

# Knebworth

Primary & Nursery School



## Accessibility Statement

***Date reviewed:***

***May 2017***

***Date of next review:***

***May 2020***

***Responsibility:***

***Safeguarding Committee***

***Classification:***

***Public***

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## Introduction

DFES issued guidance (LEA/0168/2002) requiring schools to plan to increase accessibility of schools to disabled pupils. This complements the existing Inclusion agenda designed to enable as many pupils as possible to benefit from mainstream schooling.

Planning for accessibility takes 3 forms:

1. Improving the physical environment to increase the extent to which disabled pupils can take advantage of education and associated services.
2. All schools are being surveyed for disabled access. This issue is being addressed through a County plan and through school initiatives that are indicated in the SDP (see premises section). The County CAD drawings will indicate clearly all the accessible points in the school for disabled pupils.
3. Improving the extent to which disabled pupils can participate in the curriculum.

The SEN Policy refers to this aspect of accessibility.

Improving the delivery of information to disabled pupils e.g. size of print or audio alternatives.

This is responded to through a circumstance-by-circumstance approach. The key issue being that pupils are not disadvantaged by the format of the communication being incompatible with their information needs.

The intention is that 'accessibility' should not feature as a discrete 'plan' but be built in all appropriate school developments. For this reason this thinking is already incorporated in several aspects of the School Improvement Plan, in particular see the School Improvement Plan SEN Action Plan.

## Knebworth School Accessibility Plan

	Targets	Strategies	Outcome	Goals Achieved
Short Term	<p>Availability of written material in alternative formats.</p> <p>Classrooms have a range of visual clues for all children. Classroom layout designed to allow good physical access for all pupils.</p>	<p>The school makes itself aware of the services available through its LEA for converting written information into alternative formats.</p>	<p>If needed the school can provide written information in alternative formats.</p> <p>All class-rooms provide a range of stimuli for children.</p>	<p>Delivery of information to disabled pupils improved.</p> <p>Classrooms allow access for all pupils.</p>
Medium Term	<p>Training for teachers on differentiating the curriculum.</p>	<p>Continued inset on Teaching and Learning to ensure good differentiation of work in the classroom.</p>	<p>Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.</p>	<p>Increase in access to the National Curriculum.</p>
Long Term	<p>School plans to improve access to designated areas over successive financial years. The school decides which of its entrances and exits have priority, and plans to fit ramps and handrails to all of these.</p>	<p>Planned use of minor capital delegated resources and discuss with the LEA and the school's Health and Safety Manager.</p>	<p>Having secured capital resources from the LEA, over three year period the school's entry areas will be fully accessible.</p>	<p>Physical accessibility of school increased.</p>

## **Knebworth School Inclusion Policy**

### **General Statement**

This inclusion policy has been shared with the staff and governors of the school. This school believes that every pupil has an entitlement to develop his/her full potential. Education experiences are provided, which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource, which supports the learning of all. In this school, inclusion recognises a child's right to a broad balanced relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

### **Aims**

The school aims to:

- Help pupils develop their personalities, skills and abilities.
- Provide appropriate teaching which makes learning challenging and enjoyable.
- Provide equality of educational opportunity.

### **Objectives**

- Ensure implementation of government and LEA inclusion recommendations.
- Ensure the school's inclusion policy is implemented consistently by all staff.
- Ensure any discrimination or prejudice is eradicated.
- Identify barriers to learning and participation and provide appropriately to meet a diversity of needs.
- Ensure all pupils have access to an appropriately differentiated curriculum.
- Recognise value and celebrate pupils' achievements, however small.
- Work in partnership with parents/carers in supporting their child's education.
- Guide and support all school staff, governors and parents in 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, ethnicity, language and social background and the maximising of resources to reduce these barriers.

### **Co-ordinating Inclusion**

The deputy head teacher is the INCO. The role is to monitor the inclusion policy and report annually to the Governing Body on its effectiveness; monitor and assess inclusive provision; identify barriers to learning and provide staff with appropriate strategies; share inclusive expertise with, and support the professional development of classroom teachers and TAs; purchase appropriate resources; monitor pupil progress; liaise with parents; co-ordinate cross-phase school transition; co-ordinate external specialist provision. All teachers are also responsible for meeting the needs of all pupils in their class.

## **Inclusive Provision**

The school offers a continuum of provision to meet a diversity of pupils' needs. Although all classes are mixed ability, class teachers have the flexibility to set smaller ability groups, within their class, for literacy and numeracy. Additional in-class support is available in all classes, which is provided by TPs and LSAs. This additional support is targeted at individual pupils and small groups of pupils who are catching up on their basic literacy, numeracy and communication skills.

Computers are available to support learning in every classroom, as well as being centrally located in the school ICT suite.

Provision is available to pupils with statements of SEN who require specialist literacy, language and behaviour management programmes.

A range of extra-curricular activities are available during lunchtime and after school, for example: art club, drama club, computer club, school choir, football and netball teams, and athletics club. There is a residential school journey in Year 6. After school and lunchtime clubs are open to all pupils. 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 contributes to school development and 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**

The school through its service level agreement buys in additional external specialist advice and support from the LEAs Sensory and Learning Support Service, the Speech and Language Service, the EBD Outreach Service, ESC, specialist teachers from these services provide intervention in the form of direct teaching, in-class support, counselling and assessment of pupils' needs and progress as needed. The school also has access to an education welfare officer, the educational psychologist and a link adviser. The latter two people are able to provide advice and guidance on issues related to curriculum provision, excellence and enrichment, pupils' gender issues, early years provision, as well as assisting with the identification and assessment of pupils' individual needs.

## **Resource Allocation**

Each subject co-ordinator submits a curriculum resource bid in February. 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 INCO organises and plans the amount of additional in-class and external specialist support required by pupils at School Action Plus and with a statement. The pupils at School Action are covered from within the school's existing budget, and receive in-class support from LSAs and/or direct small group teaching from the INCO.

## ***Assessment Procedures***

All children deserve to have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved.

The school fully embraces using a consistent nationally recognised assessment system, which relates to the early learning goals, the 'P' scales for pupils with learning difficulties, and the

National Curriculum levels of attainment, including exceptional performance for Excellence and Enrichment pupils. All teachers monitor and review pupil progress using this assessment procedure. In order to ensure accurate assessments are made teachers regularly moderate and standardise samples of pupils' work and achievements across the curriculum.

Underachievement is identified as early as possible through teacher referral and additional assessment using standardised reading and non-verbal reasoning tests. Pupils are set individual challenging targets, which address the area of underachievement. Pupil progress is monitored and reviewed half-termly.

The schools' reward system of points and certificates of achievement for outstanding work and performance, effort and improved behaviour contribute to raising pupil self-esteem and motivation.

## ***Professional Development***

The head teacher oversees the professional development of all teaching staff and support assistants. Staff are kept fully informed about LEA, national and regional training courses, seminars and networks which relate to inclusive educational 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. All parents are welcome to contact the INCO 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.

## ***Evaluating the Inclusion Policy***

The inclusion policy is reviewed annually in September. 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, and the comments from the annual parent questionnaire. 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.

An effective Governing Body. All members of the Governing Body are fully aware of their responsibilities in relation to their duties under SENDA 2001. 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.