



# KIMPTON PRIMARY SCHOOL INCLUSION POLICY & ACCESSIBILITY PLAN



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## REVIEW RECORD

Name of Policy	
INCLUSION AND ACCESSIBILITY PLAN	
Staff Responsible for Review (e.g. Headteacher, Subject Leader)	Date reviewed with staff
Headteacher	December 2018
Governors and Committee Responsible for Review	Date of Review
FGB	December 2018
Date Adoption recorded in Governing Body minutes	Date of Next Review
5 <sup>th</sup> December 2018	November 2021

## COPY OF POLICY KEPT IN POLICIES FOLDER IN HEADTEACHER'S OFFICE

RECORD OF AMENDMENTS SINCE LAST REVIEW		
Date	Page/Clause Amended	Brief Details of Changes
04.12	3 6 7 8	Included our new core values Leading Inclusion adapted to reflect current practice. Resources allocation, Assessment procedures and Professional Development are now aligned with current school practice

Signatories		
Headteacher:		5 <sup>th</sup> December 2018
Chair of Governors:		5 <sup>th</sup> December 2018

## Introduction

This plan identifies the ongoing actions of the Governing Body of Kimpton Primary School to increase access to education for pupils with special educational needs and disabilities in the following three areas;

- Increasing the extent to which pupils with Special Educational Needs and Disabilities (SEND) can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which pupils with SEND can take advantage of education and associated services;
- Improving the delivery to pupils with SEND of information which is provided in writing for pupils who do not have SEND.

The attached plan is fully supported and resourced by the Governing Body and will be implemented from December 2018 onwards. It will be reviewed and revised by the Governing Body annually until 2021. It should be read alongside the school's Race Equality Policy.

## Disability

Duties under Part 5A of the DDA require the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish an equality scheme to show how they will meet these duties.

This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people.

Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in 3 ways:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This scheme incorporates the school's plans to increase access to education for disabled pupils.

## Vision and Values

Kimpton Primary School aims to be:

A school that offers an irresistible invitation to learning; A school where learning is an exciting adventure; A school where all learners make outstanding progress; A school that sets no limits on learning; A school where learning is a preparation for life.

**Our Strategy:** To plan and implement short, medium and long-term goals which ensure that:

- All pupils are making good or outstanding progress
- All teaching is good or outstanding through consistent approaches to planning and assessment and establishing a clear, shared philosophy of learning,
- Behaviour in school is outstanding and all pupils feel safe and valued
- Leadership and management of the school, including governors, work together to build a team that is sharply focused on achieving high standards for all pupils within a motivating and innovative learning environment.

**Our Behaviours:** We aim to behave in a way which:

- Creates a safe, fun and challenging learning environment
- Values diversity and promotes equality
- Provides development opportunities for all
- Models and encourages our core values

**Our Core Values:**

- Confidence
- Care and Kindness
- Friendship
- Empathy
- Honesty
- Self-belief
- Cooperation
- Respect
- Resilience
- Happiness
- Positivity
- Responsibility

**Curriculum: How does Kimpton Primary School deliver the Curriculum?****At Kimpton Primary School we:**

- Use data obtained about future pupils to facilitate advanced planning, including pupils entering the Foundation Stage and those transferring from other schools;
- Use established procedures for the identification and support of pupils with Special Educational Needs;
- Ensure detailed pupil information is given to all relevant staff;
- Ensure regular home/school liaison takes place
- An inclusive curriculum enables all pupils to feel secure and make progress;
- The curriculum is delivered through high 'Quality First Teaching' (QFT)
- Teaching Assistants are deployed to cover a range of curriculum needs e.g. speech and language, English and Maths;
- Ensure special considerations are made for pupils taking part in tests e.g. adult readers provided for mathematics; Extra time applied for as appropriate;
- Foster strong links with outside support agencies;
- Use a broad range of teaching styles to cater for a range of learning preferences.
- Make cross-curricular links where possible through creative termly topics.

