

SEND policy summary

BA MAT is committed to ensuring that ALL pupils in our schools, regardless of needs or challenges, have the chance to thrive and that they are supported to allow them to meet their full potential. Our schools provide an inclusive environment, where provision is tailored to the needs of the pupils, no matter how varied. We ensure that pupils who have SEND are fully included in all aspects of school life.

Definitions

SEN definition for a learning difficulty of disability is “where a child has a significantly greater difficulty in learning than most of the others of the same age, or a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in the mainstream school”

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities.

Areas of need

There are 4 broad areas that pupils can be grouped into – pupils may have needs which are across more than 1 area and their needs may change over time. See page 5

Roles and responsibilities

- Mainstream school SENCo – see page 6
- Trust Board – see page 6
- SEND local Governor – see page 7
- Heads – see page 7
- Class teachers – see page 8
- Parents and carers – see page 8
- Pupils – see page 8

In school documents

All schools publish a SEND Information report on their website which sets out how this policy is implemented and support for parents. The schools also publish a Core Offer which sets out the offer for all pupils, including those with SEND.

Approach to SEN support in mainstream schools

- How pupils are identified and how we assess their needs – see page 9. Slow progress and low prior attainment does not automatically mean a pupil is SEN.
- How the school consult with and involve pupils and parents – see page 10

The graduated approach to SEN support – see page 10

Barriers to learning are removed through successive rounds of the 4 part graduated approach cycle – Assess, Plan, Do, Review.

All staff who work with a specific pupil will be made aware of their needs, the outcomes being sought, the support provided and any teaching strategies or approaches that are needed in the form of an Individual Learning Plan (ILP). The class teacher is expected to hold responsibility for all children in their class and to ensure that they continue to teach the child, and work closely with the wider team involved with the child.

In the mainstream schools, the SENCo will support the teacher further in problem solving and advising how to implement support effectively. The ILP will be reviewed through the year and the parents/carers will be able to meet with class teachers and/or SENCo.

Levels of support – see page 11

- **Mainstream schools: school based SEN support** – pupils will be placed on the school SEND register. These pupils have needs which will be met by the school through the graduated approach. Where the needs cannot be met in school, external support will be sought as soon as possible. Provision for these pupils is funded through the schools notional SEND budget.
- **EHCP** – pupils who need more support than the school based provision may be entitled to an EHCP which is a legal document which describes the needs of the pupil, the provision which will be put in place and the outcomes sought. All pupils at Aspire have an EHCP. Provision for these pupils in the mainstream schools is from the

notional SEND budget, and for some pupils with High Needs Funding from Kent LA. This does not mean that the school receives any additional funding for staffing nor does it mean that the child is entitled to a 1:1

- At Aspire, pupils are funded by the local authority and may also receive additional funding from the LA for 1:1 support

Evaluating the effectiveness of SEN provision

For the range of evaluation methods, see page 11. This includes reviewing ILP targets, using pupil voice, SENCo monitoring, School Improvement Team monitoring, review of evidence by Heads, SENCo, subject leaders and School Improvement Team, annual reviews of EHCP, getting pupil feedback from children and their parents and work by the Pathway Leaders at Aspire.

CPD

Training will be regularly provided to teaching and support staff – this may be internal training, via local specialist teachers through MIDAS training, or online training through portals such as National College. The Heads, School Improvement Team, TA Lead and SENCos continue to monitor the staff in the schools and what support and training may be needed and this is added to the training plans. The impact of the training is then reviewed via learning walks and lesson visits throughout the term.

Admission and accessibility arrangements

Policies for both can be found on the Trust/school SharePoint sites and the websites.

Policy Document for: Trust SEND policy

Approved: 5th December 2024

Due for Review: October 2025

Additions/amendments in this version

	<i>New Trust level policy 2024</i>
--	------------------------------------

Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure the mainstream schools in our Trust fully implement national legislation and guidance regarding pupils with SEND
- Set out how our Trust will, across all of our schools:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils in the mainstream schools with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND.
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Make sure the SEND policy is understood and implemented consistently by all staff, including any specific differences in each of our schools

Vision and values

At all the schools in our Trust, we will provide all pupils with access to a broad and balanced curriculum. Part of our Trust vision is that Bourne Alliance MAT is known for its diverse, broad and balanced curriculum which meets the individual needs for all children. The curriculum offers enhanced opportunities for children to excel within an inclusive culture preparing them for their next phase of education, academically, socially and emotionally. Aspire school are a specialist provision within the Trust who only have children with EHCP on role.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs of pupils, no matter how varied.

Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out schools' duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out schools' responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes those with a disability) and those who don't share it
- The [Governance Handbook](#), which sets out Governor & Trustee responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out schools' obligation to admit all pupils whose education, health and care (EHC) plan names the school, and their duty not to disadvantage unfairly children with a disability or with special education needs

Inclusion and equal opportunities

In our Trust we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum, and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Definitions

Special educational needs

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of the same age by mainstream schools.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities.

