



Access, Inclusion and Diversity Plan

Version 1.ii

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Name of Responsible Committee/Individual: Hunsley Primary Local Governing Body

Implementation Date: **Autumn Term 2022**

Review Date: **Summer Term 2025**
The Action Plan will be revisited annually, but must have a full review by the above date.

Target Audience: All Staff, Parents, Pupils, Community Users, Key Stakeholders

Linked Documents and Guidance

This Plan should be read in conjunction with the following policies:

- The Education Alliance Equality and Diversity Policy
- Hunsley Primary SEND Report
- Hunsley Primary Child Protection and Safeguarding Policy suite (including Behaviour Policy, Medicines in School policy)

This plan relates to the following legislation:

- Disability Discrimination Act 1995
- SEN and Disability Act 2001 (SENDA)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation sits as an appendix to this Plan:

- Equality Act 2010: Advice for Schools (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England (DfE)
- The Statutory Framework for the Early Years Foundation Stage (DfE)
- Reasonable Adjustments for Disabled Pupils (2012) (Equality and Human Rights Commission)
- Supporting Pupils at School with Medical Conditions (2014) (DfE)
- Accessing School: Planning to increase access to schools for disabled pupils” (DFES July 2002)

Access, Inclusion and Diversity Plan

Plan Contents

Plan Statement

1. Purpose and Scope
2. Roles and Responsibilities
3. Equality and Diversity
4. Vision, Values and Ethos
5. Definitions
6. Systems and procedures
7. Monitoring of the plan
8. Review

Appendix

Access, Inclusion and Diversity Action Plan model

Maps of the School Site

Links to School website

Plan Statement

This plan outlines the principles and values underpinning the expectations of Hunsley Primary for accessibility and inclusion to learning to meet the diverse needs and requirements presented by our children.

1. Purpose and Scope

Hunsley Primary strives to remove barriers to access and increase inclusivity for all our children and all who come to learn in our school with diverse needs and requirements for learning:

Children with special educational needs and disabilities should have:

- 1) The same rights, choice and opportunity of access to services as non-SEND children
- 2) Access to services in as inclusive a way as possible

In accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA), this plan sets out the guiding principles of Hunsley Primary to ensure access to education for pupils who have disabilities or barriers to learning in three key areas:

- 1) Participation in the school curriculum
- 2) Improvement to the school environment (all aspects of the environment) to enable children with SEND to have equal advantage of the services provided by school
- 3) Developments in the way curriculum is delivered to those individuals with SEND

We are inclusive of all children, and we value the knowledge and views of parents regarding their child's needs with regard to how disabilities and additional challenges can potentially affect their access to learning.

Hunsley Primary aims to help all our children to maximise their potential and get the very most from their school experience. We seek to enhance the pupils' experience by creating a learning environment and ethos that is dynamic, accessible and inclusive.

The Access, Inclusion and Diversity Plan seeks to increase the accessibility to and inclusivity of teaching and learning for all by taking positive steps to ensure that children who face physical, sensory, emotional/behavioural, or communication challenges or disabilities can fully participate in their education and enjoy all the benefits, facilities, services and experiences which school has to offer.

Hunsley Primary intends that all of our children should have equal access to our learning programme in order to be able to meet their diverse and individual needs.

3) Roles and Responsibilities

It is the role of the Local Governing Body of Hunsley Primary to:

- Ensure the school has a plan which states how the school will strive for inclusive access for all
- To monitor the application of the plan and review the effectiveness of the plan according to the cycle of review

It is the role of the Headteacher to:

- Disseminate the plan to all staff and relevant stakeholders
- Monitor the application of the plan and ensure all staff are inducted / trained to create inclusive and accessible learning in school
- To review the plan and ensure that it delivers an appropriate framework for the context and population of the school.

It is the role of staff to:

- Create accessible and inclusive environments and opportunities for learning by planning for individuals' needs and potential
- Engage in training and development as appropriate to ensure diverse needs can be met.

4) Equality and Diversity

The Education Alliance is committed to:

- Eliminating discrimination and promoting equality and diversity in its policies, procedures and guidelines
- Delivering high quality teaching and services that meet the diverse needs of its pupil population and its workforce, ensuring that no individual or group is disadvantaged

5) Vision, Values and Ethos

Vision: Our Commitment

Hunsley Primary is committed to being an innovative, stimulating, forward-thinking free school that makes the most of its freedoms to impact positively on pupils' lives in the community and provide opportunities for all its children to make outstanding progress. Hunsley Primary children are capable, confident and creative thinkers and motivated, resilient, problem-solving learners. In particular, the school is committed to developing pupils as mathematicians and scientists.

Values: Our Children

At Hunsley Primary, we believe that every child is an individual, ready, able and eager to learn, and as such a member of the team. We are a fully inclusive school and we view every child as unique; we believe that all learning activities should be personalised and challenging to meet all pupils' needs and that every child should receive the care, guidance, nurture and robust support they need to overcome disadvantage or barriers to learning. It is our prime aim that all children make their best progress in an enabling learning environment, in the presence of their peers and the security of positive relationships with those around them. Our highly-trained expert classroom practitioners, from teachers, TAs, volunteers to associate Trust staff, ensure that all children have the chance to work, discuss and learn with professionals who are passionate about education.

