



ALL SAINTS C.E. (VC) PRIMARY SCHOOL, RANTON

ACCESS POLICY 2018-19

A Policy Statement

Introduction

The most distinctive aspect of our school is its commitment to improving standards in all aspects of school life both within and outside the national curriculum. We want to develop our pupils' self-confidence and self-esteem and provide them with a solid foundation for lifelong learning.

The school has an open and reflective culture and actively engages in self-review.

The school draws from a large catchment area, mainly rural. The school has a community minded approach and is the heart of the village.

Aims & Objectives

Our access policy is based on the following core values and ethos and expressed in our Mission Statement and School Aims.

Mission Statement - Ethos and Values

All Saints C.E. (VC) Primary School is distinguished by the quality and care extended to all its members and is concerned that all pupils develop to their full potential. It promotes attitudes of mutual respect and responsibility.

The support of the staff for its Christian foundation is reflected in the priority given to the spiritual development of all in the school community. Christian values are built into the ethos and teaching of the school. Children are welcome whatever their parents' beliefs.

All Saints School enjoys an attractive location and seeks to enhance and care for its environment.

The school works in close partnership with the Church, local schools and the wider community and so provides a focal point for the village and surrounding district.

School Aims

The school endorses the statements within the Education Reform Act, which states that the curriculum should:

- be balanced and broadly based
- promote the spiritual, moral, cultural, mental and physical development of pupils
- prepare pupils for the opportunities, responsibilities and experiences of adult life

In addition, the school aims to:

- provide a high standard of teaching and learning
- fully implement all elements of the National Curriculum as outlined in curriculum documents
- ensure equal opportunities for all pupils
- ensure that each pupil develops to his/her full potential and at his/her own pace
- promote and develop confidence, independence, self discipline and self esteem
- develop pupils' ability to take an increasing responsibility for their own work, equipment and property
- promote and develop aesthetic values and appreciation
- develop a community spirit within the school and wider environment
- develop links with other Primary schools within the area
- use sensitively and appreciate the immediate and wider environment

These aims are designed to ensure that the school meets the needs of everyone, taking into account gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that we meet the diverse

needs of pupils to ensure inclusion for all and that pupils are prepared for full participation in our multi ethnic society.

Our Commitment

- we will provide a high quality education which ensures all the children achieve their maximum potential
- as a Church of England school we will promote Christian values and encourage respect and tolerance of other religions and cultures
- we will promote a caring environment where children and adults are mindful of the needs of others
- we will ensure that an inclusive ethos is established and maintained

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 oppose disability discrimination

- the school promotes positive approaches to valuing and respecting diversity
- the school management works in partnership with others to promote equality of opportunity and opposes 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 parents to contribute
- 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 the wider community
- additional money/grants are appropriately targeted and monitored
- consideration is given to the timetable to ensure that there is 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

- the skills of all staff including support and part time staff, as well as volunteers, are recognized and valued
- all staff are given status and support and are encouraged to share their knowledge
- staff and visitors provide a wide range of role models which reflect the diversity of the local and wider community

Professional Development

Professional development opportunities should include the following:

- teaching and learning styles
- ideas/strategies and resources to provide for diversity
- understanding the needs of cognitive, communication and interaction; emotional and behavioural; physical and sensory and medical difficulties and how they affect learning
- experience to ensure greater understanding by being placed in the position of the learner
- sharing good practice
- time and energy expended by pupils

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:

- boys and girls
- pupils learning English as an additional language
- 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

Monitoring

- 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
- extra curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental concerns related to disability, religion and culture

To Facilitate an Inclusive Curriculum

- all teachers and support staff have received training on how to teach and support pupils with 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 physical education
- 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
- alternative ways of providing access to experience understanding are provided
- appropriate access to information technology 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 for learning and increase the participation of all pupils

Teaching and Learning

- teachers ensure that the classroom is an inclusive environment in which pupils feel that 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 background and linguistic needs
- teachers take positive steps to include all groups or individuals
- pupil grouping in the classroom is planned and varied
- allocation to teaching groups are kept under continued 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' political awareness and concepts of fairness enabling them to detect bias and challenging inequalities
- user friendly ways are considered to ensure that pupils with disabilities access the information that is presented, e.g. by reading aloud or describing diagrams
- resources and displays reflect the experience and background 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

Assessment

All pupils have the opportunity to achieve their highest standards. Baseline assessment is used for all pupils. The school ensures that the assessment is free of gender, cultural and social bias, and that assessment methods are valid.

The school monitors and analyses pupils' 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.

