



Wetherby Kensington
4 Wetherby Gardens
London
SW5 0JN

Inclusion and Disability Policy

Policy reviewed by: Helen Milnes

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Reviewer's Signature: *Helen Milnes*

Head Teacher's Signature: *Helen Milnes*

Circulation: This policy is addressed to all members of staff and volunteers, is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to Wetherby Kensington; 'parents' refers to parents, guardians and carers.



Wetherby Kensington

Inclusion and Disability

At Wetherby Kensington we aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils including those with disabilities are well equipped to meet the challenges of education, work and life.

This policy applies to all children in the school including those in the EYFS.

Aims

- To include all professionals involved in a child (teachers, parents, outside agencies etc.) in planning and delivering the highest level of support. Thus, ensuring we are able to meet the individual needs of each child
- To raise awareness and expectations of the teaching of children with SEND
To ensure we enable children to succeed in their early education and make a successful transition to the next steps of their journey in education and life.
- To work in conjunction with the Local Authority, where necessary
- To keep accurate records of all children and ensure there is a transparent graduated approach to identifying and supporting children with SEND
- Ensure we are meeting the needs of individuals in conjunction with the Equality Act 2010 and the Children and Families Act 2014

The Code of Practice (CoP) (Jan 2015) is designed to meet the special educational needs of individual children, some of whom may be disabled, who need provision that is additional to, or different from, what is normally available in schools. Although Wetherby Kensington adopts a non-selective admissions procedure, there may be times when a child has a severe disability (emotional, social and physical) which may include an Educational Health and Care Plan (EHCP). In this circumstance, it is at the Headmistress' discretion, in conjunction with the Head of Learning Support and the Senior Leadership Team (SLT) whether this child is able to attend Wetherby Kensington and access all aspects of school life. The child's needs are at the forefront of this decision making process

The CoP (2015) refers to Part 3 of the Children and Families Act 2014 and associated regulations. These regulations are;

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The order setting out transitional arrangements, Section 137

Disability

The SENDA Code of Practice (2015) describes a disability as ‘a physical or mental impairment which has a substantial and long term adverse impact on the person’s ability to carry out normal day to day activities.’

An “impairment” has a long term effect if it has lasted or is expected to last for at least 12 months or for the rest of the life of the person concerned. “Substantial” is neither minor nor trivial.

It will be unlawful for a Responsible Body to discriminate against pupils with a disability. Discrimination can take place in two ways:

- Treating a pupil “less favourably” than others for a reason relating directly to their disability.
- Failing to make a “reasonable adjustment” to ensure they are not placed at a “substantial disadvantage” for a reason relating to their disability.

Definition of Disability

Pupils falling within the definition of disabled will have a wide range of needs and requirements including: mobility impairment, sensory impairment, learning disabilities, mental health conditions, epilepsy, AIDS, asthma and progressive/degenerative conditions.

Wetherby Kensington will not automatically consider pupils with a disability to have special educational needs, as can be seen below.

Special Educational Needs

The Children and Families Act 2014 states that ‘children have a special educational need if they have a learning difficulty which calls for special educational provision to be made for them’. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age;
- Have a disability which prevents, or hinders, them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority;
- Are under compulsory school age and fall within the above definitions, or would do so if special educational provision was not made for them.

For the purpose of the Equality Act 2010 Wetherby Kensington is required to consider the needs of pupils in relation to physical adaptations, curriculum access and auxiliary aids and services. These areas also fall within the scope of the SEND Code of Practice. Wetherby Kensington will continue to consider pupils’ needs, particularly in relation to auxiliary aids and services, within the SEND Code of Practice context.

Wetherby Kensington will always consider access issues when planning any work involving the alteration or improvement of school premises. We will make every effort to improve access for disabled people with funding sources linked to ensure the maximum benefit.

This Statement of Intent and Disability Discrimination Statement should be read in conjunction with our other related policies:

- Equal Opportunities
- SEND
- Health and Safety
- Admissions

Disability Policy Review

- To review the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled and to prepare an audit of current provision
- To make recommendations with a view to improving accessibility of the school's education to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future by preparing an Accessibility Plan
- To review such plans and policies as necessary every three years

Admissions

Admission to the school is non-selective.

