

Kings Langley School



Accessibility (Plan) and Inclusion Policy

REVIEW DATE: APRIL 2019

Character Development: Commitment to Equality and Diversity

This school is founded on a set of fundamental values designed to enable all students and adults connected with our community to flourish and succeed, regardless of background or circumstances. We are determined to be open to people, places, methods and ideas—and as such, equality and diversity are at the heart of everything we do. Our continued dedication to social justice and equality of opportunity is embodied in everything we do.

We are creating an **inclusive** school community where:

- People are treated with dignity and respect.
- Inequalities are challenged.
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential.
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.
- We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfilment.
- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.
- We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision.

A Policy Title: Accessibility and Inclusion Policy

B Rationale

This policy exists to provide a framework for supporting our stated aim of “ensuring the happiness of every individual in our community”, to promote a climate which enables all students to flourish, regardless of ability or special needs, and supports our desired outcomes of developing "strong character".

This policy is an extension of our clearly stated aims for all children in our care – namely, that all youngsters have the right to be happy and feel fulfilled at school, regardless of their ability or physical capabilities. We are a community comprehensive school completely committed to ensuring that all our children realise their potential and are able to exploit and develop their talents in all areas both in and outside of the classroom. We set high expectations for all children in our community and remain committed to overcoming barriers to progress and development.

C Purpose

As part of our commitment to our students we will endeavour to ensure that we provide a rich and diverse curriculum, which, within reason, is accessible to all students regardless of their physical or mental capabilities. There is ample evidence available which reinforces our total commitment to ensuring all youngsters are included in as many aspects as is reasonably possible of our community life. Harmonious relationships and a real sense of respect for all individuals regardless of Ability, Disability, Race, Religion or Belief, Gender Reassignment, Pregnancy and Maternity, Sex or Sexual Orientation providing a firm foundation for building a happy and fully inclusive school environment. Such a foundation provides a springboard for inclusivity. The school remains pragmatic in its approach to removing barriers, particularly when assessing the needs of an individual child. The Governors will ensure that reasonable resources (financial and otherwise) are set aside to enable the school to realise its aims of providing a fully inclusive school community. The governors will ensure that medium and long-term plans for improving inclusion and accessibility are reviewed and evaluated on a bi-annual cycle. Such plans will influence most other development plans for the school in the foreseeable future.

Information from student data and school audit

Kings Langley School is a co-educational school with a population of 1086. There are currently 207 students who have either an Education Healthcare Plan or SEN Support in place a total of 19% of the school population. We have a learning needs register which is updated termly therefore we are fully aware of the needs of all students within our care and there is also a Medical Needs Folder which is kept in the staffroom.

Under our Special Educational Needs Policy we endeavour to ensure all students with special educational needs, whether physical, intellectual, social or emotional should, wherever possible, be integrated into mainstream school, having access to appropriate educational provision to allow them to experience a broad and balanced curriculum. The aim is to promote effective learning for each student so that they can attain the highest possible standards throughout the curriculum and in their own personal development.

It is possible that a student may experience long term illness whilst attending school and the Education of Students Temporarily Unable to Attend School due to Health Reasons Policy, provides guidance as to how we will ensure wherever possible facilities are available to meet individual needs.

A detailed Accessibility and Inclusion Policy is in place and it is our belief that all youngsters have the right to be happy and feel fulfilled at school, regardless of their ability or physical capabilities. As part of our commitment to every student, we will endeavour to ensure that we provide a rich and diverse curriculum, which, within reason, is accessible to all students regardless of their physical or mental capabilities.

The school was rebuilt in 2016 and therefore is fully accessible meeting the requirements of the DDA (Disability Discrimination Act).

Views of those consulted during the development of the plan

Through the work that is ongoing with the Equality Scheme regular consultation is taking place with stakeholders. The annual parents' survey incorporates questions relating to equality, parents, students and staff are asked to complete a questionnaire so they have the opportunity to share their views. Views are also sought through consultation with parents via the SENCO who is in regular contact with parents of students on the SEN register, if issues arise these are dealt with immediately.

Main Priorities in the School's Plan

Increasing the extent to which disabled students can participate in the school curriculum

Students who have a learning difficulty are provided for by the Special Educational Needs Learning Area with input from various specialist advisers. Teachers of students with non-mobility physical disabilities such as hearing and visual impairment are given specialist guidance to enable the students to access the curriculum.

Improving the delivery to disabled students of information that is provided in writing for students who are not disabled.

Students are provided with differentiated work to suit their individual needs. The school works with the parents and students to establish the best solution to provide the most appropriate accessibility for the student. For example, Teaching Assistants work with subject teachers to modify resources appropriately and if a student is visually impaired a laptop can be provided to aid learning.

During the examination period Teaching Assistants support students by providing the appropriate access arrangements so that they can fully access an examination. This may include reading the questions to the student, acting as a scribe, enlarging scripts or providing a laptop computer where necessary.

Information for parents is offered in different methods either paper based or soft copies of information, the school web site is also a useful reference resource. If a parent requires information in a larger font this is also accommodated.

Management, Coordination and Implementation

The student support from a day to day respect will be carried out on an ongoing basis as this is an area which occurs within the Learning Support Learning Area as a matter of course. Please also refer to the Special Educational Needs Policy.

The information taken from the surveys conducted in conjunction with the Equality Scheme will also inform the discussion as to the changes that are required to the plan.

This policy should be read in conjunction with the Equality Scheme, Special Educational Needs Policy, Education of Students Temporarily Unable to Attend School due to Health Reasons Policy and the Accessibility and Inclusion Policy