BORROW WOOD PRIMARY SCHOOL

INCLUSION POLICY AND ACCESSIBILITY PLAN

Written by:	Zoe Fletcher	**Date:** September 2024
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Introduction and Aims

Borrow Wood Primary School is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey.
We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be reality for our children. We make this a reality through the attention we pay to the different groups of children within our school.

Borrow Wood Primary School includes an Enhanced Resource Facility (ERF) for pupils with significant and complex special educational needs, including autism and associated communication, sensory and regulation needs. The Accessibility Plan therefore reflects both whole-school inclusive practice and the specialist adaptations, environments and staffing required to meet the needs of pupils educated within the ERF.

Scope

This policy applies to children who:

- Have Special Educational Needs
- Have medical needs
- Have disabilities
- Reflect social and cultural diversity
- Have attendance difficulties
- Are young carers to sick relatives
- Use English as an additional language
- Have recently moved to this country or may be refugees or asylum seekers
- Have mobile lifestyles as travellers
- Are Looked After Children or Previously Looked After Children
- Live in poverty or may be homeless
- Bully or are victims of bullying
- Are bereaved
- Are traumatised
- Present with safeguarding concerns

Our Aims

At Borrow Wood Primary School we aim:

- To value everyone equally in an inclusive environment.
- To value all the Protected Characteristics of the Equality Act.
- To take a positive approach in developing the self-confidence and self-esteem of all children.
- To help pupils to develop lively, enquiring minds and the ability to question and argue rationally.
- To provide a curriculum which is broadly based, relevant and meets the needs of individuals.
- To bring out the best in children at our school and support the development of life skills for a successful future.
- To ensure the development and consolidation of basic skills in all areas of the curriculum.

- To allow each child the opportunity to meet their potential in happy, caring and fun surroundings, promoting high standards for all.
- To create a stimulating and challenging environment, which is supportive, secure and caring.
- To create a school community in which children, parents, teachers and governors work together for the common good.
- To help pupils understand the world they live in and our part in the local, national and global community.
- To listen to and value the views of parents and to work in partnership with them.
- To enable all members of the school community to participate in aspects of school life in a consultative environment.
- To encourage respect, resilience, resourcefulness, responsibility and risk taking in a safe learning environment.

Objectives

Borrow Wood Primary School will:

- Ensure the implementation of government and local 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 scaffolded curriculum
- Recognise, value and celebrate pupils' achievements
- Work in partnership with parents/carers in supporting their child's education
- Guide and support all staff, governors and parents in inclusion issues.

Definitions of Inclusion

The DfE have defined an inclusive education as:

- Inclusion is a process by which schools, Local Authorities and others develop their cultures, policies and practices to include pupils
- With the right training, strategies and support, nearly all children with special educational needs can be successfully included in mainstream schools
- An inclusive education offers excellence and choice and incorporates the views of parents and children
- The interests of pupils must be safeguarded
- Schools, Local Education Authorities and others should actively seek to remove barriers to learning and participation
- All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential
- Mainstream education will not always be right for every child all the time. Equally just because mainstream education may not be right at a particular stage it does not prevent the child from being included successfully at a later stage.

Managing Inclusion

Provision for special educational needs at the school is overseen by two SENCos. **Mrs H Ball** (the Inclusion Lead and SENCO for the mainstream provision) and **Mrs S Sheehan** (the SENCo for the Enhanced Resource provision) Their role is to:

- Work positively with all members of the school community to promote inclusion
- Work collaboratively with external agencies
- Induct new staff in the school's commitment to inclusion
- Monitor and assess inclusion provision across the school (or within ERF setting)
- Work with key staff to identify barriers to learning and provide staff with appropriate strategies and training
- Share inclusive expertise with, and support the professional development of classroom teachers and teaching assistants
- Meet at least termly with parents and children, if age appropriate, to plan their next steps for learning and progression
- Develop her own and other staff's knowledge and expertise in a range of areas such as Autism Spectrum Difficulties, Attachment difficulties and children's mental health difficulties
- Purchase appropriate resources
- Develop programmes of support for pupils who require significant and specific intervention
- Work with key staff to monitor pupil progress
- Monitor the recording of incidents which may relate to bullying or discrimination of pupils on the grounds of SEND
- Liaise with and support parents and carers
- Co-ordinate cross-phase/cross-school transition
- Co-ordinate external specialist provision.

Inclusive Provision

The school offers a continuum of provision to meet a diversity of pupils' needs. Although all classes are mixed ability, the school and individual teachers have the flexibility to set smaller ability groups, within their classes or across cohorts and phases, for specific aspects of the curriculum.