Wetherby Kensington endeavours to accept all pupils, regardless of any disability of which it is aware. The school asks parents if special needs should be taken into consideration, including English as an additional language. In assessing any pupil or prospective pupil the school may take such advice and require such assessments as considered appropriate. This is to ensure that the school can provide the right environment for the child's academic and pastoral needs. The life of the school is enhanced by inclusive policies but equal importance must be given to ensuring that no pupil's education is impaired. Subject to this, the school will be sensitive to any requests for confidentiality.

The school will arrange special early admissions meetings with parents of disabled prospective pupils to discuss special arrangements.

Although Wetherby Kensington adopts a non-selective admissions procedure, there may be times when a child has a severe disability (emotional, social and physical) which may include an Educational Health and Care Plan (EHCP). In this circumstance, it is at the Headmistress's discretion, in conjunction with the Head of Learning Support and the Senior Leadership Team whether this child is able to attend Wetherby Kensington and access all aspects of school life. The child's needs are at the forefront of this decision making process.

Where pupils are found to have educational disabilities requiring specialised attention beyond the scope of the school's facilities, the school will support parents in finding alternative arrangements.

It is advised that parents with children who have mobility difficulties visit the school to assess the suitability, as there are numerous flights of stairs and half landings and at present there is no lift accessibility.

Delivery of the curriculum

This will be achieved by:

- Designing a curriculum to promote a full range of learning, thinking and life skills;
- Providing a broad, balanced and relevant curriculum;
- Using flexible and responsive teaching and learning styles;
- Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society;
- Developing a close partnership with the whole community, particularly parents and carers;
- Providing and adapting equipment appropriate to the needs and age of the pupils.

We aim to be an inclusive school and offer equal opportunity to all pupils within the school. These may include, but are not limited to:

- Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees
- Pupils who have English as an additional language
- Pupils who have Special Educational Needs
- Pupils who have a disability
- Pupils who are Gifted and Talented
- Pupils who are Looked After Children
- Pupils who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress
- Pupils who work with their left hand

We aim to provide a differentiated curriculum that meets the needs of all pupils by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment

We aim to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils
- Providing high quality pastoral care, support and guidance
- Safeguarding the health, safety and welfare of pupils
- Listening and responding to the concerns of children, parent and carers
- Taking care to balance the needs of all members of the school community.

We secure inclusive education for our pupils by reviewing and evaluating what is done:

- Does each child achieve as much as they can?
- Are there differences in the achievements of different groups of pupils?
- What is in place for pupils who are not achieving their potential?
- Are our actions effective?
- Are all our pupils happy to be in school?

All members of our school community are valued and are offered wide ranging opportunities to enable high standards of achievement.

All policies within the school support inclusion and are reflected in school improvement planning.

The practice within school reflects our inclusive ethos from individual lesson planning responding to pupil diversity, to material resources being used to support learning and participation for all.

Training

Wetherby Kensington will look to train or find courses for the teachers to attend in order to help with the inclusion of any child in the school. The training will either be internal or external depending on the needs of the child.

We also work with the Local Authorities and other outside agencies to ensure individual support for staff is provided for those that require it.

Classroom arrangements

Freestanding tables and chairs in all classrooms mean that furniture could be rearranged easily to accommodate disabled students. Rooms are fitted with blinds, which might in future be of benefit to students with visual impairment. Carpeting throughout the school helps to keep the noise volume down to help children with impaired hearing. Lessons provide opportunities for all students to achieve, e.g. provision can be made for dyspraxic students to have sloping desk support.

Sports

Sports and swimming facilities are outside or in buildings adapted for use by disabled pupils. Alternative arrangements would be made to transport disabled pupils who were not able to access the normal school coaches.

Delivering material in other formats

ICT and photocopying facilities are available to produce large print information. The interactive whiteboards in each classroom enables a flexible approach to teaching and learning and allows the school to adapt, as necessary, to accommodate individual needs. The classrooms all have one or more computers and we have a large number of laptops in each classroom in the school and enough for a whole class to use. Ipads are also available to support children's learning. Speech recognition software, text reading and

software, adapted keyboards are just some examples of how the curriculum can be accessed more easily for individual requirements.

