

# **Anchorsholme Academy**



## **Inclusion Policy**

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Improving access to education and educational achievement for disabled pupils and ensuring equality of opportunity for all.

### **Accessibility Strategy**

This strategy addresses the provisions contained in the Disability Discrimination Act.1995, Part 4, Code of Practice for Schools as amended by the Special Educational Needs and Disability Act 2001. The Act describes two key duties involved in ensuring that schools do not discriminate against disabled people, these are:-

- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage – this is known as the Reasonable Adjustments Duty.

The aims of this strategy are to:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improve the provision of information in a range of formats for disabled pupils and their families

This strategy has been agreed by Governors and staff and will be reported to parents on an annual basis in The Governors Annual Report to Parents.

An access audit has been completed by the Leadership Team. This has formed the basis for the information below, and the formulation of the school access plan.

1. Increase the extent to which disabled pupils can participate in the school curriculum

At Anchorsholme we ensure that all children have access to a broad and balanced curriculum, this not only covers teaching and learning but the wider curriculum of the school. All children have access to extra curricular activities, visiting speakers and theatre groups and educational visits. Special transport is organised when needed and additional staff are used to support these activities. All children, when it is safe to do so, are encouraged to participate.

The curriculum is differentiated for individuals and groups of children to enable full inclusion and access. This takes place in every year group with non-teaching support staff and learning mentors taking a key role in interpreting teacher instructions and supporting individual learning and behaviour plans. Teachers use a range of teaching styles to address a variety of learning preferences. Clear, specific targets, using P levels and extension work when appropriate, are set for all children.

Anchorsholme employs a senior teacher as a SENCO, a specialist learning support teacher and trained learning & pastoral mentors. Outside agencies, including EWIST, CAMHS, Linden Centre, Educational Psychologists, Speech Therapist, school nurse and other specialist teachers are also used to support specific individual children.

All the staff have access to appropriate training related to barriers to learning and participation and are fully familiar with the contents of the Teacher Training Agency 'Standards on Inclusion' booklet. This work is planned as part of the School's Improvement and Development Plan.

Personal, Social and Health Education programmes, Citizenship and Circle time are used on a weekly basis in all classes to explore sensitive issues which include disability, racism etc. A School Council, made up of staff representatives and elected pupils from each year group, meets regularly to discuss whole school issues.

2. Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

**Anchorsholme is a modern primary school with many newly built areas which specifically ensure easy access for all pupils, staff and visitors. The school is built on one level and all corridors and doorways are wide enough for wheel chairs. There are 3 disabled toilets.**

**Ramps and disabled handrails are in place at a number of entrance and exit points and disabled parking bays are marked on the school car park. Care Plans are written and maintained for all pupils with chronic illness and disabilities. The internal aspects of the school have been redecorated in a soft colour tone. Bottled water is available to all in school and the benefits of a healthy diet and lifestyle are taught to all pupils. Signs and displays can easily be seen and read.**

**Modern computer equipment is provided for all children with appropriate keyboards, screens and roller ball mouse controls for our younger pupils. These are available in several areas around school. In addition, interactive white boards are fitted in all classrooms, in the Chinese classroom, staff room and in the ICT suite. Specialist software, especially for writing skills, is used when appropriate and staff have been trained by the ICT co-ordinator in the use of a variety of specialist ICT programs.**

**Sloping boards, wobble cushions, weighted shoulder and lap pads and pencils/pens with special grips are provided for those children who need them. Acetate overlays are also used to help some children read print more clearly. Chairs with support backs have been purchased for those children who struggle sitting. Standing frames, walking frames and wheelchairs have, in the past, been used to enable those children who need them to access the whole building. Sloping tables are also used if needed.**

**A wide variety of PE equipment is provided to ensure accessibility for all, e.g. foam rubber javelins, specialist balls and hoops as well as equipment for physiotherapy exercises. The school grounds have been extensively developed to provide access for all to a variety of areas.**

**3. Improve the provision of information in a range of formats for disabled pupils and their families**

All curriculum information and documentation is differentiated according to children's needs; this includes reduced or simplified text, the use of large print, picture information and picture signs for timetables etc. For some children, ICT is used with sound. At the present time there are several children who require specialist support from external support agencies for a whole range of educational, physical, emotional and complex difficulties.

School documentation can be made available in a variety of formats including large print, Braille and languages other than English.

Parents needing to take advantage of alternative formats should contact the school.

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Further information about the Disability Discrimination Act is available from the Discrimination Rights web site at [www.drc-gb.org](http://www.drc-gb.org)