Additional support is prioritised depending on pupils' needs. Additional support is ideally provided by the class teacher and intervention by other adults is considered after High Quality Teaching has been fully utilised.

A wide range of intervention programmes are available to all pupils, who require additional support in specific curriculum areas but also with social, emotional, behavioural and also sensory/physical needs. Intervention programmes are organised through a provision map which details who will be delivering the programmes and to which children. Children are carefully assigned to programmes following detailed pupil progress meetings between class teachers, Phase Leaders and other key members of staff. The interventions we advocate and make use of are:

- Nurture Group Provison in a dedicated area
- Lunchtime and break time small group support
- Teacher and teaching assistant led interventions
- SENCo/inclusion TA led sessions for emotional and social interaction support and development
- Daily 'Meet and Greet' for children who need support with transitions from home
- Speech and Language programmes
- Physio and Occupational Therapy programmes

There are designated spaces within the school building for various interventions and these will be timetabled as demand requires. We have a designated Hub, called Silver Birch, where we cater for a variety of children's needs and interventions.

There are some organised extra-curricular clubs and activities which all children have access to. Additional provision or adjustments may need to be organised for particular pupils in order to ensure their inclusion.

Our teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. To ensure we meet the full range of pupils' needs, staff are aware of the requirements of the equal opportunities legislation that covers the protected characteristics of age, race, gender and gender reassignment, sexual orientation, religion, marriage, pregnancy and maternity, and disability. We take specific action to respond to pupils' diverse needs by:

- Creating effective learning environments
- Securing pupils' motivation and concentration
- Providing equality of opportunities through teaching approaches
- Using appropriate assessment approaches, including making adaptations and accommodations for statutory tests
- Setting suitable targets for learning.

External support

Sometimes the school involves the support and advice of external agencies when they are able to contribute to removing barriers to learning and participation. The SENCOs/Inclusion Leader coordinates liaison with these agencies and plans for how advice will be implemented in school. We work closely, but not exclusively, with the following external agencies and specialist services, and will make connections with others as they become familiar to us:

- Specialist Teaching, Education and Psychology team
- Social Services
- Speech and Language Team
- School Health
- Multi Agency teams
- Emotional Wellbeing Practitioners
- Early Help Intervention team
- Education Welfare Service

Assessment

We believe that 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.
Assessment for Learning guides us in the process of seeking and interpreting evidence for use by learners and our teachers to decide where the pupils are in their learning, where they need to go and how best to get there.

Using assessment information and additional data collected through the termly pupil progress meetings, SENCO/Inclusion Leader, SLT formulate the provision map for interventions across the whole school, thereby ensuring that all pupils' needs are met effectively.

Evaluating the Inclusion Policy

The inclusion policy will be reviewed annually in order to:

- Analyse progress towards aims and objectives of the policy
- Evaluate the effectiveness of inclusive provision
- Listen and respond to the views of pupils
- Listen and respond to the views of parents
- Update staffing roles and responsibilities
- Refer to new legislation and/or national and local government initiatives
- Contribute to the school self evaluation form.

ACCESSIBILITY PLAN

Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

a) He or she has a physical or mental impairment, and
b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

We are committed to making sure that we:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and broader activities
- Improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Borrow Wood Primary School we are committed to working together to provide an inspirational and exciting learning environment where ***all*** children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Borrow Wood Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. We aim to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- Provide interpreters for our parents with hearing impairments or those who have English as an Additional Language.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Policy
- Curriculum Planning
- Teaching and Learning Policy
- Critical Incident Support Plan
- Equality and Diversity Policy
- Health & Safety Policy
- Equality Statement
- School Improvement Plan
- Special Educational Needs Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing board. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Both buildings at Borrow Wood have wheelchair access and disabled toilet facilities. Wide corridors in the upper building allow for wheelchair use and the lower building has easy access to all classrooms via double doors. The nature area behind the upper school has a sloped path for access.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan:

- Will be published on the school website.
- Will be monitored through the Governor Resources Committee.
- Oversight of accessibility within the Enhanced Resource Facility forms part of the governing body's monitoring cycle.
- Will work in partnership with the Local Authority (The Derby Way Document, STePs Team) in developing and implementing this Accessibility Plan.
- May be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.
- Will be updated during the school year as soon as any changes to the information occur.
- Will be shared with staff at least annually.

