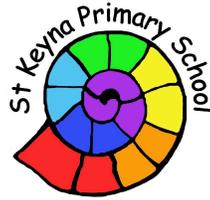


Ratified: October 2024
Ratified by: FGB
Review Due: October 2026
Statutory: N
Website: N
Lead Person(s): GMB



ST KEYNA PRIMARY SCHOOL

Inclusion and Accessibility Policy

Rationale

St Keyna Primary School is fully committed to promoting inclusion of all children and of all members of the school community. We value the individuality of each child and, by taking account of the diversity of life experiences and needs, work towards giving all our pupils the best opportunities to achieve the highest of standards.

This policy is intended to ensure that St Keyna Primary School promotes the success and individuality of all pupils, irrespective of religion, ethnicity, age, gender, sexuality, disability (learning or physical) or social background.

Target Groups for this Policy

Inclusion applies to the whole school community, incorporating children, parents / carers, all staff, visitors, governors and friends of the school. It includes:

- individuals with special educational needs – which may be learning, behavioural, health (including mental health), physical, emotional, or social
- all genders, including transgender children and adults
- minority ethnic and faith groups
- those for whom English is an additional language
- able, gifted and talented individuals
- children at risk of disaffection and exclusion
- travellers
- asylum seekers
- children in care
- individuals with disabilities
- people of all races
- lesbian, gay and bisexual individuals
- people of different ages

Aims

We aim to:

- include all pupils in all aspects of school life and to give all pupils a voice
- remove the barriers to learning and participation that hinder or exclude individuals or groups of pupils

- provide measures, strategies or interventions that ensure children are mentally and emotionally healthy
- work together with parents / carers and involve them in their children's education
- provide a safe and secure environment to enable all learners to achieve their potential and make good progress
- support children of all abilities to achieve a good level of personal and social development and help them understand what constitutes bullying and to develop strategies for dealing with it
- provide an environment where all pupils, regardless of physical disability, can access the social and educational aspects of school
- encourage and support inclusive learning with regard to gender, sexuality, culture, academic, social, behavioural and emotional needs
- ensure pupils with English as an Additional Language (EAL) or from Minority Ethnic Groups (MEG) have equal opportunities to achieve and reach their potential
- involve children in decisions about their future role in school
- encourage positive behaviour in the school community, which shows respect for others
- enable our pupils to become confident to deal positively with life changes and challenges
- provide all our children with the preparatory life skills to enable independent living and economic well-being
- help our children recognise their own and each other's unique character, abilities and contribution

Roles and Responsibilities

Every member of the school staff and Governing Body has an important influence on the education and welfare of our pupils and has a responsibility to promote inclusion.

The Headteacher and Governors bear the responsibility of ensuring that inclusion takes place at all levels and that the Inclusion Policy is applied at all times.

The Inclusion Lead with a role that oversees Special Educational Needs (SEN), Gifted and Talented, Behaviour (EBD) and English as an Additional Language (EAL) and Minority Ethnic Groups (MEG), works with all staff to:

- agree and implement the Inclusion Policy
- agree and implement the SEN, EAL, Gifted and Talented and Behaviour policies
- support staff development
- support staff to respond to children's diversity and learning needs
- liaise with other agencies and parents / carers
- keep appropriate records
- assist staff in planning for inclusion.

It is the class teacher's responsibility, in conjunction with the Inclusion Lead and Senior Leadership Team, to ensure that the needs of all children are met through thoughtful planning, good teaching and good role modelling of attitudes and behaviour and effective deployment of teaching assistants in the classroom.

Accessibility

St Keyna Primary School takes seriously its obligation to provide a physical environment that is accessible and facilitates ease of use for those with physical disabilities. Wherever possible, accessibility is enabled through the provision of ramps, facilities on one level and properly designed and equipped accessible toilets. The school buildings are fully in line with government legislation on accessibility.

All reasonable steps are taken to ensure that children with disabilities are not placed at a substantial disadvantage compared to non-disabled children. We are committed to providing an environment that, within its resources, allows all children full access to all areas of learning.

Teachers ensure that the work set for children with Special Education Needs and/or Disabilities:

- takes account of their pace of learning and the equipment they use
- takes account of the effort and concentration needed in oral work or when using, equipment such as vision and hearing aids
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
- allows opportunities for them to take part in educational visits and other activities linked to their studies
- includes approaches that allow, for example, hearing impaired children to learn about sound in Science and Music, and visually impaired children to learn about light in Science, and also to use visual resources and images both in art and design and in design and technology
- uses assessment techniques that reflect their individual needs and abilities
- offers tailored support and appropriate intervention programmes to children with other disabilities/needs