**Physical Environment: Is Kimpton Primary School designed to meet the needs of all?****There are:**

- Wide access doors from the corridor into all classrooms and School Reception;
- Ramped or level access to all areas or use of a stair lift
- Regular evaluations of the school site take place looking at accessibility by the Resources Committee.

**Information: How does Kimpton Primary School deliver materials in other formats?**

- The school utilises the skills of outside agencies to support working with families with specific needs
- Regular parent contact is established to share and explain information
- Learning walk audits to assess how inclusive classroom environments are for children with special educational needs and disabilities
- Information can be accessed via the school website or asking for adapted paper copies in the office

## Views of those consulted during the development of the plan

The school has set the following priorities in respect of consultation on the plan. These actions will be conducted annually:

- Issue draft plan to all staff and governors for feedback;
- Issue draft plan to parents/carers of disabled pupils and invite feedback;
- Discuss the content of the plan with children and invite feedback.

## Management, Co-ordination and Implementation

We share a whole school approach to meeting the requirements outlined in our Accessibility Plan and review progress on an annual basis with reference to the outcomes identified. The review forms part of our school development planning process, the progress of which is monitored termly by Governors and the Leadership Team. We ensure that all staff receive regular training and support in meeting the requirements of the School Accessibility Plan.

## Publication

The school makes its accessibility plan available in the following ways:

- On request from the school office;
- A copy is issued to all parents/carers of disabled pupils;
- The full plan is available in a variety of formats, e.g. large print;
- On the school website.

<b>Senior Member of Staff Responsible:</b>	<b>Mrs T Clements (Headteacher)</b>
<b>Designated Member of Staff:</b>	<b>Mrs J Rumsey (SENDCo)</b>
<b>Governor Responsible:</b>	<b>Mr D Reavell (SEN Governor)</b>

## Kimpton School Inclusion Policy

### General Statement

This inclusion policy has been approved by the staff and governors of the school. Kimpton Primary School values the individuality of all children and believes that every pupil has an entitlement to achieve the highest standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that Kimpton Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. Diversity is valued as a rich resource, which supports the learning of all. This policy has been written and updated in compliance with The Equality Act 2010. It is to be read in conjunction with other school policies; Special Educational Needs Policy, Anti-Bullying Policy, Children Looked After Policy, Behaviour Policy, Equality Policy, Learning and Teaching Policy, Race Equality Policy and Attendance Policy as well as the Accessibility Plan.

### Aims

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. Through our inclusive practice we aim to create a learning environment where we:

- Demonstrate our belief that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, disability, attainment and socioeconomic background.
- Pay particular attention to the provision for and the achievement of different groups of learners such as:
  - girls and boys

- minority ethnic and faith groups, travellers, asylum seekers and refugees
  - learners who need support to learn English as an additional language (EAL)
  - learners with special educational needs (SEN)
  - learners with disabilities
  - learners who have particular gifts and talents
  - learners who are looked after by the Local Authority
  - learners who are young carers, those who are in families that are under stress
  - learners who might be at risk of disaffection
  - learners who might be seen as more vulnerable (those in receipt of Pupil Premium /Ever 6 Funding)
- Recognise that pupils learn at different rates and that there are many factors affecting achievement including: ability, emotional wellbeing, age and maturity.
  - Identify needs as they arise and provide teaching and learning contexts that enable every child to achieve their full potential.

