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St John's School Inclusion Statement for students experiencing temporary difficulties with access due to restricted mobility.

St John's is committed to being an inclusive school and undertakes to make any reasonable adjustments to provision / working practice to ensure that all students can access the curriculum during times of temporary restricted mobility. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and emotional literacy.

Definition

Inclusion, in this statement, is the process of developing flexible systems to support the educational needs of students within our school community. The process is more than a concern about any one group of students, e.g. those with restricted mobility. It is about equal opportunities for all students whatever their educational, cultural, emotional, behavioural, spiritual, physical, sensory and social needs. Inclusive practice must also involve and be informed by the needs and aspirations of parents, staff and the student experiencing the temporary difficulty.

Key principles of inclusion for students with restricted mobility

All students:

- are educable
- should be equally valued
- are entitled to, as far as is possible, the same broad, balanced and relevant curriculum
- appropriate support, advice, differentiation and resources
- a flexible approach to their learning needs

St John's School is committed to:

- Personalizing the learning and timetable, as far as is possible, for any student affected by temporary restrictions to mobility

The above will be ensured by:

A full risk assessment being carried out to determine the individual's needs and to determine what reasonable adjustments can be made to the student's day / learning environment. The student, relevant professionals and the parents / carers will work together in the assessment process. This risk assessment will form the basis of a temporary individual educational plan which will be monitored by all stake holders and coordinated by the relevant Pastoral Head.



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Adjustments can include, but are not restricted to:

- delaying class attendance to avoid crowds
- providing assistance to and from classes
- adjusting the school timetable to ensure access to specialist rooms and or classes moved to ground floor classrooms where possible
- reducing the student's timetable
- making full use of electronic solutions to ensure curriculum access during periods of absence
- ensuring that access to peers for social / emotional reasons are managed safely during break times
- making any physical adjustments to the building wherever possible or practicable

At all times the key Pastoral Head will be responsible for communicating any adjustments made to parents / carers and to ensure that they are fully understood by all stakeholders .

This inclusion statement is the basis of St John's School accessibility plan and will be reviewed each time it is necessary to assess the needs of a student.

To be reviewed July 20