



St Lawrence CE School, Hurstpierpoint

Inclusion/ Disability and Non-Discrimination Policy

GENERAL STATEMENT

St Lawrence is a Church of England school and serves the village of Hurstpierpoint and surrounding area.

The School is proud to be fully inclusive and welcomes pupils of all abilities, social backgrounds, beliefs and ethnicity.

St Lawrence is privileged to meet the needs of all pupils whatever their abilities or disabilities and is committed to minimising barriers to learning and participation.

The School welcomes adults with disabilities as members of staff and parents.

The Schools Inclusion Policy is central to its policies, practices and cultures. This policy should be read in conjunction with the School's "Behaviour Policy", "Equal Opportunities Policy", "Race Equality Policy" and "Special Needs Policy".

The School's values are: Respect, Independence, Caring, Teamwork and Reach for the Stars.

THE CURRICULUM

The School provides a rich and varied curriculum to challenge and engage all pupils.

All pupils have access to all areas of the curriculum.

When necessary, support will be provided to enable pupils with disabilities to participate to best effect.

The curriculum is differentiated appropriately but expectations are kept high for all pupils.

EXTRA-CURRICULAR ACTIVITIES

The School is committed to providing a wide and varied range of extra-curricular activities before school, at lunchtime and after-school.

The clubs are all open to boys and girls alike. School teams are open to both boys and girls. Sometimes, clubs are restricted to particular age-groups.

Again, support will be provided when necessary to enable all pupils to take part.

In addition, Community resources are known and drawn upon with school visits designed to include all pupils. These include museums, local religious centres, the fire service and local sites of historic and cultural interest.

LEARNING STYLES AND INDIVIDUAL NEEDS

All members of staff recognise that each pupil has preferred learning styles and individual needs.

Pupils are helped to recognise their own preferred learning styles.

The curriculum is presented in such a way as to meet the range of learning styles to be found within a class.

CELEBRATING ACHIEVEMENT

Achievement is appreciated fully every day in all classes. Achievement is specific to a particular child or group. Rewards are an important part of the school's ethos. Praise, house points, merits and stickers are given out for adhering to the school values and for effort with work. A full list of the school's reward systems can be found in the Behaviour Policy

Every week two celebration assemblies are held to appreciate and reward achievement in work, behaviour, helpfulness, caring for others, attitude, the arts and sport in school.

Pupils' achievements out-of-school are also recognised and celebrated on these occasions.

THE PREMISES

The premises have been and continue to be developed to meet the learning needs of all pupils. The premises will be further adapted whenever necessary and practical to ensure fair access for all pupils.

Consideration is always given to safe-guarding the dignity of all pupils. (See attached Access Plan.)

REVIEW

The success of this policy is kept under review by the Governors' Staff and Pupil Welfare Committee.

Members of this committee meet with pupils to conduct interviews where pupil's feelings about their level of inclusion are ascertained.

The School conducts regular questionnaires of pupils.

Staff meetings and SLT meetings regularly consider the success of inclusion policies. The Head Teacher reports each term to the Governing Body.

Reviewed by: Staff & Pupil Welfare Committee
Date reviewed: 18th September 2018
Next review: September 2020



ACCESS PLAN

1. Accessibility of Classrooms: Statement of Current Practice

It is the school's practice for Senior Leaders to review each year the allocation of classrooms to particular year-groups/classes.

The SLT holds that the over-riding criterion for choice is pupil need/requirements.

The rooms close to shared spaces/rooms may be best used for year-groups which have pupils with special needs requiring individual time/space.

These shared areas can be used flexibly to provide a space for individual pupils as seen appropriate by the Head Teacher following expert advice and full consideration of the implications.

The room near the main entrance (Hawthorn) and at the top of the stairs (Juniper) have easiest access to the adapted toilet and because of their general position may be considered the most easily accessible.

2. Adaptations in Place

- Toilet next to the staff room
- Sloping corridor for access within upper part of school
- Lift to hall
- Lift to upstairs and access to Year 5, the library and the field
- Slope at side of school for access to rear of school, if needed

Reviewed by: Staff & Pupil Welfare Committee

Date reviewed: 18th September 2018

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