The National Curriculum is a key part in planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges
- responding to children's diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children
- scaffolding and differentiating learning to allow children to access the curriculum

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

## **Objectives**

In order to achieve our aims, we seek to:

- raise children's awareness of themselves and others as unique individuals
- support pupils in exploring, discussing and engaging with the concepts of difference and diversity, in a range of contexts
- ensure difference and diversity are celebrated across the whole school community
- ensure racial and sexual discrimination and prejudice are eradicated
- ensure that the school's Inclusion Policy is implemented by all staff and is reflected in all school policies
- ensure implementation of Local Authority and Government inclusion legislation and recommendations
- identify and work to minimise barriers to learning and participation, and provide appropriately to meet diversity of need
- guide and support parents, pupils, school staff and governors on inclusion issues

## **Definition of inclusion**

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any pupils, irrespective of age, ability, gender, religion, ethnicity, language and social background and the maximising of resources to reduce these barriers.

## Leading inclusion

At Kimpton Primary School we have a qualified Special Educational Needs Coordinator (SENDCo) and a lead for Vulnerable pupils (Usually the Deputy Head). The SENDCo monitors the inclusion policy and reports to the governing body on its effectiveness via the link governor. Along with the Lead for Vulnerable pupils it is their joint responsibility to monitor and assesses inclusive provision; identify barriers to learning and provides staff with appropriate strategies; share inclusive expertise, and support the professional development of classroom teachers and TAs; purchase appropriate resources; monitor pupil progress; liaise with parents. It is also the responsibility of the SENDCo to co-ordinate cross-phase school transition and co-ordinate external specialist provision. **All** teachers are responsible for meeting the needs of all pupils in their class.

## Inclusive provision

Kimpton Primary School offers a continuum of provision to meet pupils' diverse needs. Teachers are familiar with relevant equal opportunities legislation covering race, gender and disability. Classes are mixed ability and teachers use flexible groupings so that pupils can be grouped according to a range of criteria. In-class support is provided by teaching assistants and adult volunteers.

Through this approach we ensure that children:

- feel secure and know that their contributions are valued
- appreciate and value the differences they see in others
- take responsibility for their own actions
- are taught in groups that allow them all to experience success
- are set suitable learning challenges that enable them to succeed
- use materials that reflect a range of social and cultural backgrounds, without stereotyping
- have a common curriculum experience that allows for a range of different learning styles
- are encouraged to participate fully, regardless of disability or medical need
- are helped to overcome potential barriers to learning and assessment
- have access to a wide range of resources, including electronic materials to support their learning
- are provided with opportunities outside the National Curriculum to meet their needs (for example, speech and language therapy, counselling, communication groups)
- are offered a range of extra-curricular activities to further enhance their learning journey

Laptops are available to support learning and located in the school laptop trolley.

Provision is available to pupils with Education, Health and Care plans who require specialist programmes.

A range of extra-curricular activities are available at Breakfast Club, during lunchtime and after school, for example: art club, school choir, football club, netball club, athletics club. After school and lunchtime clubs are open to all pupils.

There is a residential school journey in Years 5 and 6. The provision allows pupils who don't have access to further physical recreation opportunities, a chance to extend their involvement in healthy activity.

School Council and Hub group leaders contribute to school development which enables pupils' views to influence school policies.

Parents' co-operation is sought to avoid peanuts etc in packed lunches to enable all pupils to enjoy lunchtimes together and include those with allergies in the lunchtime socialising when eating together.

## **External support**

Kimpton Primary School receives external specialist advice and support, which includes specialist teachers and advisors from these services to provide intervention in the form of consultations with staff and parents, staff INSETs, 1:1 support with pupils and assessment of pupils' needs and progress as needed.

## **Resource allocation**

Each subject leader submits a curriculum resource bid in the Spring term to the Head Teacher. The head teacher reviews the budget for each subject area with the Governing Body and approves the necessary curriculum priority spending that support moving inclusive practice forward.

The SENDCo organises and plans the amount of additional in-class and external specialist support required by pupils under SEND Support or those who have an Education, Health and Care Plan (EHCP). The pupils at SEND Support are covered from within the school's existing budget, and receive in-class support or direct small group teaching from the class teacher or teaching assistant.