All schools in our Trust will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

Roles and responsibilities

Mainstream schools: SENCo

The SENCO of each mainstream school in the Trust will:

- Liaise with class teachers to inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Inform parents when their child's school is making special educational provision for the child
- Work with the Head and SEND local Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution, in a timely manner
- Work with the Head and governing board to make sure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date records of the provision made for pupils with SEND
 - Make sure the school keeps its records of all pupils with SEND up to date and accurate
 - With the Head, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
 - With the Head, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- Apply to the LA when a pupil needs an EHC needs assessment and support parents (if required) should an EHC plan early annual review be needed.
- With the Head and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- Determine their approach to using their resources to support the progress of pupils with SEND

Trust Board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Ensure that the schools do all they can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Make sure that arrangements are in place in schools to support any pupils with medical conditions
- Ensure that the schools provide access to a broad and balanced curriculum
- Publish information on each school's website about how the schools are implementing their SEND policy, in a SEN information report
- Ensure that the schools publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the schools' accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for each school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out

The SEND local Governor

The Trust's SEND Trustee is Zoe Silvester and she is part of the Local Governing Body. She holds special school experience and is a Special School senior leader.

The SEND local governor will:

- Help to raise awareness of SEND issues at meetings
- Monitor the quality and effectiveness of SEND provision within the schools and update the board on this
- Work with the Head and SENCO to support the strategic development of the SEND policy and provision in the mainstream schools
- Meet with and work closely with the Head of Aspire Special School to support the strategic development of provision in the school

The Heads

The Heads will:

- Work with the SENCO and SEND local governor to review and update the strategic development of the SEND policy and provision within the school
- Work with the SENCO and Trust to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND in their school, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

At Aspire school, the class teachers hold additional responsibilities – see their SEND policy for more information

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development. Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress as well as opportunities to discuss the progress of their child against their Individual Learning Plan at parent consultation sessions

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The pupil

Where appropriate. The pupils will be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

SEN information report

Every school in the Trust publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

Core Offer

Each school publishes a core offer which sets out the offer for all pupils, including those with SEND. This is published on the school websites.

Our approach to SEND support

Mainstream schools: Identifying pupils with SEND and assessing their needs

Staff will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. They will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated high-quality teaching. If progress does not improve the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, school staff will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. They will use this to determine the support that is needed and whether the school can provide it by adapting its core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure it gets relevant information before the pupil starts at the school, so support can be put in place as early as possible.

Mainstream schools: consulting and involving pupils and parents

Our schools will put the pupil and their parents at the heart of all decisions made about special educational provision. Each school holds a SEND Information report which sets out the provision and all information parents and carers need to know about SEND in the school.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record. We will formally notify parents when it is decided that a pupil will receive special educational provision.

The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher (and the SENCO in the mainstream schools) will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher (and the SENCO in the mainstream schools) will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on Arbor and will be made accessible to staff in an Individual Learning Plan (ILP). At Aspire, or where pupils have EHCP targets, these will be used to inform the small steps of progress which will be on the ILP.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class teacher (such as speech and language support), they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

In the mainstream schools, the SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO in the mainstream schools will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

Levels of support

Mainstream schools: School-based SEN support

Pupils receiving SEN support will be placed on the SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant). This does not mean that the school receives any additional funding for staffing nor does it mean that the child is entitled to a 1:1

On the census these pupils will be marked with the code E.

At Aspire, only pupils with an EHCP are on roll. They are funded separately by the local authority and may also receive additional funding for 1:1 support.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using ILP targets
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil voice
- Mainstream schools: Monitoring by the SENCo
- School Improvement Team lesson walks with SENCo/Heads looking at SEND provision
- Reviews of evidence by School Improvement Team/Subject leaders/SENCo/Heads
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents
- Aspire: numbers of pupils accessing mainstream statutory assessment, review of pathways by Pathway Leaders and Head/AHT, monitoring by subject leaders of progress and provision in each pathway

Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Heads, School Improvement Team, TA Lead and the SENCOs will continuously monitor to identify any staff in their school who have specific training needs and will incorporate this into the school's plan for continuous professional development. The impact of the training is then reviewed via learning walks and lesson visits throughout each term.

Links with external professional agencies

The Trust recognises that we won't be able to meet all the needs of every pupil. Whenever necessary our schools will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

The Trust also uses support from Aspire school and our Trust Trauma & Attachment teacher within the Trust.

Admission and accessibility arrangements

- See the admissions arrangements for each mainstream school available on the school websites
- See the accessibility plan for each school available on the school websites

Complaints about SEND provision

See the schools SEND information reports for information about how parents and carers can make a complaint about SEND provision.

Monitoring and evaluation arrangements

Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in this policy. We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND and the impact of training given to staff as seen through lesson visits, staff voice and monitoring plans
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community as part of feedback in Community/school council and through pupil voice with small groups of pupils
- Comments and feedback from pupils and their parents

Monitoring the policy

This policy will be reviewed by the Deputy CEO, Heads and Trust Board **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the board of Trustees.

Equal Opportunities

At BA MAT we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership 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 stereotypes and by creating an environment that champions respect for all. We believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

Impact assessment

An initial impact assessment has been carried out for this policy and is graded as follows:

A	Positive impact is explicitly intended and very likely
B	An adverse impact is unlikely, and on the contrary the policy has the clear potential to have a positive impact by reducing and removing barriers and inequalities that currently exist
C	An adverse impact is unlikely. On the contrary there is potential to reduce barriers and inequalities that currently exist. There is insufficient evidence, however, for this assessment to be made with as much confidence as is desirable
D	Adverse impact is unlikely, but positive impact is also unlikely
E	Adverse impact is probable or certain, since certain groups will be disadvantaged, either proportionately or absolutely, or both. Remedial action is therefore necessary