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Brockington College Equality Policy

1. Introduction

- 1.1 Brockington College, a Church of England Academy, has at its heart a distinctive Christian ethos. Based on our Christian foundation and values we seek to promote a culture of developing every person and therefore every school policy is written from this perspective, with a commitment to learning and maturing in the context of communal and individual development.
- 1.2 We lay particular stress on the Christian values of compassion, forgiveness, justice, koinonia, learning, perseverance, respect and wisdom for individuals and across the school community.

2. Statement/Principles

- 2.1 The policy outlines the commitment of Embrace Multi Academy Trust and all staff and governors to promote equality. This involves tackling the barriers that could lead to unequal outcomes for identified groups of students, staff, parents/carers, local governors and visitors in the academy, ensuring that there is equality of access and celebrating and valuing the legacy and strengths within the academy.
- 2.2 We believe that equality within our Trust, should filter through all aspects of academy life and is the responsibility of every member of the academy and wider community. Every member of the academy community should feel safe, secure, valued and of equal worth. At our school, equality is a key principle for treating people with dignity and respect irrespective of their age, disability, gender, ethnicity, religious beliefs/faith, sexual orientation or any other recognised protected characteristic under the Equality Act 2010.

3. Context

- 3.1 Brockington College is a dynamic and outstanding 11-16 Church of England academy committed to preparing our students to 'live life to the full'.
- 3.2 Based on our Christian foundation and values we seek to promote a culture of developing every person. We lay particular stress on the Christian values of compassion, forgiveness, justice, koinonia, learning, perseverance, respect and wisdom for individuals and across the school community.
- 3.3 The school has eight key values that are the cornerstones for everything we do in school especially our core purpose of teaching and learning. They also inform the school's spiritual reflection programme. Our values, agreed upon after consultation with students, staff, governors and parents are:
 - **Compassion**
Compassion is about putting yourself in someone else's shoes and experiencing what they experience. This leads to a desire to act to do something. Compassion requires an act of imagination and humility to share in the lives of others.
 - **Forgiveness**
Forgiveness is fundamental in a Christian school. Forgiveness is at the heart of everything we do and it is our aim to keep on forgiving without limit. Forgiveness requires both an acceptance and acknowledgement of what has gone wrong and a genuine desire not to do it again.

- **Justice**

Justice is multi-faceted. It is about giving all people what is right and fair for them to have, such as freedom and dignity. It is about acting out of a concern for what is right and therefore holding people to account. Justice is about creating a community that knows everyone's wellbeing is bound up with that of everyone else, and is not just about a culture, which encourages everyone to insist on their own rights at the expense of others.

- **Koinonia**

Koinonia can often be translated as 'fellowship' or 'partnership'. Koinonia expresses the quality of the relationships within a Christian community, which are like those of a family. Central to any family is interdependence. Everyone is needed, and valued, and important to the whole group. Each member of the family shares the joys and sufferings of the others and everyone depends upon everyone else.

- **Learning**

Learning is at the centre of our school motto and encompasses all of the other school values. It is about being taught, being able to discover and understand. By modelling, teaching and discussing each of the school values, we are enabling ourselves and our students to achieve our vision of 'learning to live life to the full'.

- **Perseverance**

Perseverance is linked to patience and suffering. Perseverance is about developing and building your character by dealing with a range of situations positively and never giving up. It is linked to self-control and a recognition that life is sometimes difficult and painful and it is important not to give up. Perseverance is only possible when there is hope and hope is based on love and faithfulness.

- **Respect**

Respect is central to an effective, democratic society in which the views of all are heard and respected, even if different from our own. By treating all members of our school community with dignity, respect and value, we model the example that Jesus gave us as he lived his life on Earth meeting thousands of people.

- **Wisdom**

Wisdom is insight into the way life works – a proper understanding of the consequences of our thoughts, words and actions. Wisdom is discernment gained through life experience. The opposite of wisdom is foolishness, which is a wrong understanding of life. Foolishness is a lack of recognition of the true value of things and leads to people putting their trust in the wrong things.