Identification, Assessment and Record Keeping

- **Identification:** Class teachers meet informally and formally (at least 3 times a year) with the Senior Leadership Team, including the Inclusion Lead, to discuss the needs and progress of pupils in their care. Needs are identified through ongoing classroom assessment and formal assessments, teacher assessment and records, use of the class behaviour log, observations and shared concerns.
- **Assessment of Needs:** This process is generally initiated by the class teacher in consultation with the Inclusion Lead. A pupil's progress is monitored and assessed through a regular cycle of assessment, planning, doing and reviewing. Information from parents is sought and other agencies may be consulted. Other agencies may also be requested to carry out formal assessments.
- **Record keeping:** The school keeps a register, known as the Inclusion Register, of children needing Special Educational Needs (SEN) Support, as well as monitoring the progress of these children and other vulnerable groups. With the support of the Inclusion Lead, class teachers complete all relevant paperwork such as pupil inclusion plans (PIP), personal learning plans (PLP) and one page profiles (1PP) to ensure children's needs are being met as set out in the SEN Code of Practice (2014). The Inclusion Lead, as SENCo, is responsible for completing paperwork required for statutory assessment and the annual review of Education, Health and Care Plans (EHCP). Records of

achievement, attainment and progress are kept on all pupils and are used to inform decisions about need, provision and future learning. All records are confidential and are only accessible to appropriate professionals and parents.

- **Monitoring Progress:** Pupil progress is tracked in a number of ways: PLP reviews (at least 3 times a year); annual reviews of EHCPs; agreed classroom assessment procedures; Pupil Progress Reviews and the completion and review of Pupil Inclusion Plans; the school's tracking and monitoring data (Target Tracker); termly review of EAL stages and close liaison with outside agencies working with individual pupils.
- **Success Criteria:** The success of pupils is measured by achievement of PLP and individual targets, progress through p-levels and against National Curriculum Age Related Statements, greater independence and a reduction in support needed to continue to progress, and achievement against SATs targets.
- **Measuring Impact:** the impact of interventions put in place to support children with SEN, and other vulnerable groups, is measured through PLP reviews, Pupil Progress reviews and other appropriate measures.

The school's Assessment Policy sets out the school's assessment procedures in detail.

Teaching and Learning

Class teachers plan for the needs of different individuals and / or groups of children in their classes to ensure that all children are able to make at least expected progress and to access learning experiences appropriate to their level and need. Children whose attainment is falling below expected levels are supported to succeed and to learn, and to be challenged in their learning through the provision of suitably differentiated work that is appropriate to their learning style and needs. Children whose attainment exceeds expected levels of attainment will be provided with a challenge that extends and deepens their learning.

Teachers and all staff work to ensure that all children:

- Feel secure and know that their contributions are valued
- Appreciate and value the differences in themselves and others
- Take responsibility for their own actions
- Are taught in ways that allow them to experience both success and challenge
- Use materials that reflect a range of social and cultural contexts, that celebrate difference and avoid stereotyping
- Have a common curriculum experience that allows for a range of different learning styles
- Have challenging targets that enable them to succeed, achieve and to further their learning
- Participate fully, with appropriate regard to their disabilities and / or medical needs

Disapplication and Modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or

modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also seek to support learning through securing advice from appropriate external specialists. In such cases, teachers work closely with these specialists to support the child.

In exceptional circumstances, we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the LA. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Inclusion and Racism and Homophobia

The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. The annual Free 2 Be Me Week provides opportunities to celebrate diversity and promote equality. Teachers are flexible in their planning and offer appropriate challenges to all pupils of both genders and all ethnic and social backgrounds. Equality issues are directly addressed through assemblies, identified lessons and the work of the school's E-Team: our school actively seeks to ensure that all persons are respected, encouraged and valued, whatever their gender, sexuality, race, age, ability or disability.

All racist and homophobic incidents are recorded and reported to the governing body by the Headteacher. The school contacts parents of those pupils involved in such incidents. Further details are to be found in the school's Equality Policy.

Working with Parents and Other Agencies

St Keyna Primary School always seeks to develop positive working relationships with parents. Parents are consulted and informed at the earliest stages of concern and, where necessary, intervention. They are given opportunities to express their view, be active in decision making and participate in their child's education at review meetings, parent consultations and induction meetings. Wherever appropriate, pupils are given the opportunity to express their views, reflect on progress and comment on success. We work together with a variety of outside agencies (e.g. Speech and Language Inclusion Partnership, Learning Support Service, Educational Psychologist, the PSHE Lead for Bath and North East Somerset, School Nurse, Occupational Therapy) in order to best understand and provide for the needs of our pupils. We value and follow through advice and recommendations.

Complaints

Any parent who feels that the school is not meeting the needs of their child will be supported by means of the procedures outlined in the Complaints Policy.

Staff Development

The Headteacher and the Inclusion Lead will review the needs of the teaching and support staff and provide training through Inset or external courses. The needs of pupils and the interest areas of staff will be taken into account when planning Inset.

Monitoring and Review

Monitoring measures will include:

- monitoring and analysing data to ensure individual pupils are meeting their targets and expectations
- consultations with parents/carers and pupils
- the recording and monitoring of behavioural, racial, homophobic and bullying incidents

This policy is monitored by the governing body, and will be reviewed every two years or earlier if necessary.