Having a strong support team on site enables us to explore fully the breadth of experience we have in the school with regard to catering for different needs. All the learning support team interact with the class teachers fully, to enable them to present a curriculum that is meaningful and enjoyable for those children with learning difficulties (or disabilities). They are led and guided by the Head of Learning Support.

Visits and journeys

School visits and journeys are open to all, provided the appropriate medical practitioner declares any individual with a medical condition is well enough to travel. The school will also take reasonable steps to ensure a disabled pupil is able to attend the Year 3 residential trip.

School design

Access to the building

The school occupies a building which is in a conservation area which comprises five floors with nine (9) steps to the front door and no internal lift. There are two teaching areas/classrooms on the ground floor and there is a bathroom which accommodates the provision of a wheel chair with an accessible WC.

Where a pupil has a parent who is wheel chair user, arrangements are made for meetings between the pupil's parents and school staff to take on the ground floor. This can be accessed either via a ramp or physically lifting the wheel chair up the steps as parents prefers. Other buildings within the Alpha Plus Group, which are wheel chair accessible, can also be used at the parent's request if preferred.

Emergency Evacuation

The school could not provide emergency evacuation in the event of fire or other emergency for a wheelchair user. Fire alarm signals will be enhanced by the addition of visible signals to meet the needs of pupils with hearing difficulties.

Three-year plan

The School has developed a three year plan (2018-2021) to address issues of disability access, within the limited scope offered by physical constraints of both buildings and their listed status. (See Appendix 1).

This policy will be reviewed annually

Appendix 1

SENDA Accessibility Plan

The Accessibility Plan has been drawn up with a view to enabling children with a wide range of disabilities to take full and active part in the school curriculum. In full consultation with parents and other interested parties e.g. educational psychologists, the Head of Learning Support will identify the specific needs of the child and put into place an Individual Learning Plan (ILP). This plan will also identify reasonable adjustments that can be made to the school's facilities both physical and educational.

Ideally these discussions will take place well in advance of a child's entry to Wetherby Kensington. This will provide adequate time for needs to be assessed and reasonable adjustments to be made. At all times the need to discuss formally the arrangements with parents/carers will be of paramount importance.

Special arrangements for examinations will also be discussed at these meetings. These might include audio or large-print formats of entrance papers or additional time as stipulated in the educational psychologist's report. Wetherby Kensington accepts that there is an important balance to be struck between the individual needs of the pupil and their desire to play a normal part in the interview and admissions process e.g. time spent with peers on the day is an important part of the occasion for all the children. Wetherby Kensington takes special care not to inadvertently isolate any way children with disabilities.

Staff INSET is a key part of Wetherby Kensington's Accessibility Plan. The annual programme of training will continue to include whole staff sessions on meeting the needs of all children at Wetherby Kensington and sharing best practice.

Welfare

The school's policy is not to discriminate against pupils with disabilities. Pupils are made aware that children with disabilities have the same rights and aspirations as able-bodied pupils. Staff training will be arranged as appropriate.

As part of Wetherby's own commitment to improving the delivery of the full academic curriculum to pupils with disabilities, Wetherby Kensington has undertaken to provide information in a form accessible to children with a wide range of disabilities.

Regular reviews of the provision that we provide will take place and any necessary changes implemented. The health, safety and welfare of all pupils at Wetherby Kensington is paramount to their education.



Wetherby Kensington – 4 Wetherby Gardens

SENDA Accessibility Plan 2021 – 2024

The school has developed a plan to address the issue of disability access, within the limited scope offered by the physical constraints of the building and its listed status. This plan will be put into place when a child with a disability is registered at the school.