Senior member of staff responsible: Natalie Bartlett (Head Teacher)

Designated members of staff: Sue Maher (SENCo/Inclusion Leader) and Sorcha Sheehan (ERF SENDCo)

Governor responsible: Laura Smith

BORROW WOOD PRIMARY SCHOOL
ACCESSIBILTY PLAN

IMPROVING ACCESS TO THE CURRICULUM				
Target	**Strategies**	**Completion Date**	**Responsibility**	**Success Criteria**
To ensure that teaching and learning activities provide opportunities for all pupils to achieve their potential. Reference made to The Derby Way Document	• Learning activities are effectively scaffolded, supported and differentiated to meet individual needs. • Children have opportunities to work individually, co-operatively and collaboratively in pairs, groups and whole classes. • Technology is used to support disabled pupils' access to the curriculum. • SEND Support Plans are written with teachers, parents/carers and external agencies, if appropriate. • Provision mapping ensures best value is achieved for pupils with additional needs. • Appropriate equipment specific to a child's	Ongoing depending on children	Head teacher All staff Governors SENCo	• Lesson observations, learning walks, work scrutiny, pupil voice confirm effective provision. • All pupils are making at least good progress as confirmed by assessment and tracking data, including EYFS, end of Key Stage assessment tests, Teacher Assessments and intervention monitoring.

	needs is made available, eg. special grip pens, coloured overlays, writing easels, laptops • Specific adaptations for children with sight-impairment include: writing easel, magnifying glass, Dolphin Easyreader software, Ipad linked to the IWB, Touch Typing • Specific adaptations for hearing-impairment include: Seating arrangements away from noise, use of visuals, prompt card to signal			
To ensure all staff are aware of curriculum access and equality expectations for disabled children.	• Specific staff training for teachers, teaching assistants and midday supervisors who support disabled pupils, eg. Team Teach – Positive Behaviour Management, Makaton to support pupils with communication difficulties.	Ongoing	Head teacher All staff SENCo Governors	• Increased staff awareness of how they can meet the needs of individual children with a range of learning/behaviour needs. • Staff trained in supporting specific pupils.
To identify a small steps tracking tool so that progress/ achievement tracking is effective in meeting the needs of pupils with additional needs.	• SENCO and class teacher meetings. • Pupil progress meetings evaluate the progress of pupils with additional needs in each class. • Regular liaison with parents/carers.	Ongoing	Head teacher SENCO Class teachers Teaching assistants	• Children with additional needs are making at least expected progress.
To ensure all pupils participate in physical activities.	• Individual access plans for disabled pupils. • Advice taken from external agencies and parents. • Staff trained to enable pupils to access all physical activities. • Risk assessments for specific pupils.	Ongoing	Head teacher Designated staff	• All children participate fully in all physical activities or adaptations are made to ensure equity of opportunity and experience.

Ensure all school trips are accessible to all.	• Individual risk assessments for specific pupils. • Site visits undertaken prior to the visit. • Involve parents in decisions. • Provide extra support for vulnerable pupils.	Ongoing	Head teacher EVC Designated Staff	• All children able to take part in school trips safely and confidently.
To include positive images of disability in assemblies and the curriculum.	• Use of resources and contexts promoting positive images of disability. • Disability equality issues incorporated into PSHE planning. • Celebrate key days in the year – e.g. World Autism Awareness Day; International Disability Awareness Day • Inclusion and diversity assemblies.	Ongoing	Head teacher All staff	• Resources reflect positive images of disability. • All children have an increased knowledge and understanding of disability issues. • Pupil and parent questionnaires. • Very low incidences of poor behaviour recorded.
Enhanced Resource Facility (ERF) – Specific Provision				
- For pupils educated within the Enhanced Resource Facility, curriculum access may include highly personalised learning pathways, specialist teaching approaches and alternative methods of assessment aligned with individual EHCP outcomes. These adaptations go beyond reasonable adjustment and form part of the school's planned specialist provision. - Staff working within the Enhanced Resource Facility receive specialist training in autism, communication approaches, sensory integration and positive behaviour support. Staffing ratios within the ERF reflect the level of need of the pupils and are reviewed regularly to ensure safe and effective access to learning.			
Ensure pupils in the Enhanced Resource Facility can access a personalised and specialist curriculum aligned to EHCP outcomes.	• Personalised learning pathways • alternative assessment frameworks • EHCP-linked targets • use of specialist teaching approaches.	Ongoing / reviewed termly.	ERF Lead Teacher; SENCo; Headteacher.	• Pupils make progress against EHCP outcomes; evidence through small-steps tracking and review documentation.
Ensure staffing structures and training enable safe and effective access to learning within the ERF.	• Specialist autism training • communication and sensory regulation CPD • review of staffing ratios based on pupil need.	Ongoing.	Headteacher; SENCo; ERF Lead Teacher.	• Staff confidence • reduced incidents of dysregulation • positive pupil engagement.
IMPROVING ACCESS TO INFORMATION				