## **Assessment procedures**

The attainment and achievement of all pupils is monitored closely and attention is paid to gender differences and the performance of vulnerable groups such as those who have receive SEN support or have Education, Health and Care Plans, Looked After children, children who have English as an additional language or those who are from ethnic minorities. At Kimpton Primary School we follow the 'Assess, Plan, Do Review' graduated response to meeting individual needs. The school has bought into the Hertfordshire Steps assessment system that assesses and charts pupil progress. In order to ensure that accurate assessments are made teachers regularly moderate and standardise samples of pupils' work and achievements across the curriculum both within the school as well as through county moderation sessions.

The school also recognises that children's self regard as learners, together with their confidence in learning and attitude towards school, are key determinants of performance in school. When the attainment of a child falls significantly below age related norms, teachers enable children to succeed by differentiating and scaffolding tasks so that they are appropriate to individual needs. Where the attainment of a child significantly exceeds age related norms, teachers extend the breadth and depth of tasks, within the area or areas for which the child shows particular aptitude. The class teacher, often in collaboration with other colleagues, continually monitors the impact of intervention and extension programs, adjusting them as required.

Underachievement is identified as early as possible through teacher referral and additional assessments. Pupils are set individual challenging targets, which address the area of underachievement. Pupil progress is monitored and reviewed half-termly through pupil progress meetings, involving the Headteacher, class teacher and members of the Senior Leadership Team (SLT).

## **Professional development**

The head teacher oversees the professional development of all teaching staff. The SENDCo oversees the professional development of the teaching assistants in conjunction with Performance Management processes and targets in the School Development Plan. Staff are kept fully informed about Local Authority, national and regional training that relates to inclusive practice. Staff attending any courses are expected to disseminate and share their knowledge with other staff within the school. Staff are also encouraged to observe good inclusive practice within school, and also in other schools.

## Parent partnership

The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process and through regular consultation, are given the opportunity to express their views, be active in decision making processes and participate in their child's education. All parents are welcome to contact the class teacher, SENDCo or Lead for vulnerable children if they have any concerns about inclusive educational provision. Parents are also strongly encouraged to keep a regular contact with the school regarding their child's progress. The home-school agreement outlines how parents can support their child's learning at home.

## Observed Outcomes

Through the implementation of this policy we will observe that:

- all children are valued and supported in order to achieve their full potential
- differences in the achievement and attainment of different groups of children are recognised, analysed and acted upon quickly
- children show an awareness of and respect for difference and diversity through the school value system
- parents have an understanding of their child's learning and progress, and know what they can do to ensure their child continues to succeed.

## Evaluating the Inclusion Policy

The Inclusion Policy is reviewed every three years. Policy evaluation focuses on: establishing how far the aims and objectives of the policy have been met; how effective the inclusion provision has been in relation to the resources allocated; the attainment of pupils in judging 'value added' factors. In the light of the findings, the policy is revised and amended accordingly.

## Indicators for success

In implementing school accessibility plans, the following indicators demonstrate success:

- **High levels of achievement.** All pupils achieve their full potential and the performance and progress of pupils across disability groups is broadly similar.
- **Higher attainment.** The school's profile of attainment rises and any attainment gaps between groups of pupils with disabilities are reduced.
- **A diverse curriculum.** The experience and expertise of pupils across disability groups, parents and staff are utilised in delivering the curriculum.
- **Reduction in Exclusions.** Few pupils are excluded from the school and there are no disparities in rates of exclusion across disability groups.
- **Admissions.** The entry profile reflects the disability profile locally.
- **Active parental involvement.** Attendance at parents' evenings is high across all disability groups. Parents from all disability groups contribute to consultations, and participate in activities and events organised for parents.
- **A diverse governing body.** The governing body is a representative of the different disability groups in the local population. The retention rates for governors with disabilities match the retention rates for the governing body as a whole.