Disability	Access to the curriculum	Environment e.g. building, classroom	Policies	Documents	Trips	Timescale
Visual impairment	<p>Training will be provided, where necessary for staff to meet the requirements of a visually impaired child.</p> <p>All font sizes will be increased where necessary on any documents.</p> <p>A screen magnifier will be provided in ICT lessons. Screen magnifier software will be available.</p> <p>Purchase necessary resources to increase pupil participation e.g. screen reader software.</p> <p>Lessons will be modified to meet the needs of the requirements of each individual.</p> <p>Ensure schemes of work in all subjects are accessible.</p> <p>School ethos of community to be developed to ensure all pupils feel welcome/valued.</p>	<p>Ensure all classroom/public areas are adjusted to meet the needs of the child.</p> <p>Plan classroom according to the individual needs of the child.</p> <p>Incorporate accessibility into any proposed structural alternatives.</p> <p>Striped visibility strips on the stairs.</p> <p>Appropriate colour schemes will be incorporated, if necessary.</p>	<p>All policies will be amended, where necessary, to meet the requirements of a visually impaired child.</p>	<p>School documents will be available in an alternative format.</p> <p>Any documents sent home to parents with a visual impairment will be written in large print, Braille or will be in audio format.</p>	<p>The programme can be modified to facilitate participation.</p> <p>Staffing ratios will be adjusted.</p>	As needed
Hearing impairment	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual.</p> <p>The teacher will wear a special speaking device.</p> <p>Use of microphones, where necessary.</p> <p>Visible signals.</p> <p>Ensure schemes of work in all subjects are accessible.</p> <p>School ethos of community to be developed to ensure all pupils feel welcome/valued.</p>	<p>Fire alarm lights will be in place.</p>	<p>All policies will be amended, where necessary, to meet the requirements of a hearing impaired child.</p>		<p>Sign language will be provided, if possible.</p> <p>Staffing ratios will be adjusted.</p>	As needed
Speech/Language impairment	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual.</p>	<p>A speaker may be necessary at times.</p> <p>Ensure resources are available</p>	<p>All policies will be amended, where necessary,</p>		<p>Sign language will be provided, if possible.</p>	As needed

Disability	Access to the curriculum	Environment e.g. building, classroom	Policies	Documents	Trips	Timescale
Speech/Language impairment	Ensure schemes of work in all subjects are accessible. School ethos of community to be developed to ensure all pupils feel welcome/valued	For the individual to be able to communicate efficiently.	to meet the requirements.		Staffing ratios will be adjusted.	
Mobility	Training will be provided, where necessary, for staff to meet the requirements of each individual. Staff training on disability awareness to reflect the needs of pupils in the school. Peer support scheme. School ethos of community to be developed to ensure all pupils feel welcome/valued. Purchase necessary resources to increase pupil participation e.g. sticky keys and filter keys. Lessons will be modified to meet the needs of the requirements of each individual. Ensure schemes of work in all subjects are accessible. Extra support will be needed.	Ensure all classroom/public areas are adjusted to meet the needs of the child. Plan classroom according to the individual needs of the child. Incorporate accessibility into any proposed structural alternatives. Ramp access to the front door. Ground floor toilet facilities to provide wheelchair access.	Ensure all policies consider the implications of disability access.	Documents can be given to parents in a variety of formats depending on their individual needs.	The programme can be modified to facilitate participation. Staffing ratios will be adjusted.	Ramp available. Classroom can be moved and bathroom facilities added.
Manual dexterity	Training will be provided, where necessary, for staff to meet the requirements of each individual. A scribe may be required. Purchase necessary resources to increase pupil participation. Lessons will be modified to meet the needs of the requirements of each individual. Ensure schemes of work in all subjects are accessible. Extra support will be needed.	Ensure all classroom/public areas are adjusted to meet the needs of the child. Incorporate accessibility into any proposed structural alternatives.	Ensure all policies consider the implications of manual dexterity.	Documents can be given to parents in a variety of formats.	The programme can be modified to facilitate participation. Staffing ratios will be adjusted, if necessary.	As needed.
Physical co-ordination	Training will be provided, where necessary, for staff to meet the requirements of each individual. A scribe may be required. Purchase necessary resources to increase	Ensure all classroom/public areas are adjusted to meet the needs of the child. Incorporate accessibility into any proposed structural alternatives.	Ensure all policies consider the implications of physical co-ordination.	Documents can be given to parents in a variety of formats.	The programme can be modified to facilitate participation. Staffing ratios will	As needed.