4. Monitoring and review

4.1 The responsibility for coordinating the monitoring and evaluation of this policy is the principal, alongside the governing board. They are responsible for:

- providing updates on equalities legislation and the academy's responsibilities in this regard
- working closely with the lead governor responsible for equality and diversity
- supporting positively the evaluation of activities that monitor the impact and success of the policy for different student groups, for example special educational needs and disabilities (SEND), children in care, minority ethnic, including traveler, and English as an additional language (EAL) and those entitled to the pupil premium, in the following recommended areas:
 - students' progress and attainment
 - teaching and learning
 - behaviour, discipline and exclusions
 - attendance and admissions
 - incidents of prejudice related bullying and all forms of bullying
 - parental involvement
 - participation in extra-curricular and extended academy activities
 - staff recruitment and retention
 - visits and visitors.

5. Policy commitments/objectives

5.1 Promoting equality: curriculum

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To achieve this, we will ensure:

- curriculum planning reflects a commitment to equality
- the curriculum prepares students for life in a diverse society and uses opportunities to reflect the background and experience of students and families in the academy
- there will be opportunities in the curriculum to explore concepts and issues related to identity and equality
- the promotion of attitudes and values that challenge discriminatory behaviour and language
- the use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles.

5.2 Promoting equality: achievement

There is a consistently high expectation of all students regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- adults in the academy will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity
- it is important to identify the particular needs of individuals and groups within the academy and to use targeted interventions to narrow gaps in achievement
- it is important to place a high priority on the provisions for special educational needs, disability and disadvantage
- a range of teaching methods should be used throughout the academy to ensure that effective learning takes place at all stages for all students and that to promote student engagement, students are encouraged to be actively involved in their own learning.

5.3 Promoting equality: ethos and culture

- At our school, we are aware that those involved in leadership of the academy community are instrumental in demonstrating mutual respect between all members of the academy community.
- There should be a feeling of openness and tolerance that welcomes everyone to the academy.
- The students are encouraged to greet visitors to the academy with respect.
- The displays around the academy will be of a high quality and reflect diversity across all aspects of equality.
- Reasonable adjustments will be made to ensure access for students and visitors (including parents/carers) with disabilities, wherever possible.
- Provision is made for the cultural, social, moral and spiritual needs of all students through the planning of worship, classroom based and off-site activities.
- Students are given an effective voice, for example through a school council and through student surveys, which regularly seek their views.
- Positive role models are used throughout the academy to ensure that different groups of students can see themselves reflected in the academy community.

5.4 Promoting equality: staff recruitment and professional development

- All posts are advertised formally and open to the widest pool of applicants.
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination, linked to safeguarding and safer recruitment practices and ensure good equality practice through the recruitment and selection process.
- Access to opportunities for professional development is monitored on equality grounds;
- All supply staff and contractors are made aware of equalities policy and practice.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

5.5 Promoting equality: countering and challenging harassment and bullying

- The academy counters and challenges all types of discriminatory behaviour and this is made clear to staff, students, parents and governors.
- An anti-bullying week will be held annually in November to inform and challenge discriminatory behaviour throughout the academy. A diversity week will also be held annually.
- The academy has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording, reporting and monitoring incidents (principal).

- The academy reports to the governing board (termly) and the board of trustees (annually) the number of prejudice related incidents recorded in the academy.
- 5.6 Promoting equality: Partnerships with parents/carers and the wider community.
Our school aims to work in partnership with parents/carers. We:
- take action to ensure parents/carers from all backgrounds are encouraged to participate in the full life of the academy
 - ensure that there are good channels of communication to ensure parents' / carers' views are captured and acted upon
 - encourage members of the local community to join in academy activities and celebrations
 - ensure that parents/carers of newly arrived students e.g. EAL, traveller or students with disabilities are made to feel welcome.
- 5.6.1 In October 2010, the Equality Act came in force and introduced the term 'protected characteristic' to refer to aspects of a person's identity explicitly protected from discrimination. Nine are identified:
- race
 - disability
 - gender
 - age
 - sexual orientation
 - religion and belief
 - gender reassignment
 - pregnancy and maternity
 - marriage and civil partnership.

