

Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.'

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long term' means 'has lasted or is likely to last more than 12 months.'

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger.

Our planning addresses the following areas:

Physical facilities – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors

School curriculum – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.

Support services – access to services within and external to the school to support families where a disability is identified

Awareness – building awareness of staff through training and development and heightening children’s awareness of issues related to disability

Communication of information – how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

PHYSICAL FACILITIES
Process for identifying barriers
<ul style="list-style-type: none">• Asset committee action planning following site inspections• Feedback from users of the school• Needs review for enrolment of pupils through discussion with the Headteacher or liaison with Inclusion / SEN services• Structured Conversation reviews / Personal Education Health Care Plan reviews for pupils with special educational needs and disabilities• Governor visits
Summary of progress to date in last three years
<ul style="list-style-type: none">✓ Individual PEEPs written / prepared for those children with specific needs✓ person identified to facilitate evacuation of pupil with high level of disability in case of fire or other need✓ increased floor space in 2 year olds to accommodate a child with limited ‘crawl’ movement
Objectives for improvement 2019-2022
<ul style="list-style-type: none">➤ Review class provision for two identified pupils as age increases
Monitoring of plans
This plan to be monitored by the asset committee of the governing body.

THE SCHOOL CURRICULUM

Process for identifying barriers

- Monitoring of class teaching, learning support and impact on progress
- Data / structured conversation reviews
- **Feedback and input from parents and external agencies**
- Governor visits

Summary of progress to date in last three years

- ✓ A range of curriculum support equipment purchased to support access, e.g. adjustable sloping tables, sloping seat cushions
- ✓ A range of support programmes accessed and staff training for either individual or groups of staff (Autism, Sensory Processing Disorder, Makaton Signing)
- ✓ Makaton communication user cascading to other staff over time for communication with named pupil
- ✓ Use of visual timetables in classes
- ✓ Advice for teachers from specific 'Learning assessments' carried out externally by the specialist teaching staff.
- ✓ Taught content on disability and acceptance of diversity including access to wheelchair basketball in KS2.

Objectives for improvement 2019-2022

- Staff training on Autistic Spectrum with a particular focus on Social Communication skills for pupils with ASD or similar behaviours to support access to curriculum including playtimes and extra-curricular clubs
- Review of provision of laptop/minibook/tablet/voice recorders or similar to support pupils with needs such as dyslexia and motor disabilities to enable alternative recording
- Wider staff use of Makaton to further develop inclusion of named pupil as they progress through the school
- Develop sensory provision

Monitoring of plans

This plan will be monitored by the Curriculum Committee, the Headteacher and SEN coordinator.

SUPPORT SERVICES

Process for identifying barriers

- Outcomes of Structured Conversation / Data reviews
- Advice from external agencies
- Requests and identified needs of pupils and parents through discussion, observation, feedback.
- Keeping up to date with local, and national providers for support, e.g. Local parent support groups or services
- Governor visits

Summary of progress to date in last three years

- ✓ Making full use of multi-agency meetings
- ✓ Common Assessment Framework being applied
- ✓ Signposting of parents to support groups or services as applicable, e.g. ASD, Dyslexia.
- ✓ Staff training accessed from support services to support pupil access and needs, e.g. Early Bird Training, Speech and Language guidance
- ✓ School Nurse drop in sessions initiated to allow families to access more informally. This has led to some referrals for identified family and pupil needs.
- ✓ Counselling service for identified pupils to enable improved pupil engagement, dealing with family break ups etc.
- ✓ The appointment of an Emotional Learning Support Assistant to help pupils with anger management, friendship issues , build self esteem etc.
- ✓ Purchase of resources to support ELSA

Objectives for improvement 2019-2022

- Make transitions for children with SEN so that paperwork and systems reflect the new SEN legislation.
- Ensure the SENCO has sufficient time to liaise with support services to transfer systems to new paperwork
- Identify support needs earlier, with greater focus on work with Health Visitors from 2 year old provision to EYFS

Monitoring of plans

This plan will be monitored by the school's leadership team and by the Curriculum and Standards committee of the governing body.

AWARENESS

Process for identifying barriers

- Observations of learning, pupil comments
- Feedback from pupils, parents, staff and visitors
- Curriculum and provision review
- Feedback from external agencies
- Governor visits

Summary of progress to date in last three years

- ✓ Broader range of pupils with disability and SEN in school has widened pupils' experience
- ✓ Focus from 2 year old provision up over on celebrating diversity
- ✓ SENCO has established robust systems which allow for early identification, seeking advice from external agencies where appropriate

Objectives for improvement 2019-2022

- Address different aspects of disability through assembly themes and stories
- Use school website to promote awareness of support networks for families
- Continue to challenge stereotyping through curriculum opportunities

Monitoring of plans

This plan will be monitored by the Curriculum and Standards Committee of the governing body and the school leadership team.

COMMUNICATION
Process for identifying barriers
<ul style="list-style-type: none"> • Feedback from pupils, parents and other users including School Council, email, questionnaires. • Feedback from external agencies • Structured conversation / Data reviews • Impact of communication streams in ensuring pupil and parent understanding and participation
Summary of progress to date in last three years
<ul style="list-style-type: none"> ✓ Changes to how learning information is shared at parent consultations ✓ Amended parental reports, comparing data to National Averages ✓ Structured conversations / parent consultation attendances are now monitored for attendance
Objectives for improvement 2019-2022
<ul style="list-style-type: none"> ➤ Information for parents about provision and assessment of well-being to be reviewed and enhance ➤ School is able to identify means of communicating with parents with a disability, e.g. visually impaired, if there is an identified need.
Monitoring of plans
This plan will be monitored by the school leadership team and the Curriculum Committee.

Adopted: May 2019

Next Review: Summer Term 2020