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 opportunities to demonstrate what they know, understand and can do and, therefore, to benefit from assessment which summarises what they have learned. Information from assessment is used to inform future learning. Staff use a range of methods and strategies to assess pupils' progress e.g. end of unit, term and year tests and assessment tasks

School Ethos

- the school opposes all forms of prejudice and discrimination
- the school is committed to raising standards for all
- all learners are recognised as having a contribution to make to the learning process
- learning promotes confidence and self-esteem
- there is flexibility so that diverse needs can be catered for
- the school publicly supports diversity and actively promotes good personal and community relations
- diversity is recognised as having a positive role to play within the school
- staff foster a positive atmosphere of mutual respect and trust of pupils from all groups
- the school caters for the dietary requirements of different disabilities
- 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 LEA policies and guidance such as those for anti-bullying and dealing with racist incidents and discrimination.

- pupils, staff and parents are aware of the procedures for dealing with intolerant behaviour and that such behaviour is always unacceptable
- staff are trained to deal effectively with bullying, discrimination and prejudice
- the school seeks to ensure that information is provided in simple language, symbols, large print, audio or Braille for any pupil or prospective pupils who may have difficulty with reading printed information

Behaviour, Discipline and Exclusions

- the school expects high standards of behaviour from all pupils
- exclusions are monitored by disability, gender, ethnicity, special educational needs and background and action is taken in order to reduce any disparities between different groups of people
- the school's procedures for disciplining pupils and managing behaviour are fair and applied equally for all
- it is recognised that disability may adversely affect behaviour and all staff are trained to understand and deal with this
- it is recognised that cultural background may affect behaviour - the school takes this into account when dealing with incidents of unacceptable behaviour

- all staff operate consistent systems of awards and discipline as stated within the school's 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

Personal Development and Pastoral Care

- pastoral support takes account of disability and meets the needs of all disability groups
- appropriate support is given to victims of discrimination and intolerant behaviour using the support of external agencies where appropriate - the perpetrators are dealt with in accordance with school policies and provided with relevant support to consider and modify their behaviour

Admissions and Attendance

- the admission process is monitored to ensure that it is administered fairly and consistently to all pupils so that pupils from particular groups are not disadvantaged
- comprehensive information about pupils, disability, medical/physical needs, diet etc. is included in all admission forms
- the school and families are aware of their rights and responsibilities in relation to pupils' attendance and absence is always followed up by appropriate personnel who are aware of community issues
- provision is made for pupils on extended leave, in hospital or ill at home so that they are able to continue with their learning
- attendance is monitored by disability, gender, ethnicity, special educational needs and background and action is taken in order to reduce any disparities between different groups of pupils

Partnership with Parents in the Community

- all parents are encouraged to participate at all levels in the full life of the school
- the school works in partnership with parents and the community to develop positive attitudes to diversity and to address specific incidents

- the school takes steps to encourage the involvement and participation of under-represented groups of parents and sections of the community
- information material for parents is easily accessible in user-friendly language and can be made available in languages and formats other than English as appropriate
- meetings for parents are made accessible for all
- parental involvement is monitored to ensure participation of all groups
- informal events are designed to include the whole community and at times may target minority or marginalised groups
- the school's premises and facilities are equally available and accessible for use by all groups within the community

Responsibilities

- the Governing Body and Headteacher will ensure that the school complies with all relevant disability legislation - accountability is vital: ignorance is not a defence against disability discrimination
- the Governing Body and Headteacher will ensure that the policy and related procedures and strategies are implemented

- the Headteacher will ensure that the staff are aware of their responsibilities under the policy
- the member of staff named below will be responsible for co-ordinating work in access opportunities
- health and safety aspects must be reviewed and all reasonable adjustments made where necessary
- recognition by the Governing Body and the Headteacher that budgets will be scrutinised to ensure accessibility for disabled pupils
- all pupils who have medical needs should have a current regularly reviewed signed care plan
- governors should include a section on access planning in their annual report to parents incorporating this in the SEN report

The School Environment

- the environment is welcoming
- the size and layout of all areas including the classrooms, library, outdoor playground and playing field allow access for all pupils
- pupils who are wheelchair users experience no barriers to access including toilets and doorways

- paths around the school are safe
- parking arrangements are safe
- routes around the school are well signposted
- emergency and evacuation procedures are established to inform staff and pupils. These procedures are practised regularly
- background noise is reduced and consideration given to room acoustics and noisy equipment
- furniture and equipment are selected, adjusted and located appropriately
- areas are well lit

Monitoring and Review

This policy will be annually monitored and reviewed and its effectiveness evaluated by the Headteacher who is the member of staff responsible for access inclusion.

Date : 19th September 2018

Review: September 2019.