By ensuring our children become responsible for directing, sustaining and reviewing their own learning, taking responsibility for critiquing their own and each other's work and for setting ambitious challenges, we aim to embed an understanding of the importance of refining work to its best point so that children feel a sense of high achievement as a result of the feedback they receive.

By maximising the benefits of our close relationship with South Hunsley School and Sixth Form College and its subject specialists, we aim to secure a continuum of learning and a depth of conceptual understanding necessary for excellent progress in all curriculum areas, leading to the highest achievement at Key Stage 2, GCSE and A Level and, in due course, access to the most aspirational HE institutions, courses and professions for all children.

Ethos: Our Teaching and Learning Rationale

Engagement, Enjoyment, Discovery, Reflection, Achievement

Our aim is to deliver teaching and learning which meets the needs of every single pupil in school, basing our planning on rigorous assessment and observation, mapping out challenging, supportive next steps. We plan our curriculum activities and our personalised teaching and learning approach to match the following rationale:

- Flexible, personalised timeframes for learning, based on excellent pupil-centred teaching – teachers highly conversant in the complexities and specialisms of their practice
- Real learning themes and deep-thinking investigations, which prepare our pupils for 21st Century living and engage them in learning with enjoyment and passion
- Inspirational and challenging learning activities, which have the principles of scientific enquiry and investigation ('working scientifically') at their core, generating a lifelong love of

learning, enquiry and discovery and a systematic means of approaching challenging and new tasks

- A union of partnerships with cross-phase, multi-agency and multi-disciplinary expertise for planning, delivery, monitoring and review, to ensure each child has every opportunity to build successfully on their learning from 4 to 19, removing barriers to engagement and development
- Pupil resilience, independence, confidence and readiness to meet the rigours of education, through to university and beyond, and the demands of living and working in a rapidly-changing technological world
- Innovative, immersive and inclusive learning resources, combining the best of expert input, outdoor, hands-on, experiential learning and digital interfaces, to give pupils every opportunity to aspire to their full potential.

6. Definitions

‘Reasonable Adjustments’

Reasonable adjustments are changes to the work environment that allow people with disability to work safely and productively. Under the Equal Opportunity Act 2010, 'disability' includes: physical, psychological or neurological disease or disorder. illness, whether temporary or permanent.

‘Special Educational Needs and Disabilities’ (SEND)

Special Educational Needs and Disabilities' is a legal definition and refers to children with learning problems or disabilities that make it harder for them to learn than most children the same age.

‘Access’ means permission, liberty, or ability to enter, approach, or pass to and from a place or to approach or communicate with a person or thing

‘Inclusion’ is seen as a universal human right. The aim of inclusion is to embrace all people irrespective of race, gender, disability, medical or other need. It is about giving equal access and opportunities to all, and the removal of barriers including getting rid of discrimination and intolerance (removal of barriers).

‘Diversity’ is seen as the wide range of unique human differences expressed in our children, including - but not limited to - race, ethnicity, gender, gender identity, age, physical ability or attributes and neurodiversity.

7. Systems and Procedures

In order to achieve the aims stated in the ‘Purpose and Scope’, the school has an Access, Inclusion and Diversity Group, comprising of the following:

- Member of the school leadership team with responsibility for SEND
- Member of the Local Governing Body with responsibility for SEND
- Member of the school teaching team, e.g. TA or teacher with the ability to link to children’s voice

- Parent of a current child with SEND with the ability to link to children's voice
- Associate professional involved in the support of children with SEND, e.g. Physical Therapist

In order to set and monitor the aims of the school, the Group produce an Access, Inclusion and Diversity Improvement Plan which will be reviewed at each meeting of the Group. The Access, Inclusion and Diversity Group meet twice per year.

The purpose of the Access, Inclusion and Diversity Group and the Access, Inclusion and Diversity Improvement Plan is to make recommendations for improving the accessibility of the school to all children, including those who have not yet started with the school, who have additional needs and disabilities. This will be done by way of making informed reasonable adjustments.

The areas of focus for the Improvement Plan are as follows:

- **Participation in the school curriculum**
 - o Admission to school and transition
 - o Marketing and communication
 - o Curriculum planning
 - o Wider activities, e.g. educational visits
 - o Sports and Physical Education
- **Improvement to the school environment (all aspects of the environment) to enable children with SEND to have equal advantage of the services provided by school**
 - o Physical access
 - o Sensory access
 - o Outside learning and play provision
- **Developments in the way curriculum is delivered to those individuals with SEND**
 - o Support for learning, including the work of the SENCo
 - o Pastoral arrangements
 - o School services

Participation in the school curriculum

- The school follows the LA policy for School Admissions and is part of the Co-ordinated Scheme, which includes clear processes and policies regarding the process of applications for school places from children with an Education Health and Care Plan
- Hunsley Primary will be inclusive in its marketing of the school and will ensure information for prospective parents is also available in an accessible and inclusive way
- The school approach is to apply these criteria to all pupils and potential pupils, regardless of any disability of which it is made aware by parents or outside agencies.
- The school has a legal obligation to make reasonable adjustments to enable disabled pupils not to be disadvantaged because of their disability.

