



## ST EDWARD'S CE ACADEMY CHEDDLETON

### Access and Inclusion Policy

At St. Edward's CE Academy Cheddleton [SEAC] we aim to create a caring environment underpinned by strong Christian Values in which each person is valued equally as an individual and is encouraged to develop his/her full potential in all aspects of their life. We aim to encourage people to be everything they can be. Our Academymotto supports this ...

#### *'Learning and Caring Together'*

SEAC is a family of people who care for and respect one another. Everyone is valued and encouraged to develop their gifts and talents fully.

#### Aims & Ethos

Our aims are designed to ensure that our academy 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 academy 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.

To do this we:

- Openly oppose all forms of prejudice and discrimination and instead respect and value differences between people.
- Prepare pupils for life in a diverse society.
- Ensure that all learners are recognised as having a contribution to make to the learning process and that they achieve their full potential.
- Foster a positive atmosphere of mutual respect and trust among pupils from all groups.
- Ensure that clear procedures are in place to ensure that all forms of bullying and harassment are dealt with promptly, firmly and consistently. Actions taken are in line with relevant LEA policies and our own Behaviour policy.
- Ensure that children, staff and parents are aware of the procedure for dealing with intolerant behaviour and that such behaviour is always unacceptable.
- Ensure that an inclusive ethos is established and maintained.

#### Leadership and Management

At SEAC, we ensure that the Leadership and Management of all areas of the academy reflect our commitment for access and inclusion for all. For example:

- Academy policies reflect and enhance our inclusive practice. The evaluation of the policies is used to identify specific actions, to address access issues and ensure high expectations of all pupils and appropriate breadth of content in relation to the academy and in the wider community.
- The Governors, SLT and Middle Leaders set a clear ethos, which reflects the school's commitment to Disability and Equality.
- Our academy promotes positive approaches to valuing and respecting diversity
- The academy management works in partnership with others (including parents/carers) to promote equality of opportunity and oppose all forms of oppressive behaviour, prejudice and discrimination.
- Additional grants are applied for and appropriately targeted and monitored
- Timetabling of lessons and extra-curricular activities are considered to ensure that there is no discrimination

#### Staff Recruitment and Professional Development

Our academy adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and LEA/SUAT guidelines. Appropriate steps are taken to ensure that

everyone associated with the academy is informed of the contents of this policy and new staff will become familiar with it as part of their induction programme. At SEAC, we ensure that:

- 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 and experience.
- Staff (and visitors) provide a wide range of role models and reflect the diversity of the local and wider community

### Curriculum

We ensure that each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. There is also an emphasis within plans upon the spiritual, moral, social and cultural development of all children. The curriculum builds on children's starting points and is differentiated appropriately to ensure the inclusion of:

- Boys and girls (gender)
- Children with Special Educational Needs and/or Disabilities (SEND)
- Children who are gifted and talented
- Children who are looked after by the local authority (CLA)
- Children who are at risk of disaffection and exclusion
- Children who are vulnerable
- Children who are falling behind
- Children with English as an Additional Language (EAL)

In order to ensure the success of our curriculum and planning, we carefully monitor and evaluate its effectiveness in providing appropriate equal outcomes for all.

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

To further facilitate an inclusive curriculum:

- All teachers and support staff have been trained to teach and support pupils with SEND, including those with dyslexia. (see our SEN policy for a full list of training)
- Classrooms and corridors in the main building are organised to optimise access for disabled pupils (e.g. widened doors, ramps, lifts, adapted toilets)
- All lessons are differentiated appropriately and provide the opportunity for ALL to achieve. They are responsive to pupil diversity and are structured to incorporate combinations of individual, paired, group and class activities. They also allow children (and adults) time to think.
- Appropriate access to IT/additional equipment/support/dyslexia friendly prompts and extra time is given to all children.
- All academy visits are appropriately planned to ensure that they are equally accessible to all children. Appropriate risk assessments are completed.
- High expectations are set for all pupils.

In essence, all staff seek at all times to remove barriers from learning and increase the participation of all children.

### Teaching and Learning

We strive to offer an inclusive education to all children. To do this we ensure:

- that the classroom (both indoor and outdoor) is an inclusive environment in which children feel that their contributions are valued.
- Teaching is responsive to all children's learning needs. For example it takes into consideration different learning styles, backgrounds, ability and needs.
- Teachers take positive steps to include all groups or individuals and to promote confidence and self-esteem.
- 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/dyslexia access the information that is presented, e.g. by reading aloud, appropriate fonts etc.
- Resources and displays reflect the experience and backgrounds of children, 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, Pupil Achievement and Progress

All staff at SEAC have high expectations of children and teachers/non-teaching staff continually challenge children to extend their learning and behaviour and thus achieve higher standards. To do this;

Teacher assessments/standardised tests, age related tests and SATS are used effectively to assess current attainment and identify gaps that can be addressed to ensure good progress.