6. Roles and responsibilities

- 6.1 The governing board has a responsibility for ensuring that:
- the academy complies with all equality's legislation relevant to the academy community
 - the academy's equality policy is maintained and updated regularly; and that equality objectives are easily identifiable
 - the actions, procedures and strategies related to the policy are implemented
 - the named equalities governor will have an overview, on behalf of the governing board, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.
- 6.2 The principal and senior leadership team have a responsibility for:
- in partnership with the governing committee, providing leadership and vision in respect of equality
 - overseeing the implementation of the equality policy and action plan
 - coordinating activities related to equality and evaluating impact
 - ensuring that all who enter the academy are aware of, and comply with, the equalities legislation
 - ensuring that all staff are aware of their responsibilities and are given relevant training and support
 - taking appropriate action in response to diversity incidents, discrimination against persons with a disability and sexual harassment and discrimination.
- 6.3 All academy staff have responsibility for:
- the implementation of the academy's equalities policy and action plans
 - dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping
 - ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other equality protected characteristics under the Equality Act 2010
 - keeping up-to-date with equalities legislation by attending training events organised by the academy trust or recognised training provider.
- 6.4 Measuring the impact of the policy
The Equalities Policy and all other relevant policies will be evaluated and monitored for their equality impact on students, staff, parents and carers from different groups that make up our academy. As part of the action plan a timeline will be published to enable equality analysis (equality impact

assessment) to be undertaken at the appropriate time. The main findings from the equality impact assessments will be published for the academy community and used to make improvements.

7. Fostering good relations

- 7.1 The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:
- promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RS, citizenship and personal, social, health and economic (PSHCE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English students will be introduced to literature from a range of cultures
 - dealing with relevant issues through assemblies and our programme of spiritual reflection; students will be encouraged to take a lead in such assemblies
 - working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
 - encouraging and implementing initiatives to deal with tensions between different groups of students within the school. All students are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
 - we have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

8. Equality considerations in decision-making

- 8.1 The school ensures it has due regard to equality considerations whenever significant decisions are made. Under the Equality Act 2010, we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.
- 8.2 The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:
- cuts across any religious holidays
 - is accessible to students with disabilities
 - has equivalent facilities for boys and girls.

9. Equality objectives

- 9.1 All schools within Embrace Multi Academy Trust have agreed to focus upon the following objectives from 2020 to 2024. The school Equality Action Plan supports our work on equality.
- 9.1.1 **Objective 1**
Actively close gaps in attainment and achievement between all groups of students; especially students eligible for free-school meals, students with special educational needs and disabilities, looked after children, students from minority ethnic groups and across genders.
- 9.1.2 **Objective 2**
Promotion of cultural understanding, awareness and respect of different religious beliefs between different ethnic groups within our school communities and thus continue to reduce the number of all prejudice-based incidents.
- 9.1.3 **Objective 3**
Strive to ensure high attendance of all disadvantaged students to diminish gaps between the attendance of disadvantaged children and other students.
- 9.1.4 **Objective 4**
Ensure fair access to the curriculum offer for those with differing abilities, including access to appropriate pathways, and through promoting inclusive approaches to teaching and learning.

9.1.5 Objective 5

Endeavour to ensure that governance and the staff body and representation of staff in leadership roles is reflective of the local community.

9.1.6 Objective 6

Continue to provide opportunities for all parents/carers to participate in the life of the schools.

10. Links with other policies

10.1 This document links to all school policies as we show 'due regard' for [The Public Sector Equality Duty](#) (PSED) when we review school policies.

