

Adopted February 2016

Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the Children and Families Act 2014. 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

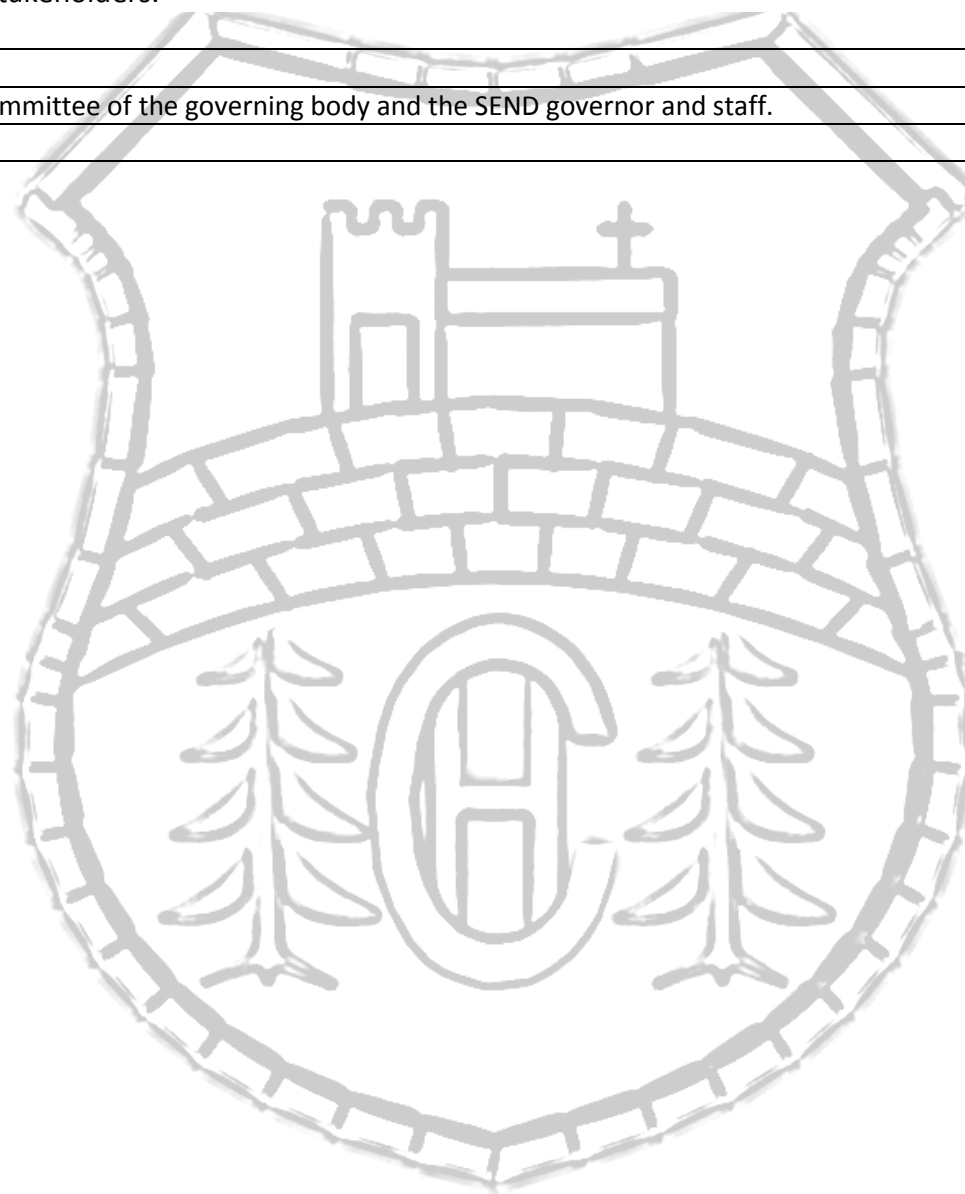
Communication of information – how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

PHYSICAL FACILITIES
Process for identifying barriers
<ul style="list-style-type: none">• Premises 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 KCC Inclusion Service• Individual Education Plans or Personal Education 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">✓ Provision of disabled bay in parking areas following car park improvements✓ Class provision and toileting adjustments needed for one identified pupil as age increases in place✓ Reviewed the school’s fire alarm system to broaden the alert systems for pupils with disabilities by ensuring that there are visual alerts for fire alarm in place in all adult toilets✓ Handrail for playground slope, suitable for adult and child use now in place✓ Padded chairs throughout the school for visitors and adults with restricted mobility in place.
Objectives for improvement 2016-2018
<ul style="list-style-type: none">• Update coat hooks with better contrast to support visual impairment and two place positioning.• Review placement of pupils with physical difficulties in accessing stairs multiple times a day as they enter upper key stage two.•• On-going allocation of person identified to facilitate evacuation of pupil with high level of disability in case of fire or other need• On-going replacement of furniture, e.g. chairs, to ensure visual and sensory information in order to successfully navigate various floorings/surfaces.• Liaison with the village hall to establish a zebra crossing and walkway around the car park edge

- Any building work considers facilitating the provision for EHC plans such as increasing the facilities for intimate care routines taking into account safeguarding and wellbeing for all stakeholders.