- **An effective governing body.** All members of the governing body are fully aware of their responsibilities in relation to their duties. Governors play an active role in decision making on accessibility matters.
- **A diverse workforce.** The disability profile of non-teaching and support posts reflects that of the community. The school is playing an active role in CSF and other initiatives to increase the representation of people from disability groups, both into teaching and in attaining senior positions in the profession and this is having positive outcomes in the school.
- **A successful workforce.** All staff feel valued and able to contribute fully to all aspects of the school's work.
- **Successful partnerships.** Successful partnerships are established with a wide variety of local organisations, including local groups representing those with disabilities. Partnership organisations play an active role within the school.
- **Pupil and parent satisfaction.** There are high and equal levels of satisfaction with the school's overall performance from parents and pupils with access disabilities.
- **Low complaint levels.** There are few significant complaints about admissions; behaviour, exclusions, the curriculum, teaching, assessment, support and other provision for pupils with no disparities of significance for pupils with access disabilities.
- **Trust.** A high level of trust and confidence exists from all parents, pupils and staff and there is a rich and diverse sense of community within the school.
- **Respect.** The school is respected for its commitment and effectiveness to the accessibility of those with disabilities.

**KIMPTON PRIMARY SCHOOL**  
**Accessibility Plan Section A – Improving Access to the Curriculum**

**[PPCC Focus]**

Target	Action	Resp	Timescale	Review Date	Resources	Outcomes	Evaluation and Evidence of Impact
Teaching and learning across the curriculum to reflect equal opportunities for all, including those with physical impairments.	Planning and Teaching includes opportunities to ensure the physical Diversity of society is catered for.	All	Short Term  (In response to need)	Ongoing	Senior Leadership Team monitoring time.  Potential Equipment costs as recommended	Through reasonable adjustments pupils with physical impairments can fully access the curriculum. Children have a wider understanding of the diversity of the world around them	
Curriculum takes into account all individual pupils' learning needs	Staff to ensure that planning meets the learning needs of all. Staff complete provision map Staff provide scaffolding for each lesson so that all pupils access age appropriate curriculum	All	Short Term	Half termly pupil through progress meetings	Senior Leadership Team monitoring time.  Staff meeting time to deliver training Overtime for TAs to attend training	All pupils are able to access the Curriculum as it is matched to their needs	
Staff are trained in ways to improve pupil access to the curriculum  Pupils with SEN and disabilities can fully access the curriculum.	Monitor provision for children with SEN and disabilities and assess if development opportunities would be beneficial.  Organise staff training, making use of relevant external agencies, where appropriate. Staff training to proactive	All	Ongoing over the year	Ongoing	Senior Leadership Team monitoring and leadership time.  Overtime funding for TAs and other members of the school community (dinner staff)	Staff are able to adjust their teaching practice to meet the specific needs of pupils Pupils access to the curriculum is improved	

	rather than reactive by taking place support those with additional needs and disabilities that could potentially enter the school						
Reasonable adjustments are made for children with additional needs (rest breaks, additional time, check in, personalised behaviour scripts, seating and spacing etc.)	Staff are aware of what constitutes a reasonable adjustment Children are taught about different needs and learning styles	All	Short Term (As need arises)	Half Termly (pupil progress meetings)	SENDCo/SLT class teacher liaison time  Costs may arise from specialist advisors for equipment etc...	Children are reaching their potential (ARE and making good progress)	
Pupils with communication needs and those on the autistic spectrum can fully access the curriculum.	Complete Autism Audit Identify gaps in inclusive provision for pupils with autism. Put actions in place to make sure the gaps are addressed. Train whole school staff using the AET materials. Audit staff confidence and support as necessary.	SENDCo training  All implemented	Termly	Termly	SENDCo and class teacher liaison time	Pupils with Autism and other sensory and communication needs can fully access the curriculum with a supportive, inclusive classroom environment and high quality teaching.	
Extracurricular and out of school activities are accessible to all pupils including Pupils with disabilities and SEN	Review all out-of-school provision to ensure compliance with legislation.	SLT PE lead Club lead	Short Term (As and when organised)	Ongoing	Time with Headteacher/SLT: to plan, risk assess and manage adjustments	Activities conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	

