

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 12months.'

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

- Premises, Health, Safety, Finance, Staffing (PHSFS) Committee action planning following site inspections.
- Feedback from annual surveys.
- Specific review of individual needs of pupils and other users at enrolment.
- Structured Conversation reviews / Personal Education Health Care Plan Reviews for pupils with special educational needs.
- Feedback from other agencies and services e.g. Educational Psychology Service, Link, CAMHS, Social Care
- Local School Board Members visits and meetings

### Summary of Progress to date from last plan.

- Individual physical resources to be purchased in keeping with individual pupils' assessed needs.
- Specific policy and roles reviewed for the provision of prescribed medicine in schools.
- Change bed assessed as not needing to be reinstated.
- Intimate care policy, resources and procedures reviewed.
- Possibility of disabled parking still to be considered.

### Objectives for improvement 2021-2024

- Continue to ensure individual resources are purchased in keeping with individual pupils' assessed physical needs.
- Changing bed to be reinstated where this is needed by identified pupils.
- Review intimate care policy, resources and procedures.
- Install a disabled parking solution.
- Maintain wheelchair access and clinical waste bins monitoring termly.
- Improvement to help visually impaired while accessing school e.g. maintenance of steps, poles, doors or identified hazards highlighted with yellow paint/tape.
- Ensure awareness of flooring, furniture and layout in planning for disabled pupils.

### Monitoring of plans

- This plan is to be monitored by the Local School Board

## School Curriculum

### Process for identifying barriers

- Monitoring of class teaching, learning support and impact on progress.
- Review/Analysis of data
- Structured conversations review
- Feedback and input from parents and external agencies
- Local School Board Members visits and meetings

### Summary of Progress to date from last plan.

- Early language development training received by FS staff to support children with delayed speech and language.
- Specific members of staff with basic sign language skills to support children in FS and KS1.
- Increased the available IT devices to support pupils with particular identified needs to support alternative learning/ recording methods.
- Continued provided clarity for children and parents in relation to the next stages of learning as outlined by assessment criteria.
- Range of curriculum support equipment purchased to support access to curriculum.
- Continued tracking of children's attainment and progress to identify where specific support is needed.
- Maintained links with local special school to support the raising of awareness of the needs and strengths of children with disability.
- Provided BLAST language support in LFS.
- Accessed and received support from Speech and Language
- Provided costed provision maps for those children requiring additional support.

### Objectives for improvement 2021-2024

- Return to face to face parent meetings to discuss pupils progress and needs.
- Resume face to face structured conversation meetings with children that have SEND (Or TEAMS video conference meetings) where not possible.
- Continue to adapt the curriculum to meet the needs of individual learners.
- Ensure monitoring for differentiation across the curriculum.
- Continue to ensure all out of school activities and clubs are planned to ensure reasonable adjustments are made to ensure participation of a whole range of pupils.
- Ensure good liaison with the speech and language service.
- Assess the effectiveness and impact of Educational Psychology support in conjunction with the MAT and make adjustments to this provision as necessary.
- Maintain link with local Special Needs School.
- Ensure monitoring of all children's progress and in particular those with special needs.
- Use visual timetables for appropriate pupils in school.
- Use of BLAST or similar programme for specific children in school.

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## Support Services

### Process for identifying barriers

- Advice and feedback from external agencies.
- Outcomes of parent/teacher meetings and structured conversations.
- Outcomes from data reviews.
- Outcomes of parent and pupil surveys.
- Specific requests and sharing of identified need by parents and carers.
- Outcomes from governor visits and link visits.

### Summary of Progress to date from last plan.

- Full use and involvement in multi-agency meetings.
- Signposting of parents to support services e.g. Parenting Support
- Provision of SEND information report and inclusion in LA Local Offer.
- In-house counselling service provided for a period of time to children in need.
- Referral to counselling services for children exhibiting emotional concerns.
- Completed transition of all children with statements on to new EHCP as per revised SEN legislation allowing SENCO sufficient time to support this transition.
- Improve early identification of children requiring additional support through introducing robust home visits practices in LFS. Not this was impacted upon by COVID19.
- Introduced SEND section on Website with some links. This could be extended.

### Objectives for improvement 2021-2024

- Improve links to support agencies to be included on website – including referral forms.
- Resume LFS home visits to ensure early identification of pupils with additional needs.
- Liaise with Trust to identify easy access to suitable counselling support.
- As appropriate ensure close liaison with Educational Psychology, Physiotherapists, OT, visual and hearing impaired, incontinence nurse and school nurse.

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## Awareness

### Process for identifying barriers

- Advice and feedback from external agencies.
- Outcomes of parent/teacher meetings and structured conversations.
- Outcomes of parent and pupil surveys.
- Outcomes from governor visits and link visits.

### Summary of Progress to date in last plan.

- Staff member trained in Mental Health First Aid.
- Continued link with special school to promote awareness of disability.
- Various aspects of impact of disability shared during numerous assemblies and charity events.
- Continued challenging of stereotypes through curriculum coverage in PSHCE.
- Staff training in relation to the provision of emergency medication in school.
- Specific liaison with outside agencies to improve individual staff's awareness of specific needs e.g.

### Objectives for improvement 2021 - 2024

- Provide further mental health first aid training to new staff.
- Deliver refresher and update training to staff in relation the SEND code of practice.
- Further training for individuals and groups regarding specific support for children with autism, ADHD, asthma, diabetes and severe allergies.
- Continued link with special school to promote awareness of disability.
- Address various aspects of the impact of disability through assembly themes, stories and charity events.
- Continue to challenge stereotypes through the PSHCE and RS curriculum.

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## Communication

### Process for identifying barriers

- Feedback from pupils, parents and other users including school council and formal surveys.
- Feedback from external agencies.
- Feedback from structured conversations
- Data on parent/pupil participation levels.

### