

NEWCOMEN PRIMARY SCHOOL

'BELIEVE ACHIEVE SUCCEED'

SEND Policy

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Headteacher: Miss Kinga Pusztai

Signed:_____Date:_____

2025-2026

Introduction and Context



Newcomen Primary School is larger than the average primary school. The proportion of pupils who receive special educational needs and/or disabilities support is higher than national average. At Newcomen, pupils are continuing to achieve significantly higher standards than others nationally and well exceed the government's current floor standards.

Our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued, working in partnership with parents and carers. We work hard to ensure there are no invisible children here, recognising and celebrating everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.



At Newcomen Primary School, it is a fundamental aim to help each pupil to develop to their full potential. Each child is unique and within every school

there will always be a number of pupils, who for a variety of reasons, are classed as having special educational needs or disabilities (SEND).

To reflect new legislation (SEND code of practice: 0-25 years) introduced in January 2015, more emphasis has been put on the views of our young people and their role in decision making. We consult with parents/carers at the earliest stage possible to discuss their child's particular needs. We also decide if we need to join in partnership with any other agencies, which may be involved in the pupil's welfare. By working together, we can offer the best possible provision for all children.

“Pupils are confident that they are valued and appreciated. Newcomen Primary School is improving the life chances of its pupils.”

“Teachers adapt the curriculum well to ensure that pupils with special educational needs and/or disabilities achieve well.”

“Pupils who struggle with phonics are identified quickly and given extra support to ensure they keep up.”

Ofsted May 2022

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Special Educational Needs Code of Practice 2015, updated 2024.
- Special Educational Needs and Disability Regulations 2014, updated 2023.
- Statutory Guidance on Supporting Pupils with Medical Conditions at School Dec 2015, updated 2017.
- The Children and Families Act 2014, updated 2023.
- Teachers' Standards 2012, updated 2021.
- The Equality Act 2010, updated 2023.

In March 2023, the Sunak government (2022-2024) published The SEND and Alternative Provision (AP) Improvement Plan which sets out the government's plan to reform its approach to special educational needs and/or disabilities

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(SEND) and alternative provision (AP). Its aim is to improve outcomes for children and young people, improve experiences for families and deliver financial stability.

Special educational needs and Disabilities

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, **or**
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people.

The SEND CoP 2015 (updated 2024) pages 15 & 16

Our School Aims

- To provide a safe environment in which each individual feels valued and safe.
- To ensure that all children are provided with an ambitious, broad, balanced and relevant curriculum and are supported and challenged to reach their full potential.
- To raise self-esteem, develop positive attitudes towards life-long learning and to celebrate success.
- To provide a well-managed and efficient school that actively creates challenge and stimulation to develop enquiring minds.
- To encourage honesty, fairness and a caring respectful attitude towards others and the environment.
- To provide a positive approach to the welfare and guidance of children, promoting spiritual, moral, cultural and social development whilst establishing a close relationship between home, school and the wider community.
- To promote British Values of: Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance of Different Faiths and Beliefs
- Pupils learn about **British values, such as respect and tolerance**. They **live out these values** in their daily interactions. Staff encourage pupils to **'stand tall' and celebrate their uniqueness**. This creates a warm and positive environment where **pupils feel safe** and develop confidence.

Aims and objectives of Newcomen Primary School in relation to SEND provision:

- To enable full access for pupils with SEND in all manageable aspects of the school curriculum and wider school life.
- To identify children with a Special Educational Need and/or Disability early so that intervention can be swift, immediate and effective.
- To create an ethos and educational environment that is person centred and has the views and needs of the child/young person at its heart along with their families/carers.
- To provide equal access to the National Curriculum and to plan for and provide a curriculum which is accessible to the needs of all pupils.

- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND, which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the SEND Code of Practice (2015) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants and/or specialist staff and outside partnerships. ***'Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.'***
- To continue to develop staff awareness and expertise in the area of Special Education Needs and Disability.
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress.
- To clearly identify the roles and responsibilities of school staff in providing an appropriate education for pupils with special educational needs and/or disabilities.
- To assist the governing body in fulfilling their duties regarding provision for pupils with SEND.
- To work within a 'person centred approach' fostering and promoting effective collaboration with children/young people, parents/carers and other agencies.
- To encourage and engage the participation of children/young people and parents/carers in the decision making, planning and review of outcomes, regarding their provision.
- To be proactive in supporting a long-term goal of independence and preparation for adulthood for pupils with SEND.



Newcomen Primary School values the abilities and achievements of all its pupils. At Newcomen all pupils have the same entitlement to the whole school curriculum and we are committed to making this as accessible as possible, irrespective of any special educational need and/or disability. Our goal is to remove barriers to learning and participation. We are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, gender identity, disability, faith, belief, sexual orientation, age or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life. We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all. At Newcomen Primary School we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

In line with the Code of Practice, we recognise that the needs and requirements of our children may fall into at least one of the following four broad areas of need. Many children and young people will have needs that span two or more areas, which will impact on the child's ability to function, learn and succeed.

Broad Areas of Need

Chapter 6, Paragraph 6 of The SEND Code of Practice 2015, updated 2024

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be

because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people

with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Teachers use a wide range of strategies to meet pupil's special educational needs and /or Disability. Assessment for Learning.

Following The Equality Act 2010 it states that education providers must also make 'reasonable adjustments' to ensure that disabled students are not discriminated against. Making reasonable adjustments could include: changes to practices or procedures, changes to physical features, changes to how learners are assessed and providing extra support and aids (such as specialist teachers or equipment).

Relevant information is shared with parents/carers of pupils receiving Special Needs Support or with an Education Health and Care Plan (EHCP). They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

Roles and Responsibilities

At Newcomen Primary School, we are passionate about enthusing our children with a love of learning which is both meaningful and relevant. There is an overwhelming energy and team ethos at the school. The 'Can Do' culture of the school is positive and progressive and our established shared mission statement, Believe Achieve Succeed, is embraced by all. We believe passionately in providing a wonderful education for all children including those with a Special Educational Need and/or Disability.

Headteacher

- Overall responsibility for the policy, planning, implementation and monitoring of Special Educational Need provision across the entire school.
- Representing SEND in all decision making and strategic planning.
- Managing the school budget in such a way that the school is able to fulfil its objectives in SEND.

- Ensuring that practice in dealing with SEND across the school meets the framework set out in the SEND policy.
- Supporting the SENDCo in fulfilling the role to the highest standard.
- Promoting high expectations of all children across the school.
- Monitoring the effectiveness of teaching and learning across the school.
- In cooperation with the SENDCo, producing an annual SEND Information Report, which is made available on the school's website.

Special Educational Needs and Disability Co-ordinator (SENDCo)

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with the Headteacher where a Child in Our Care has a SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents/carers of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupils and parents/carers are informed about options and a smooth transition is planned for children with SEND.
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to making reasonable adjustments and access arrangements.
- Ensuring that the school keeps up to date records of all pupils with SEND.
- Supporting colleagues with writing, implementing and reviewing Individual Support Plans (ISPs).
- Liaising with the headteacher to co-ordinate SEND provision and training.
- Ensure appropriate training is accessed and disseminated to the staff as needs arise.
- Developing, monitoring and evaluating SEND policy, practice and procedures in consultation with the headteacher.
- Co-ordinating annual reviews for children with an EHCP.
- Maintaining a register of children with additional needs.

Class Teachers

- Planning for children with a Special Educational Need and/or Disability within their class group.
- Planning strategies designed to help the child achieve their specific targets.
- Writing, implementing and reviewing Individual Support Plans for children with a Special Educational Need and/or Disability in the class group, recording termly provision and outcomes.
- Liaising with parents/carers to plan for and support the development of the child.
- Liaising with teaching assistants working in the class on a daily basis.

Teaching Assistants

- Assisting in the delivery of the curriculum to children with a Special Educational Need and/or Disability.
- Supporting teachers in the planning, implementation and review of Individual Support Plans to ensure best outcomes for pupils.

Identification and Assessment of Needs in School



The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. At Newcomen Primary School, we assess each pupil's current skills and levels of attainment on entry. Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils.

Where pupils are falling behind or making inadequate progress given their age and starting point, they are given extra keep-up support. The class

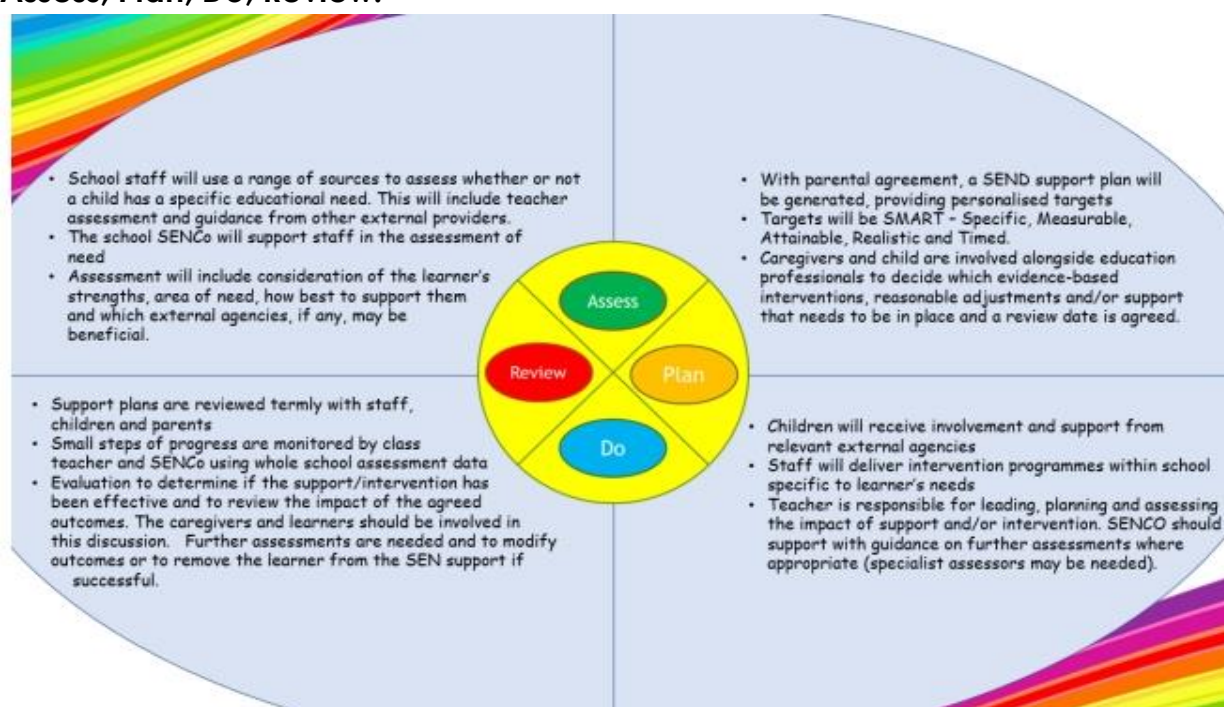
teacher will liaise with the SENDCo to decide on the appropriate type and level of support or intervention needed.

For some pupils, a greater rate of progress can be achieved through extra keep up support and quality-first teaching; for others, more complex support is needed. In these circumstances, the teacher and/or the SENDCo will share their concerns with parents/carers and consult on making a referral to a therapist or other clinician to determine whether the child does have Special Educational Needs and/or a Disability.

SEND Support

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put into place and so remove any barriers to learning. At this point, the pupil will be placed on the school's SEND Register. This support consists of a four-part cycle known as the 'Graduated Approach':

Assess, Plan, Do, Review.



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This cycle enables provision to be refined and revised as the understanding of the needs of the pupil grows.

Strategies to support children with SEND are compiled into an Individual Support Plan (ISP). The ISP sets out short term achievable targets for the pupil, the teaching strategies employed and, if and how, any extra support is going to be deployed. These are shared with the parents/carers and reviewed

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termly; working in partnership with our parents is of utmost importance to school.

Detailed individual assessments of each child and individual situations are carried out at Newcomen Primary School at the earliest opportunity to make an accurate assessment of need. Making provision and reviewing how effective it is in securing progress, can itself, be part of the effective assessment of need, informing the next steps in the graduated approach.

Interventions are judged for their effectiveness for the individual and provide further information about the precise nature of the needs. Any necessary additional or different provision identified by review is provided in a timely manner. Parents/carers are an essential part of this process and their views are greatly valued as are the views of our pupils.

Newcomen Primary School strives to ensure that it is providing high quality teaching and learning. The quality and appropriateness of the overall provision is kept under regular review and its impact on the number of children or young people identified with SEND is monitored.

SEND Support in the Early Years

Newcomen Primary School recognises that the early identification of Special Educational Needs and/or Disability and early intervention is extremely important in the Early Years. Early years practitioners at Newcomen Primary School rigorously monitor and review the progress and development of all children. Practitioners consider a child's progress in communication and language, physical development or personal, social and emotional development – the prime areas of learning and development.

Where progress gives cause for concern, practitioners work in partnership with parents and/or carers to develop a plan to ensure children with SEND receive the right levels of support for their future learning and development. At each stage, parents/carers are engaged with the setting, contributing their insights to assessment and planning. An Individual Support Plan will be devised, intended outcomes are shared with parents/carers and reviewed with them, along with action taken by the setting, at agreed times.

If progression continues to be a source of concern, external agencies will be called upon to assess Foundation Stage children and advise their teachers in line with the rest of the school. Newcomen Primary School has excellent professional relationships with an extensive range of partners.

Home/School Partnership

We recognise that effective partnerships are crucial when providing support for children with a Special Educational Need and/or Disability.

We are proactive in striving for close working relations between school and the parents/carers of all our children. We are proud of the genuine home school partnership we share in which the children are at the heart of all that we do together.

Newcomen Primary School:

- Maintains an open door policy for all our family members.
- Keeps an open dialogue with parents so that they are aware of the progress the child is making, the people who are working with their child and feel confident enough to raise questions in school.
- Regularly communicates reports and information with parents/carers, being aware of any difficulties the parents/carers themselves may have regarding literacy skills or any other potential barriers to effective communication.
- Is flexible in the timing and location of meetings.
- Realises that differences of opinion may occur, and value the opinions of the parents/carers.
- Expressly seeks the permission of the parents/carers before approaching any outside agencies to work with their child.
- Newcomen Primary School is a 'family school' and our Headteacher, Miss K. Pusztai will always endeavour to make time to listen to the views and concerns of all parents/carers.
- The SENDCo, Mrs C.Woods will welcome any issues or questions you may have relating to your child with Special Educational Needs and/or Disability.



Other School Partnership

The Head Teacher (HT) with the designation of National Leader of Education (NLE) has delivered staff training in both primary and secondary schools in many schools across the Tees Valley. She is a member of the DFE Primary Head Teacher Reference Group. She chairs the Local Authority Strategic Education
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Board and sits on the Local Authority Children and Young Person's Partnership Board and the South Tees Safeguarding Children Partnership and the Tees Valley Combined Authority Education Improvement Board (TVCAEIB). We have excellent relationships with our local secondary schools.

Liaising with local secondary feeder schools is also vital. This ensures that transition for children with Special Educational Needs and/or Disability is as smooth as possible. The HT at Newcomen Primary School plays a pivotal role in the system leadership of transition in Redcar and Cleveland.

Other Professional Partnerships

The support of other professionals is essential in providing for children with a Special Educational Need and/or Disability. Newcomen Primary School liaises with a vast number of support services.

Where a pupil continues to make less than expected progress despite high-quality targeted teaching, support and interventions that are matched to the pupil's area of need, the school will consider the involvement of specialists, including those secured by the school itself or from outside agencies. The school will always seek written permission and involve parents/carers in any decision to involve specialists/external agencies.

Requesting a Statutory Assessment for Education, Health and Care Needs.

If despite all the intervention and support laid out in the Individual Support Plan, the child fails to make individual progress, the school may consider requesting an Education, Health and Care needs assessment. For this to take place, the child must continue to demonstrate a significant cause for concern despite receiving the support of school and external agencies.

The local authority has identified funding ranges which encompass the four areas of need as stated in the SEND code of practice: 0-25 years (2015). Cognition and Learning needs, Communication and Interaction needs, Social, Emotional and Mental Health needs and Sensory and/or Physical needs.

The SENDCo should identify the area of need and the range within which the child falls, when considering a request for statutory assessment. The SEND Ranges document is a sound indicator of what level of support the child is receiving and indicates if the child fits the criteria for requesting statutory

assessment. (SEND Ranges: Guidance for Educational Settings (updated 2024-2025))

The decision to initiate an Education, Health and Care needs assessment should be taken in consultation with the school, parents/carers and outside specialists involved with the child through a Referral Planning Meeting (RPM).

When requesting an Education, Health and Care needs assessment, there must be clear evidence of:

- The support put in place by the school at SEND Support.
- The intervention and appropriate reports from specialists.
- The implementation of Individual Support Plans by the school.
- Regular assessment and reviews.
- Attainment measured against age-related expectations.
- The views of the child and the parents/carers.
- Any involvement from welfare or medical services.
- A support plan in place as set out by the LA.
- A costed provision map and timetable of support are included.
- SEND Ranges must be identified.

