



# Hartington C of E Primary School

***“Caring & sharing as part of God’s family”***  
***“Loving our neighbour as we love ourselves” - Luke 10:27***

## Access and Inclusion Policy

### Background:

Hartington School is a small sized school set in a rural location in the Peak National Park, in between the towns of Buxton and Ashbourne. The area is of mixed socio-economic background. Hartington School has graduated slopes in front of the main and side entrances to enable full access for wheelchair users. We also have a specially fitted accessible toilet.

### Aims:

Our aims are based on the following core values and ethos in our vision statement, which are: “Caring and sharing as part of God’s family’, ‘Loving our neighbour as we love ourselves’. They are designed to ensure that the school meets the needs of all, taking into account gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in our school we meet the diverse needs of all pupils to ensure inclusion for all and that all pupils are prepared for full participation in our multi-ethnic society.

### School Ethos:

The school opposes all forms of prejudice and discrimination.

- \*All learners are recognised as having a contribution to make to the learning process.
- \*Staff foster a positive atmosphere of mutual respect and trust among pupils from all groups.
- \*Clear procedures are in place to ensure that staff deal with all forms of bullying and harassment promptly, firmly and consistently.
- \*Actions taken are in line with relevant LA policies and guidance such as those for anti-bullying and dealing with racist incidents and discrimination.
- \* Pupils, staff and parents are aware of the procedure for dealing with intolerant behaviour and that such behaviour is always unacceptable.

### The School's Commitment to Access/Inclusion

At Hartington C of E Primary School we:

- \* Ensure that all pupils and staff are encouraged and enabled to achieve their full potential
- \* Respect and value differences between people
- \* Prepare pupils for life in a diverse society
- \* Ensure that an inclusive ethos is established and maintained
- \* Ensure that all GDPR policies and protocols are adhered to

### Leadership and Management:

- \* All school policies reflect a commitment to access
- \* The governing body and school management set a clear ethos, which reflects the school's commitment to Disability Discrimination
- \* The school promotes positive approaches to valuing and respecting diversity
- \* The school management will work in partnership with others to promote equality of opportunity and oppose all forms of oppressive behaviour, prejudice and discrimination
- \* All staff contribute to the development and review of policy documents. The school ensures the involvement of governors and takes appropriate steps to enable the contribution of parents
- \* The evaluation of policies is used to identify specific actions to address access issues
- \* Teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and in the wider community
- \* Additional grants are appropriately targeted and monitored
- \* Timetabling is considered to ensure no discrimination

### Staffing: Recruitment and Professional Development

- \* The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and LA guidelines.
- \* Head teacher and Safeguarding governor attend Safer Recruitment Training.
- \* This policy is included in the Staff and Governor Induction Packs.
- \* The skills of all staff, including support and part-time staff are recognised and valued.
- \* All staff are given status and support and are encouraged to share their knowledge
- \* Staff, Governors, Parents/Carers and visitors provide a wide range of role models which reflect the diversity of the local and wider community.

### Curriculum:

Curriculum planning takes account of the diverse range of needs of all pupils. The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

Pupils of all gender;  
 Pupils' disabilities;  
 Pupils who are gifted and talented;  
 Pupils with special educational needs;  
 Pupils who are looked after by the local authority;  
 Pupils who are at risk of disaffection and exclusion,

## Pupils who are vulnerable

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds. Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils. The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes. Extra curricular activities and enrichment events cater for the interests and capabilities of all pupils and take account of parental concerns related to disability, religion and culture ensuring the Christian and British Values in conjunction with the vision of the school is embedded throughout the curriculum.

### To facilitate an inclusive curriculum:

- \*All teachers and support staff are in receipt of training to teach and support pupils with specific disability.
- \*Classrooms are organised to optimise access for disabled pupils.
- \*Lessons provide the opportunity for ALL to achieve.
- \*Lessons are responsive to pupil diversity.
- \*Lessons are structured to incorporate combinations of individual, paired, group and class activities
- \*All pupils are encouraged to participate in music, drama and PE
- \*All staff recognise and allow for the mental effort expended by some disabled pupils
- \*All staff allow additional time for the use of equipment in practical sessions
- \*Appropriate access to IT is given to all pupils
- \*All school visits are accessible to all pupils regardless of their attainment or impairment
- \*High expectations are set for all pupils
- \*Staff seek at all times to remove barriers from learning and increase the participation of all pupils Teaching and Learning
- \* Teachers ensure that the classroom is an inclusive environment in which pupils feel all their contributions are valued
- \*All pupils have access to the mainstream curriculum
- \*Teaching is responsive to pupils' different learning styles and takes account of pupils' disability, cultural backgrounds and linguistic needs
- \*Teachers take positive steps to include all groups or individuals and to promote confidence and self-esteem
- \* Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by disability, ethnicity, gender and background
- \* Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks
- \* Teachers encourage pupils to become independent and to take responsibility for their own learning
- \* Teachers challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities
- \* User friendly ways are considered to ensure that pupils with disabilities access the information that is presented, e.g. by reading aloud.
- \* Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.
- \* All pupils absent from school who are not classed as unwell will be able to access a differentiated curriculum through the learning platform ie: pupils who are temporarily unable to attend school eg: Lock Down, Physical injury, parents unable to transport to school.