- Curriculum planning will always be inclusive: teachers will ensure that the planned curriculum is personalised to meet the needs of all pupils and where adjustments can be reasonably made, that they will be a priority. Parents will also be consulted via the Individual Support Plan reviews to make the most of their input in order to address curriculum requirements for inclusion.

Improvement to the school environment (all aspects of the environment) to enable children with SEND to have equal advantage of the services provided by school

Physical Access

- Hunsley Primary operates on one level with ease of access for all. We have a commitment to ensure that this remains a prime area for monitoring
- Recent building of the new school complies with regulations.
- Key staff with responsibility for pupils with disabilities have a clear plan to operate in the event of an emergency evacuation.

Sensory Access

- Hunsley Primary places sensory processing alongside physical access in terms of barriers and challenges an individual may experience.
- We aim to support children by identifying the specific details of their sensory needs through carrying out detailed sensory assessments with parents' and carers' input.
- The school is committed to assessing the sensory challenges presenting within school to children each day, from visual processing of light or display work to auditory processing of noise from the development ongoing or the trainline which passes by the school: low glare classroom and corridor lighting and a window scheme which is designed to let in lots of natural light from a range of directions aim to reduce noise and light processing challenges.
- We are committed to engaging in training to understand the subtleties of sensory processing disorder and how a sensory supportive school can be created.

Outside Learning and Play Provision

- Play spaces all comply with current regulations for access, including carefully designed slopes for access to play areas.
- All play areas are accessible for those in wheelchairs
- Hunsley Primary is committed to ensuring all natural areas which will be used for learning are inclusive, e.g. areas of field and off-playground areas such as nature zones
- Off-site learning, e.g. educational visits, will only be undertaken if they are able to be accessed with adjustments by all pupils. This will be reflected in adaptations to travel plans, risk assessments, pupil to adult ratios, and notification to place of visit and pre-visit to site if appropriate.
- The school will continue to provide equal access to all school activities for disabled students, within the constraints of the physical nature of the site and the Health and Safety implications. Where an activity is inappropriate due to a child's disability, alternative activities will be provided.

- Individual Risk Assessment will be provided for disabled children engaged in school trips or visits.
- Provisions will be made for children unable to participate in activities such as playtime, as a result of weather or illness.

Developments in the way curriculum is delivered to those individuals with SEND, including pastoral services and the work of the SENCo

- Teaching and support staff will be at the heart of planning and review for pupils with Special Educational Needs and/or Disability
- Staff will be shown examples of strategies in order to make “reasonable adjustments” within the classroom so as not to place disabled students at a substantial disadvantage in accessing the curriculum.
- Staff will adapt their ‘quality first teaching’ to the learning requirements of all the pupils according to their individual needs. Such differentiation should be reflected in Individual Support Plans and class learning plans / intervention plans
- The implementation of reasonable adjustments to classroom management, teaching and expectations, will not prejudice the progress of other pupils, nor compromise their safety.
- The school will review provision of support staff and resources as appropriate according to budget, pupil needs key priorities e.g. laptops or hearing loops, and will seek additional funding wherever possible to support the delivery of these additional provisions
- Children requiring specific work to improve their mobility will have access to additional gross/fine motor skills sessions.
- The SENCo will ensure that children with physical or sensory disabilities have access to suitable furniture, classroom adaptations, aids and resources (lap-tops, overlays, wobble cushions, writing slopes, adapted pens, scissors etc), seeking the advice from the Sensory and Physical Teaching Service (SAPTS) where needed.
- In assessing any child’s needs, the school will seek professional advice; e.g. Educational Psychologist, and will follow the recommendations as set in the assessment report.
- The school follows DfE guidelines to enable all children with disabilities to have access to national assessments, for example SATs.
- Staff and children in the school are to be made aware of disability and understand its effects; they will be taught to accept and support disabled pupils as part of school life.
- Appropriate staff training will be provided on a regular basis to enhance understanding of disability and how best to support and include children

- Trust and school policies will be reviewed and updated to reflect the school’s approach to inclusivity.
- The school will agree with parents, appropriate regular means of communication with regard to pupils’ progress, behavioural issues and the review of their Individual Support Plan.

8. Review

This document will be formally reviewed within 3 years of the date of implementation. The Access, Inclusion and Diversity Improvement Plan is reviewed annually.

Appendix – model Access, Inclusion and Diversity Improvement Plan

Planning Phase	Accessibility Area and Action Target	Planned Activity to deliver Action Target	Key Dates for Completion of Action Target and Review by Panel	Impact Review
<i>Term in which Action Target is set</i>	<i>SMART target set at Panel Review Meeting</i>	<i>Must be related to specific pupils’ needs and whole school procedures</i>	<i>To relate to the review cycles of the Panel</i>	<i>Evidence gathered to show impact of Action Target on real outcomes for pupils</i>

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