The application for an Education, Health Care assessment (EHC) will combine information from a variety of sources including:

- Parents/Carers
- Headteacher
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of professionals from Education, Health and Social Care about whether the child is eligible for an EHC assessment. Parents/Carers have the right to appeal against a decision not to initiate a statutory assessment leading to an Education, Health Care Plan (EHCP).

Education Health Care Plans

- If the decision is made at a Referral Panel Meeting (RPM) to request an EHC assessment on behalf of a child, then that process **may** result in the child being issued with an Education Health Care Plan (EHCP). The 'panel' consists of all professionals involved with the pupil to share their

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knowledge and current support. The SENDCo ensures that the parents' carers' and pupil's view forms are shared at the meeting.



- If an EHCP is issued, the 'panel' recommend suitable provision for that child. A decision is made in consultation with all parties and taking account of suitability to meet the child's needs. The school named is responsible for implementing the EHCP within school.
- The class teacher is responsible for delivering the outcomes specified in the Individual Support Plan/EHCP, in collaboration with the SENDCo and using any other resources provided through the EHCP.
- The SENDCo is responsible for co-ordinating all other aspects of the EHCP and for monitoring and evaluating the effectiveness of the EHCP through the Annual EHCP Review.

Storing Information

- SEND Information in school is stored confidentially both electronically and on paper. The electronic data storage is completed in accordance with the General Data Protection Regulation and the Data Protection Act 2018. Additionally, paper storage follows statutory guidance with regards to confidentiality and security.
- Parents/carers are consulted regarding the child's Individual Support Plans every term; they are also sent reports by any outside agency who works with the child. The child's SEND records are an open file which can be viewed at any time by the parents/carers. Simply contact the school office and speak to the SENDCo for this to be arranged.



Inclusion

Newcomen Primary School values the abilities and achievements of all its pupils. At Newcomen all pupils have the same entitlement to the whole school curriculum and we are committed to making this as accessible as possible, irrespective of any special educational need and/or disability. Our goal is to remove barriers to learning and participation. We are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, gender identity, disability, faith, belief, sexual orientation, age or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life. We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all. At Newcomen Primary School we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

See Appendix 1

Admission Arrangements

Pupils with Special Educational Needs and/or Disability who do not have an Education, Health and Care Plan are admitted in line with Redcar & Cleveland LA's admission policy as agreed by the school governors.

Children who do have an Education, Health and Care Plan will be placed in a school considered suitable for their needs by Redcar and Cleveland LA as stated in the EHCP; this is in consultation with the school concerned and parents/carers. A decision is made in the child's best interests and using professional judgement to ensure the child receives the most appropriate provision according to need.



Appendix 1



Single Equality Statement

At Newcomen Primary School we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, gender identity, disability, faith, belief, sexual orientation, age or socio-economic background.

We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

At Newcomen Primary School we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

Our Equality Objectives are:

1. To ensure that all pupils achieve their full potential.
2. To identify barriers to learning and close any gaps in achievement.
3. To promote a deep awareness, understanding and appreciation of the diversity of our local, national and global communities.

We shall achieve these objectives by:

1. Maintaining the highest possible expectations of all pupils. We will realise this ambition by ensuring teaching is consistently of the highest quality, using assessment and feedback to inform planning, and rigorously monitoring progress and standards.
2. Identifying vulnerable groups and individuals and developing teaching and learning that is tailored to individual needs; thus ensuring progress is sustained and achievement gaps can be closed.
3. Identifying and exploiting every opportunity in the curriculum and in all the activities of the school for deepening the appreciation, understanding and respect for diversity.

The role of all the pupils:

- o All pupils of Newcomen Primary School agree that all pupils of all races, backgrounds, nationalities, gender, gender identity, religions and disabilities should be treated equally.
- o All pupils agree to promote tolerance and respect for all pupils within school.
- o All pupils agree to educate all members of the school community on all aspects of equality and tolerance of all.
- o All pupils agree to take positive action against any aspect of discrimination and inequality.

'We believe we are all unique and different; we should treat each other equally with respect and tolerance no matter who we are. We believe we should love ourselves for who we are.'

***Reviewed and agreed by The School Council and Children of
Newcomen Primary School***