

Stratford-sub-Castle Church of England VC Primary School

Life in all its fullness John10:10

Accessibility and Inclusion Policy

**The *Accessibility and Inclusion Policy* was reviewed during the Spring Term 2025.
This document is the result of that review.**

DATE AGREED BY FULL GOVERNING BODY:	29.01.25
REVIEW DATE:	January 2028
REVIEW CYCLE:	3 years
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CHAIR OF GOVERNORS:	Mr Andrew Mintram

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Accessibility and Inclusion Policy

Purpose.

- to fulfil the aims of the school through a consistent approach to *Inclusion*
- to ensure that no person is 'substantially disadvantaged' due to a disability

Statement of Aims.

We aim to:

- make every aspect of school life 'open' to all current and prospective pupils, parents, staff, governors and visitors
- plan for and implement strategies to reduce the adverse effects on any person's ability to carry out normal day-to-day activities

Statement of Principles.

We are committed

- to helping each child reach their potential
- to provide a fully accessible environment which values and includes all pupils, parents, staff, governors and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs
- to challenge negative attitudes about disability and accessibility and to maintain and improve our culture of awareness, tolerance and inclusion
- to put the person first (i.e. children with SEND not SEND children)

We believe that effective '*inclusion*' means planning for and implementing strategies to:

- increase access to the curriculum
- increase physical access
- increase access to written information and improved communication

We believe that effective inclusion covers all aspects school life including:

- the curriculum
- teaching and learning
- classroom organisation
- breaks and lunchtimes
- all school policies
- clubs and activities
- homework
- assessment arrangements
- time-tabling
- school trips
- exclusion procedures
- all aspects of school development and improvement planning

'Reasonable Adjustments' & 'Substantial Disadvantage'

First Quality Teaching ensures that any pupil facing a challenge and specifically: *Cognition and Learning, Social Emotional and Mental Health, Communication and Interaction or Curriculum Access difficulties* have their needs planned and accounted for in the day-to-day life of the classroom and wider school.

We recognise our responsibilities to make '*reasonable adjustments*' to ensure that pupils with disabilities are not treated less favourably or suffer from '*substantial disadvantage*'. We recognise '*substantial disadvantage*' as being:

- inconvenience, indignity or discomfort
- loss of opportunity or lack of progress compared to children without a disability/ disadvantage
- unacceptable time and effort for a child

When making "*reasonable adjustments*" the following factors are taken into account:

- standards
- resources

- cost
- practicality
- SEN provision
- health and safety
- interests of other pupils

Pupil Premium

We believe all children have the potential to make good progress and that it is our duty to provide the conditions where each individual may flourish. Research has shown that poverty is the single most important factor in predicting a child's future life chances. The introduction of pupil premium attempts to re-write the futures of these children and close the attainment gap between themselves and their peers. At our school:

- **we actively ensure that teaching and learning opportunities meet the needs of pupils eligible for Pupil Premium** We do this by really getting to know each pupil as an individual, understanding their unique context and learning needs. We seek to build on their interests and strengths.
- **we ensure that appropriate provision is made for pupils eligible for Pupil Premium.** As a school community we actively prioritise the needs of any pupil facing challenging circumstances. We work together to ensure each pupil is assessed and actively pursue positive outcomes for each individual person. Pupil Progress meetings provide focus for regular discussions about this group of pupils.
- **we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.** We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- **Pupil Premium funding is 'pooled' for maximum benefit to the greatest number of children.** It is allocated following a needs analysis which identifies priority classes, groups or individuals.
- **all our work through the Pupil Premium is aimed at accelerating progress and improved personal development.** Pupil Progress meetings provide focus for regular discussions about this group of pupils.

Our Pupil Premium Strategy document can be found online at: www.stratford-sub-castle.wilts.sch.uk

Physical Access:

The school's 'Access Plan' informs the *School Development Plan*. The plan aims to improve the physical environment of the school, therefore increasing the extent to which, pupils with disabilities are able to take advantage of the education and associated services provided by our school.

Access to the curriculum:

The school's *Improvement Plan*, *SEND Policy*, *Behaviour for Life and Learning Policy* and curriculum policies provide the framework for increasing access to the curriculum.

Access to written information/communication:

The delivery of information to pupils and parents is regularly reviewed. The requirement to consider the need for improving/adapting handouts and newsletters (colour of paper, coloured overlays, braille, large print, audio-tape) is taken into account. The need to improve/adapt access for parents at Parents' Meetings is reviewed, following each Parents' Evening.

Implementation.

The Headteacher has overall responsibility for the implementation and management of the *Inclusion Policy*. The day-to-day implementation of this policy is a shared responsibility.

We work towards fulfilling our aims through thoughtful school improvement and development planning and by ensuring that day-to-day decision making is mindful of discrimination issues.

Monitoring

The effective implementation of this policy is monitored regularly by the governors.