**KIMPTON PRIMARY SCHOOL**  
**Accessibility Plan Section B – Improving Access to the Environment**

**[Res Comm focus]**

Target	Action	Resp	Timescale	Review Date	Resources	Outcomes	Evaluation of Impact
Ensure disabled toilet remains fully compliant	Install handrails in all necessary toilet cubicles. Liaise with External Advisors for advice on best product.	Govs SLT Site Manager/ caretaker	Ongoing	Ongoing	Funding from school budget.	Toilet facilities meet the needs of all children and adults with disabilities.	
Comply with HCC H&S requirements	Consider HCC Audit Apply for funding to meet the costs of the alterations.	Govs SLT Site Manager/ caretaker	Ongoing	ongoing	Use of devolved capital.	Children and adults will have easier access to all areas of the school building.	
Improve the ease of movement in all classrooms for children with physical disabilities.	Evaluate the amount of free space in all classrooms and reorganise layout.	All staff	Ongoing	Ongoing	Use of devolved capital.	Children with physical disabilities will be able to move more freely within each classroom environment.	
Physical learning environment accessible for children with Specific Learning Difficulties (Dyslexia, Dyscalculia) and speech and learning/communication difficulties, as well as those on the autistic spectrum.	Organise and conduct 'Inclusion and Communication Friendly' walks twice a year with Staff/Governors, to assess and review implementations.  Staff to implement suggestions given as a result of the first walk.	All	Short Term  Ongoing	Ongoing	Leadership time.  Staff meeting costs.  Overtime costs for TAs to attend training	Children with speech and language or communication difficulties and dyslexic tendencies, as well as pupils on the autistic spectrum have full access to the learning environment. Children with other difficulties will also benefit from an inclusive classroom.	

**KIMPTON PRIMARY SCHOOL****Accessibility Plan Section C – Improving Communication & Information Sharing****[Full FGB focus]**

Target	Action	Resp	Timescale	Review Date	Resources	Outcomes	Evaluation of Impact
School policies reflect a commitment to accessibility for all	All relevant policies to have reference to disability equality and accessibility	Governors HT and SLT	Ongoing	Rolling programme		Policies are followed by staff and visitors to ensure commitment to accessibility to all	
Parents/carers are consulted about the content of the accessibility plan	Send draft copies of the document to parent/carer With children with disabilities for consultation	SENDCo	Short Term Spring 2018	Spring 2018		Parents/carers are informed and have had the opportunity to input their views.	
Parents/carers are informed about the progress of the accessibility plan	Report on the progress of the plan to be made in the SEND report for FGB via the link governor and annually in the Chair of Governors Newsletter	SENDCo	Ongoing	Ongoing	Meeting time with SEND Link governor	Parents/Carers are kept well informed.	
Information is received by parents/carers in an appropriate format, when requested	Be aware of services available for converting written information into alternative formats.  Written information to be provided in different formats, when requested by individuals.	HT/ SLT/ SENDCo	Short Term  (As and when requested)	Ongoing		School will be able to respond quickly to requests for information in alternative formats	
Information is received by children in an	Staff to modify written information for children, as	All	Short Term  (As and when	Ongoing	Delegated budget, if resources need.	Children with SEN and disabilities have	

<p>appropriate format</p>	<p>necessary, in an appropriate format e.g. enlarge print, simplify language, use audio/ ICT equipment, provide adult support, coloured paper and overlays, screens.</p> <p>Modify home school agreement, as necessary.</p>	<p>SENDCo</p>	<p>relevant)</p> <p>Short Term</p>	<p>Ongoing</p>		<p>greater access to information</p> <p>Parents/Carers are kept well informed.</p>	
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