Disability	Access to the curriculum	Environment e.g. building, classroom	Policies	Documents	Trips	Timescale
Physical co-ordination	pupil participation. Lessons will be modified to meet the needs of the requirements of each individual. Ensure schemes of work in all subjects are accessible. Extra support will be needed.		.		be adjusted, if necessary.	
Memory, concentration, learning, understanding (including recognition of physical behaviour)	Training will be provided, where necessary, for staff to meet the requirements of each individual. Extra lessons, support, strategies will be implemented to ensure the needs of the individual are met. Regular meetings with specialists to ensure needs are met. Ensure schemes of work in all subjects are accessible. Lessons will be modified to meet the needs of the requirements of each individual. Purchase necessary resources to increase pupil participation. Peer support scheme. School ethos of community to be developed to ensure all pupils feel welcome/valued.	Ensure all classroom/public areas are adjusted to meet the needs of the child. Incorporate accessibility into any proposed structural alternatives. Plan classroom according to the individual needs of the child.	Ensure all policies consider the implications of memory, concentration, learning, understanding (including recognition of physical behaviour)	Documents can be given to parents in a variety of formats.	The programme can be modified to facilitate participation. Staffing ratios will be adjusted.	Individual lessons provided. Advice given to parents.
Continence	Training will be provided, where necessary, for staff to meet the requirements of each individual. Peer support scheme. School ethos of community to be developed to ensure all pupils feel welcome/valued.	Ensure all classroom/public areas are adjusted to meet the needs of the child. Incorporate accessibility into any proposed structural alternatives. Plan classroom/changing room to allow for privacy. Ensure facilities are readily available. Remind individual to go to the toilet on a regular basis.	Ensure all policies consider the implications of continence. See First Aid Policy. .		The programme can be modified to facilitate participation. Staffing ratios will be adjusted.	As needed.

Disability	Access to the curriculum	Environment e.g. building, classroom	Policies	Documents	Trips	Timescale
Ability to lift/carry or move everyday objects	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual.</p> <p>The individual may need assistance when lifting objects.</p> <p>Extra lessons, support, strategies will be implemented to ensure the needs of the individual are met.</p> <p>Purchase necessary resources to increase pupil participation.</p> <p>Peer support scheme.</p> <p>School ethos of community to be developed to ensure all pupils feel welcome/valued.</p> <p>Ensure schemes of work in all subjects are accessible.</p> <p>Lessons will be modified to meet the needs of the requirements of each individual.</p>	<p>Purchase necessary resources that meet the needs of the individual.</p> <p>Plan classroom/changing room according to the individual needs of the child.</p>	<p>Ensure all policies consider the implications of the ability to lift/carry everyday objects.</p>	<p>Documents can be given to parents in a variety of formats.</p>	<p>The programme can be modified to facilitate participation.</p> <p>Staffing ratios will be adjusted.</p>	<p>As needed.</p>
Sensory difficulties, learning difficulties, dyslexia, autism, ADHD, impairment resulting from or consisting of a mental illness	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual.</p> <p>Extra lessons, support, strategies will be implemented to ensure the needs of the individual are met.</p> <p>Purchase necessary resources to increase pupil participation.</p> <p>Peer support scheme.</p> <p>School ethos of community to be developed to ensure all pupils feel welcome/valued.</p> <p>Ensure schemes of work in all subjects are accessible.</p> <p>Lessons will be modified to meet the needs of the requirements of each individual.</p>	<p>Purchase necessary resources that meet the needs of the individual.</p> <p>Plan classroom/changing room according to the individual needs of the child.</p>	<p>Ensure all policies consider the implications of these.</p>	<p>Documents can be given to parents in a variety of formats.</p>	<p>The programme can be modified to facilitate participation.</p> <p>Staffing ratios will be adjusted.</p>	<p>Individual lessons provided.</p> <p>Advice given to parents.</p>

This policy will be reviewed annually