### Assessment, Pupil Achievement and Progress:

- \*All pupils have the opportunity to achieve their highest standards. Baseline assessment is used appropriately for all pupils and to set targets. The school ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid.
- \*The school monitors and analyses pupil performance by disability, gender, ethnicity and background and is therefore able to identify groups of pupils where there are patterns of underachievement.
- \*The school ensures that action is taken to counter this. Staff have high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards.
- \*The school recognises and values all forms of achievement. We hold an end of term celebration assembly where pupils' achievements are recognised and rewarded.
- \*Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.
- \*All pupils have full opportunities to demonstrate what they know, understand and can do and therefore, to benefit from assessment which summarises what they have learnt. Information from assessment is used to inform future learning. Staff use a range of methods and strategies to assess pupil progress e.g. N.C, QCA, SATS, regular teacher assessment, in-built assessment within specific programmes.

### Pastoral Support and Pupils Views:

- \*Through the teaching of the Christian Values, British Values and the Law of Rule, circle time and PSHE & Citizenship, we aim to develop high levels of self-esteem within pupils, and positive images of themselves as learners and members of the community.
- \*Care Plans are reviewed on a termly basis, or more frequently if necessary, with the SENCO, class teachers, parents and pupils. During each academic term pupil's views are sought regarding likes, dislikes and aspects that would improve the school.
- \*The school has staff who are trained in the delivery of the Positive Support and Nurture programmes. The school is now classified as being an ELSA school (Emotional Literacy Support Assistant – March 2021) which works in unison with other programmes that have been implemented.

### Behaviour and Discipline:

- \*The school expects high standards of behaviour from all pupils. Our procedures for behaviour management are fair and applied equally to all. It is recognised that cultural background may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour.
- \*All staff operate consistent systems of rewards and discipline as stated within our Behaviour Policy. Pupils, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is discriminatory, racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable.

### Disapplication and modification:

Hartington C of E Primary School can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. Our 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 support learning through appropriate external specialists. In such cases, teachers work closely with these agencies 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 Local Authority. 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.

#### Admissions and Attendance:

The admissions process is monitored by the LA who ensure that it is administered fairly and consistently to all pupils, so that pupils from particular groups are not disadvantaged. The school and families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up by appropriate personnel who are aware of community issues. Provision would be made for pupils on extended leave or in hospital or ill at home so that they are able to continue with their learning.

#### Partnership with Parents and the Community:

\* The partnership with parents is a key priority within school and the Head Teacher operates an 'open door' policy. Care Plans are reviewed regularly with parents and actions recorded on the child's care plan. ECHP are reviewed on an annual basis in accordance with the Code of Practice guidelines.

\* All parents are encouraged to participate at all levels in the full life of the school

\* Meetings for parents are made accessible for all

\* Informal events are designed to include the whole community

\* The school's premises and facilities are available and accessible School led events including Community lunches and community fund raising events eg: Macmillan Coffee Morning, Christian Aid, Food banks, Children in Need + others. Fundraising by the school can also linked to projects and awards the school undertake eg: Archbishop of York Young Leaders Award, Ambassador school project linked to John Muir the father of the National Park and Intergenerational Project (AAA- Active Across Ages).

\* Parents are encouraged to work in partnership through their child's Reading Record/Liaison book.

\* Information is made available to parents by: School website, newsletters, parent's notice board, parents evenings and parents meetings (Formal and impromptu).

\* The school works closely with other small schools in the Derbyshire Dales area to share resources and areas of expertise. In addition children develop friendships outside our community that will make the transition process to Key Stage 3 run more smoothly, via access to clubs, intra school competitions and festivals, residential visits.

\* The school recognises the importance of the support outside agencies can provide and, as the needs of individual children are identified, contact is made with the relevant agencies including Educational Psychology Service, Behaviour Support, Speech & Language, Autism Outreach Team, MAT, Nurture Group, Positive Support Group, Health and Social Services

Responsibilities:

- \* The Governing Body and Head Teacher will ensure that the school complies with all relevant disability legislation
- \* The Governing Body and Head Teacher will ensure that the policy and related procedures and strategies are implemented
- \* The Head Teacher will ensure that all staff are aware of their responsibilities under the policy
- \* The Governing Body and Head Teacher ensure that budgets are scrutinised to ensure accessibility for disabled pupils.
- \* The Governing Body and Head Teacher ensure that all pupils who have medical needs have a current regularly reviewed signed care plan.

The School Environment:

- \* The environment is welcoming but vibrant displaying children's work throughout the school
- \* The size and layout of all areas including the hall, playgrounds, main building classrooms and outdoor sporting facilities allow access for all pupils
- \* Pupils who are wheelchair users experience no barriers to access including toilets and doorways
- \* Paths around the site are safe
- \* Emergency and evacuation procedures are established to inform all pupils
- \* Furniture and equipment are selected, adjusted and located appropriately
- \* Areas are well lit and ventilated

Monitoring and Review:

This policy will be regularly monitored and reviewed. The effectiveness of the policy will be evaluated annually by the member of staff responsible for Access/Inclusion:

Member of staff responsible is Tracy Blackwell

Governor responsible is Alison Ivins

Date of policy: May 2021 Signed: Chair of Governors: \_\_\_\_\_

Date of review of policy: May 2023