10.2 We will carefully consider and analyse the impact of our policies on equality and the possible implications for students with protected characteristics, as part of our commitment to meet the PSED requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

10.3 The potential impact on equality is particularly important in relation to policies such as:

- Accessibility Plan
- Risk Assessments
- Special Educational Needs and Disabilities
- Behaviour Routines and Standards Policy
- Anti-Bullying
- Educational Visits
- Exam Equalities
- School Uniform
- Staff Recruitment and Selection Policy
- Teaching and Support Staff Pay.

Appendix 1 Equality Objectives Action Plan

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of protected characteristics. For schools, this means that it is unlawful to discriminate against students or treat them less favourably because of their gender; race; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

The Equality Act says that schools and other public bodies must:

- encourage good relations and ensure everyone has equality of opportunity.
- eliminate unlawful discrimination, harassment and victimisation.
- help make sure everyone has an equal chance to make the most of their lives and talents.

In line with our duties under the Equality Act, we assess our existing practices in relation to equality and consider objectives to help us improve further.

All schools within Embrace Multi Academy Trust have agreed to focus upon the following objectives from 2020 to 2024:

Objective 1

Actively close gaps in attainment and achievement between all groups of students; especially students eligible for free-school meals, students with special educational needs and disabilities, looked after children, students from minority ethnic groups and across genders.

Objective 2

Promotion of cultural understanding, awareness and respect of different religious beliefs between different ethnic groups within our school communities and thus continue to reduce the number of all prejudice-based incidents.

Objective 3

Strive to ensure high attendance of all disadvantaged students to diminish gaps between the attendance of disadvantaged children and other students.

Objective 4

Ensure fair access to the curriculum offer for those with differing abilities, including access to appropriate pathways, and through promoting inclusive approaches to teaching and learning.

Objective 5

Endeavour to ensure that governance and the staff body and representation of staff in leadership roles is reflective of the local community.

Objective 6

Continue to provide opportunities for all parents / carers to participate in the life of the schools.

**Appendix 2
Brockington College Equality Action Plan 2023-2024**

Priority	Responsible person	Action	Resource	Timescale	Success criteria
All school policies show 'due regard' for The Public Sector Equality Duty (PSED)	Principal Governors Welfare Committee	Review of school policies will include analysis of the impact of the policy on equality and the possible implications for students with protected characteristics	Meeting time	On-going	Policies have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations

Accessibility: See Accessibility Plan

Priority	Responsible person	Action	Resource	Timescale	Success criteria
Ensure new block takes into account access for students with disabilities / mobility issues	Premises - IRM	Installation and maintenance of EVAC chairs with rolling programme of staff training for usage Clear signage Improved access investigated for students with disability / mobility issues	To be assessed as required Training costs Maintenance costs Lift and upstairs accessible toilets	Completed Completed November 2023	Building is an inclusive environment for all Fully working lift and upstairs accessible toilet installed and opened Nov 23
Adaptations to current building to take into account needs of students with disabilities/ mobility issues	Premises - IRM	Lighting reviewed	On-going Installation of LED lighting and new emergency lighting	On-going To complete remainder of LED lighting upgrade by July 2024	Zero accidents Installation of majority of LED lighting across site. Emergency lighting all renewed by July 2023
Doors and windows clearly marked	Premises - IRM	Windows marked	Visibility stickers where required	Replacements as needed	Zero accidents

Objective 1

Actively close gaps in attainment and achievement between all groups of students; especially students eligible for free-school meals, students with special educational needs and disabilities, looked after children, students from minority ethnic groups and across genders.

School improvement plan key objectives

1.5 Through the continued development of teaching strategies and allied intervention to secure rapid progress for key underachieving groups including disadvantaged and SEN students and/or those with high prior attainment.

2.1 To develop and implement a new Pupil Premium strategy to apply PP funding to its greatest effect.

2.3 To develop the wider use of the NTP resources to ensure greater progress and achievement.

2.4, To develop the use of the SGI tuition programme within the school to improve progress for those furthest behind.