Target	Strategies	Completion Date	Responsibility	Success Criteria
To provide information that is accessible and easily understood by all.	• School information is written in easily understood language. • School staff help parents/carers to access information and fill out documentation. • Ask parents/carers how they wish to access information. • School's website is used to share information with stakeholders, through email, app and text. • All staff to take care when writing letters and information to try and avoid jargon and complex language. • Leaders check information prior to issue. • Information may need to be produced in different formats • Use of Dojo for direct translation of over 130 languages to support communication • The school arranges access to qualified interpreters to facilitate communication with families as needed	Ongoing	Head teacher All staff Governors Admin Team	• Stakeholders can access information and understand such information. • Communication with stakeholders is effective. • Stakeholder satisfaction evaluated through questionnaires.
IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT				
Target	**Strategies**	**Completion Date**	**Responsibility**	**Success Criteria**
School is aware of the access needs of disabled children, staff & parents/carers.	• Create access plans for individual disabled children/adults. • Consult and work with the whole school community to gather appropriate information. • Consult with professionals e.g. qualified habilitation specialist	Ongoing	SENCc TA with responsibility for Medical Needs Head teacher	• Individual plans in place for disabled stakeholders. • Use information gathered to plan adjustments. • Surveys confirm access is universal.

Ensure that sensory needs are met within the school environment	• Individual work stations • Low stimulus/distraction free environment • Access to sensory resources in Silver Birch hub • Access to dedicated low-arousal, sensory regulation environments within the ERF and wider school.	In place	SENCo HT Inclusion TA	• Children are able to access areas with support or independently • Children are able to self-regulate within these spaces
All learning areas of school are accessible to all children.	• Audit learning areas – inside and outside to identify accessibility issues. • Liaise with site team if any issues are identified that need dealing with.	Jan 2025	SENCO Site Manager SBM Head teacher	• Any physical work to the school site is carried out as soon as possible – taking account of budget and programmes of premises work.
Ensure that all disabled pupils can be safely evacuated.	• Put in place Personal Emergency Evacuation Plans (PEEP) for pupils and staff when appropriate. Ensure designated staff are trained and aware of their responsibilities. • PEEPs designed to acknowledge and support children's differences in regulation, flight risk and sensory input • Regular evacuation practices (known and unknown).	Ongoing – when the need arises	SENCO TA with responsibility for Medical Needs Head teacher	• All disabled children and staff can evacuate the building safely and quickly in an emergency. • Staff are confident in evacuation strategies.
Ensure visually stimulating environment for all children.	• Stimulating displays and resources in classrooms and role play areas, which are accessible to all.	Ongoing as part of curriculum provision	SENCO Head teacher Site Team Class teachers	• Stimulating learning environments are planned to meet the needs of individual pupils and maintained to a high standard.
Improve signage and access for visually impaired stakeholders.	• Replace all light bulbs immediately. • Obtain advice on appropriate styles and colours for signs. • Paint yellow markers on rails, stairs, steps and other key areas of the school site.	Ongoing as the need arises	SENCO Head teacher Site Team	• Signage and access for visually impaired stakeholders is clear.

Enhanced Resource Facility (ERF) – Specific Provision				
Within the ERF, environmental adaptations such as low-arousal classrooms, controlled sensory input, regulation spaces and adapted layouts are considered essential accessibility features rather than optional adjustments.				
Ensure that the physical environment of the Enhanced Resource Facility enables pupils with complex sensory, communication and regulation needs to access learning safely and successfully.	• Maintain calm, low-arousal classrooms within the ERF, with controlled lighting, sound and visual displays. • Provide and use dedicated sensory and regulation spaces to support pupils in managing their emotions and behaviour. • Arrange and review furniture and room layouts to ensure pupils can move safely and work comfortably. • Review and adapt the ERF environment in response to pupils' EHCPs, risk assessments and professional advice. • Plan and implement adjustments to shared mainstream spaces so ERF pupils can access them when appropriate.	Ongoing, with review at least termly.	Headteacher SENCo ERF Lead Teacher Site Manager	• Pupils are able to access learning spaces with reduced distress and increased engagement. • Regulation strategies are effective, with fewer incidents of dysregulation linked to environmental factors. • Environmental adaptations reflect EHCP requirements and professional recommendations. • Staff report confidence in using the environment to proactively support regulation and learning.