclusion policies are usually clear and concise.
- Consider doing a 'learning walk', where a range of lessons is visited for about 10 minutes each. This can be effective in judging the inclusive ethos of the school and the skills and experience of teaching and support staff in meeting additional learning needs. (Remember to tell teachers that you are not carrying out observation of their full lesson so as to contain their expectations over detailed lesson feedback – but you can give them some feedback as appropriate.)
- Look at a range of documents which relate to the school's assessment and monitoring of additional learning needs.
- Talk to pupils about their experiences of identification and support and being involved in plotting their learning.
- Consider the suitability of the school's physical environment. Are all areas of the building and grounds accessible? Have reasonable adjustments been made, or planned for?
- Look at pupils' interactions and relationships with their peers – are pupils with additional learning needs involved in break, lunchtime and after school activities?
- Are pupils too dependent on support staff to the detriment of developing their independence?
- Support staff are provided to assist teachers and pupils rather than taking sole responsibility for pupils' learning. Observe what is happening and talk to these staff.
- Does the school evaluate accurately the effectiveness of any resourced provision?



## **Annex 5: Special Educational Needs Code of Practice (2004)**

In making provision for pupils with special educational needs (SEN) maintained schools must meet statutory requirements.<sup>12</sup> They must follow the SEN Code of Practice for Wales (2004) which provides guidance in relation to the statutory duties and rights contained in:

- Part IV of the Education Act, 1996; and
- The Special Educational Needs and Disability Act (SENDA) 2001.

The graduated response recognises that there is a continuum of need through:

- early years or school action, where provision is made by early years providers or schools;
- early years or school action plus, where provision is made by early years providers or schools, with additional advice and support from the local authority support services or partner agencies; and
- statutory assessment and provision made jointly by early years providers or schools, the local authority and, in some cases, partner agencies.

Although the legislation in the Code of Practice describes the statutory duties of local authorities and schools, it does not define precisely which pupils should have their needs met by each of these degrees of response.

The statutory framework requires local authorities and schools to plan to increase access for disabled pupils and to develop inclusive education for all children and young people.

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<sup>12</sup>The duty to have regard to the SEN Code of practice does not apply to independent schools.

## **Annex 6: Equality objectives and Strategic Equality Plans**

### **What the duty requires on equality objectives**

The school must:

- prepare and publish equality objectives by 2 April 2012;
- publish objectives that help perform the general duty;
- if the school does not have an objective for each protected characteristic – in addition to any objective to address pay differences – it must publish reasons why not;
- publish a statement setting out the steps taken or intended to meet the objectives and how long it expects to take to meet each objective;
- make appropriate arrangements to monitor progress towards meeting the objectives and to monitor the effectiveness of the approach; and
- give appropriate consideration to relevant equality information held when considering what the equality objectives should be.

As well as publishing the objectives the school must publish a statement setting out:

- the steps taken, or intended, to meet the objectives, and
- how long it will take to meet each objective.

The school is required to publish the progress made towards fulfilling the objectives in an annual report.

### **Strategic Equality Plans**

#### **What is the purpose of the Strategic Equality Plan?**

The purpose of a Strategic Equality Plan is to document the steps being taken to fulfil specific duties. The school must draw up a Strategic Equality Plan by 2 April 2012.

This Strategic Equality Plan must include:

- a description of the school;
- the equality objectives (including pay objectives);
- the steps taken or intended to be taken to meet the objectives and in what timescale;
- the arrangements to monitor progress on meeting equality objectives and the effectiveness of the steps taken to meet those objectives;
- the arrangements to identify and collect relevant equality information. This includes information gathered from engaging with protected groups about how the work of the school may relate to the general duty. It also includes any information about pay differences related to a protected characteristic and the causes of these differences;
- the arrangements for publishing relevant equality information that is held and considered appropriate to publish;

- the arrangements for:
  - assessing the likely impact on protected groups of any policies and practices proposed, reviewing or revising;
  - monitoring their actual and ongoing impact;
  - publishing reports where an assessment shows a substantial impact (or likely impact) on the ability of the school to meet the general duty.
- details of how the school plans to promote knowledge and understanding of the general and specific duties among employees;
- an action plan relating to gender pay objectives.

### **Annual reporting**

The annual equality report must be published by 31 March each year and specifically set out:

- the steps taken to identify and collect relevant information;
- how the school has used this information in meeting the three aims of the general duty;
- any reasons for not collecting relevant information;
- a statement on the effectiveness of arrangements for identifying and collecting relevant information;
- progress towards fulfilling each of the equality objectives;
- a statement on the effectiveness of the steps taken to fulfil each of the equality objectives;
- specified employment information, including information on training and pay (unless already published this information elsewhere).

The protected characteristics for the schools provisions are:

- Disability;
- Gender reassignment;
- Pregnancy and maternity;
- Race;
- Religion or belief;
- Sex;
- Sexual orientation.