2.5 To develop a targeted intervention programme at KS4 across subject areas to tackle low achievement.

2.6 To develop a mentoring programme to target underachievement and low aspiration/confidence.

Priority	Responsible person	Action	Resource	Timescale	Success criteria
Data analysis identifies progress and attainment issues with regards to students of different ethnicity	PGM	<p>Actions and interventions used to ensure students achieve</p> <p>SLT / MLs hold RAG meetings to analyse and action plan where gaps in achievement are identified</p> <p>High level of staff awareness with regards to student groups</p>	<p>Small group intervention (PP funding)</p> <p>COVID recovery fund</p>	Assessment points rolling programme of robust data analysis	<p>Gaps in achievement and progress identified and addressed</p> <p>Progress of year 11 students is closely monitored and intervention is regularly evaluated so that all students are able to make rapid progress</p>
Data analysis identifies progress and attainment issues with regards to disadvantaged students	JCB / VCC	<p>Pupil Premium action plan addresses needs and drives student progress and achievement</p> <p>Disadvantaged first strategy embedded with staff within the classroom</p>	See Pupil Premium Action Plan	Assessment points rolling programme of robust data analysis	<p>Gaps between disadvantaged students and other students are closed</p> <p>Progress of year 11 students is closely monitored and intervention is regularly evaluated so that all students are able to make rapid progress</p>
Data analysis identifies progress and attainment issues with regards to students with special needs	SENCO	<p>SEND action plan addresses needs and drives student progress and achievement</p> <p>ALL interventions are high quality, focused and needs-led</p>	See SEND action plan and provision plan	Assessment points rolling programme of robust data analysis	<p>Gaps between students with special needs and disabilities and other students are closed</p> <p>All Pupil Premium funded interventions show impact</p>
Data analysis identifies progress and attainment issues with regards to looked after students	Designated teacher (DT) for looked after children (LAC)	DT focus is on addressing students' needs and academic achievement with bespoke targeting through LAC review and PEPs	Pupil Premium plus resources allocated to meet individual needs meeting time	<p>Assessment points rolling programme of robust data analysis</p> <p>Termly PEPs are prioritised</p>	Gaps between looked after students and other students are closed

Objective 2

Promotion of cultural understanding, awareness and respect of different religious beliefs between different ethnic groups within our school communities and thus continue to reduce the number of all prejudice-based incidents.

Priority	Responsible person	Action	Resource	Timescale	Success criteria
All students study RS / GCSE RS	ML RS	GCSE focus on Christianity and Buddhism and respect for	RS resources	On-going	Students' attitude to learning grades show positive response

		different beliefs			Records show low and reducing numbers of racist incidents
RESPECT agenda is key to supporting student attitudes to others and fostering good relationships	SLT / SJH	PSHCE programme has focus on diversity, respect and tolerance Spiritual reflection / assemblies promote diversity, respect and tolerance	On-line resources Curriculum resources	Curriculum reviews undertaken in line with DfE guidance / current affairs	Records show low and reducing numbers of bullying and racist incidents
High priority is given to seeking student voice views / perceptions of race and racism at Brockington	Principal Pastoral team	Discussion conducted and results analysed, reported and action taken as needed	Questions agreed	Annual	Students share concerns and solutions identified
Raise awareness of diversity issues in PSHCE, spiritual reflection and assemblies	PSHCE lead / SLT link EH / JCB	Ensure there are related assembly themes, modules on diversity and work on celebrating individuals Anti-bullying work and assemblies	As required	On-going	Fund raising initiatives are successful Increased awareness shown in low and reducing numbers of bullying and racist incidents
Reduce numbers of racist incidents	SJH Pastoral Team	Increased awareness of issues through all aspects of school life SIAMS agenda	As required	On-going focus	Low number of incidents recorded
Raise staff awareness of PREVENT agenda	SLL	Safeguarding briefings and staff training Staff quizzes and scenarios	Leicestershire safeguarding board materials	Annual staff INSET, August, and as part of induction package for new staff	PREVENT concerns reported and actions taken

Objective 3

Strive to ensure high attendance of all disadvantaged students to diminish gaps between the attendance of disadvantaged children and other students.