Monitoring of plans

This plan to be monitored by the Resources Committee of the governing body and the SEND governor and staff.



THE SCHOOL CURRICULUM

Process for identifying barriers

- Monitoring of class teaching, learning support and impact on progress
- IEP and Personal healthcare Plan reviews
- Feedback and input from parents and external agencies
- Feedback from pupils through pupil conferences
- Governor visits
- Use Leuven scale as a simple assessment framework

Summary of progress to date in last three years

- ✓ A range of curriculum support equipment purchased to support access, e.g. writing slopes, adjustable chair for 1 pupil
- ✓ A range of support programmes accessed and staff training for either individual or groups of staff and linked equipment purchased, e.g. Jump Ahead (motor skills development), ADHD, Dyslexia Screener, Beat Dyslexia, Lego Therapy.
- ✓ Becoming a more Makaton friendly school, ensuring that all staff use familiar phrases across the school.
- ✓ Use of visual timetables in all classes and individualised enlarged timetables for specific pupils.
- ✓ 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.
- ✓ Provision of laptop/minibook/tablet/voice recorders or similar to support pupils with needs such as dyslexia and motor disabilities to enable alternative recording
- ✓ Well-being and involvement training in early years cascaded and developed through whole school providing an assessment framework for all, particularly in the context of entry and exit level information.

Objectives for improvement 2016-2018

- Staff training on Social, Emotional and Mental Health Issues.
- Extend innovative use of IT to provide both a means of communicating learning and recording it.
- Explore and develop wider range of therapies/activities for pupils with a growing range of needs to support the development of their well-being.
- Ensure that we address any barriers preventing children attending school clubs so that access is fair to all.

Monitoring of plans

This plan will be monitored by the Teaching and Learning Committee and the SEND governor and staff.
The Headteacher and SEND coordinator will monitor attendance at extra-curricular clubs.



SUPPORT SERVICES
Process for identifying barriers
<ul style="list-style-type: none">• Outcomes of IEP or PEP reviews• Advice from external agencies• Requests and identified needs of pupils and parents through discussion, observation, feedback.• Keeping up to date with local, county and national providers for support, e.g. Local parent support groups or services• Governor visits
Summary of progress to date in last three years
<ul style="list-style-type: none">✓ Continuing to make full use of multi-agency meetings such as LIFT through SENDCo.✓ Access STLS as needed for individuals to ensure full access to the curriculum✓ Developed Leuven Scales as a simple assessment framework for well-being across the school✓ Embedded access to School Nurse through drop in sessions✓ Parental dialogue to support families in need is in place as needed.✓ Counselling service for identified pupils sourced in 2014-15 academic year to enable improved pupil engagement, anger management, dealing with family break ups etc.✓ 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. speech and language therapy, occupational health.✓ Conversions of Statements to EHCPs in full partnership with parents.
Objectives for improvement 2016-2018
<ul style="list-style-type: none">➤ Early Help systems used robustly as needed➤ Develop use of Pupil Premium to facilitate a small pupil-driven support group weekly.➤ Source support services for pupils with Social Communication difficulties to support pupils and provide staff training and development
Monitoring of plans
This plan will be monitored by the SEND governor and staff, by the school's leadership team and by the Teaching and Learning committee of the governing body.



COMMUNICATION
Process for identifying barriers
<ul style="list-style-type: none">• Feedback from pupils, parents and other users including Parents' Council, email, questionnaires.• Feedback from external agencies• IEP and PEP reviews• Impact of communication streams in ensuring pupil and parent understanding and participation
Summary of progress to date in last three years
✓ Increased use of email for contact between parents and staff where face to face contact is difficult or slows communication
Objectives for improvement 2016-2018 (On-going from previous plan)
<ul style="list-style-type: none">➤ Information for parents about provision and assessment of well-being has been established linking in with other target areas➤ 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 Full governing body.



AWARENESS	
Process for identifying barriers	
	<ul style="list-style-type: none">• 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	
	<ul style="list-style-type: none">✓ Continued to broaden range of pupils with disability and SEND in school has widened pupils' experience.✓ Expanded staff training on ADHD and meeting needs of pupils with similar characteristics/needs to cover Teachers and TAs✓ Addressed different aspects of disability through Acts of Worship themes and stories
Objectives for improvement 2016-2018	
	<ul style="list-style-type: none">➤ Develop use school website to promote awareness of support networks for families via KLZ➤ Use Anti-bullying weeks and similar opportunities to challenge stereotyping.
Monitoring of plans	
	This plan will be monitored by the Teaching and Learning Committee of the governing body and the school leadership team.

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