Our academy ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid. Our academy also monitors and analyses pupil performance demonstrated within such assessments and tests by a number of criteria, for example; disability, gender, EAL, CLA, FSM, and is therefore able to identify groups of pupils (and individuals) where there are patterns of underachievement. We then ensure that action is taken to counter this.

Self/Peer assessment provides all children with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress. Work is marked as soon as possible after completion following guidance in our marking policy) and reflective feedback is given along with appropriate 'fix its'. Information from marking and assessment is used to inform future learning.

Our academy recognises and values all forms of achievement;

- We hold a weekly special assembly where children's achievements are recognised and rewarded in the form of 'Gold Awards'.
- 'Duck' awards are given by the head teacher to reward pastoral achievements
- Attendance awards are given to the class with the highest attendance for that week/term
- Children are encouraged to share awards gained from outside of school.
- Special work is displayed in class and shared with Mrs Ward / other teachers.
- Additional 'class' rewards are given, for example 'squirrel of the day'.
- Kind hearts, Helping Hands and Good Manners are used to reinforce positive behaviour expectations.

### Pastoral Support and Pupils Views

Through teaching emotional intelligence competencies, circle time, 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.

Pupil Passports are written and/or reviewed every half term, with the SENCO, class teachers, parents and children (see SEN policy/report for more information). At the end of each academic year, stakeholder views are sought regarding likes, dislikes and aspects that would improve the school.

## Behaviour and Discipline

The academy expects high standards of behaviour from all pupils. Our procedures for disciplining pupils and managing behaviour are fair and applied equally to all.

It is recognised that cultural background may affect behaviour. Our academy 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 Procedures / 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.

## Admissions and Attendance

Our admissions process is monitored SUAT [LA procedures adopted] who ensure that it is administered fairly and consistently to all pupils, so that pupils from particular groups are not disadvantaged (see our admissions procedure).

The academy and families are aware of their rights and responsibilities in relation to attendance and absence is always followed up by appropriate personnel who are aware of community issues (see our attendance policy).

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

Partnership with parents and outside agencies is a high priority within our academy and the Principal operates an 'open door' policy. Pupil Passports are reviewed regularly with parents and children and their views are recorded as appropriate. Statements/ Education Health Care Plans (EHC) are reviewed on an annual basis in accordance with the Code of Practice guidelines via annual reviews and transition reviews are held when a child is moving on to another school. (see SEN policy/report).

All parents/carers are encouraged to participate at all levels in the full life of the academy. To do this:

- Meetings for parents are made accessible for all
- Informal events are designed to include the whole community
- The academy's premises and facilities are equally available and accessible for use by all groups within the community
- Parents are encouraged to work in partnership through their child's reading journal, spelling journal and homework book.
- Information is made available to parents by word of mouth, the academy prospectus, academy website, workshops, newsletters, parents notice board, parents evenings and parents meetings.
- The academy works closely with other schools in the Leek area (Leek Education partnership) and within SUAT (Staffordshire University Academy Trust) to share resources and areas of expertise. In addition, children develop friendships outside our community that will make the transition process to middle school less traumatic.
- The academy 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 SENSS, Educational Psychology Service, Speech & Language, Autism Outreach Team, Health and Social Services (please refer to the SEN Policy for a full list of outside agencies)

## Responsibilities

### The Local Academy Council and SLT

The LAC and Principal will ensure that:

- The academy complies with all relevant disability legislation
- all policies and related procedures and strategies are implemented
- all staff are aware of their responsibilities and are appropriately trained under the policy
- budgets are scrutinised to ensure accessibility for all children (including AEN funding)
- all pupils who have medical needs have a current regularly reviewed signed care plan written by the care-plan coordinator, parents and child (if appropriate)

### The Academy Environment

At SEAC we strive to ensure that our academy environment is warm, welcoming and equally accessible for all.

Our academy is a 'pathways' academy. This means that:

- The size and layout of all areas including the hall, playgrounds, main building classrooms and outdoor sporting facilities allows access for all children
- Children and adults who are wheelchair users experience no barriers to access.
- All toilets are wheelchair accessible - doors widened, changing beds are height adjustable, hoists are available and other appropriate equipment is easily accessible.
- Paths around the site are safe and wide enough for wheelchair access
- Ramps included both inside and outside the academy
- Lifts included where necessary
- Disabled parking spaces available on the academy car park
- Staff are trained as necessary

In addition to this,

- Emergency and evacuation procedures are established to inform all pupils (see plan)
- Furniture and equipment are selected, adjusted and located appropriately
- Areas are well lit

### 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 and the governing body.

Member of staff responsible for Access/Inclusion: Mrs E. Clifford (SENCO)

Date of policy: July 2017

Date for review of policy: July 2018