School improvement plan key objective

2.8 To ensure that persistent absentees are identified and bespoke strategies implemented to improve attendance.

Priority	Responsible person	Action	Resource	Timescale	Success criteria
Revise school healthcare systems and protocols in light of Covid risk assessments	JEM School Health and Wellbeing Coordinator and first	Brockington College guidance for first aiders reviewed in light of changing pupil needs and Covid	School Health and Wellbeing Coordinator time Line	2021-22 on-going	Students' medical needs met Student attendance monitored with individual attendance plans in place leading to improved

and DFE guidance	aiders Attendance Officer	Individual Health Care plans (IHCPs) support vulnerable / high risk students' medical needs Risk assessments in place for students on bespoke timetables and with very low attendance	management meetings / discussions with health care professionals Attendance review meetings and home visits as needed		attendance Attendance targets met see SIP Reduced numbers of students with very low attendance
SEND provision supports student attendance	SENCO	Nurture group timetabling supports student attendance School works closely with inclusion hub / Attendance Officer / inclusion services / SENA to support student attendance	HLTA / TA timetabled High quality curriculum resources	On-going – needs driven	Students in nurture group attend allocated sessions with increasing attendance

Objective 4

Ensure fair access to the curriculum offer for those with differing abilities, including access to appropriate pathways, and through promoting inclusive approaches to teaching and learning.

School improvement plan key objectives

1:5 Through the continued development of teaching strategies and allied intervention to secure rapid progress for key underachieving groups including disadvantaged and SEN students and/or those with high prior attainment.

1:4 To continue to develop students' ability to think deeply about their learning through cognitive (short term, long term and collective memory) techniques and interleaved approaches.

2.4 To develop the use of the SGI tuition programme within the school to improve progress for those furthest behind.

2.5 To develop a targeted intervention programme at KS4 across subject areas to tackle low achievement.

2.6 To develop a mentoring programme to target underachievement and low aspiration/confidence.

3.6 To expand the careers programme into KS3 to improve aspiration.

Priority	Responsible person	Action	Resource	Timescale	Success criteria
Staff delivery of curriculum promotes inclusive approaches	SENCO MLs	CPD / work of MLs leads to increased staff awareness of their responsibility to make 'reasonable adjustments' for students with differing needs / abilities	Allocated staff training time School Additional Needs Record, one-page profiles and school	Annual CPD programme Annual review with regular updates of students' needs	Student gaps in achievement are closed

			dictionary of needs		
Staff supported to make use of metacognitive techniques and interleaved approaches	MLs	CPD / work in curriculum areas help to embed metacognitive techniques and interleaved approaches in curriculum plans	Allocated staff training time Curriculum review time	On-going	Students gaps in achievement are closed
ALL students supported to access appropriate pathways	Principal LMM	Development of improved programme of careers education across all key stages Gatsby benchmarks support work across school and inclusive practice	Careers advisor in place PS16 in use by students and staff	On-going	No or few NEET students

Objective 5

Endeavour to ensure that governance and the staff body and representation of staff in leadership roles is reflective of the local community.

Priority	Responsible person	Action	Resource	Timescale	Success criteria
Staff body and governors reflect diversity	JEM	Staff recruitment and retention is monitored with issues addressed	Operations Manager time	On-going	Staffing and governors reflect the local community

Objective 6

Continue to provide opportunities for all parents/carers to participate in the life of the school.

Priority	Responsible person	Action	Resource	Timescale	Success criteria
Consultation evenings are conducted online	IT	Staff training undertaken	Allocated staff training time	Ongoing	Stakeholder feedback is positive and anomalies are investigated and addressed
Online questionnaire	SEB	Feedback show positive feedback Parent questionnaires	Allocated time for provision review and analysis		
Stakeholders meetings as part of provision review	SLL	SEND provision review SEND coffee mornings Parent Forum meetings			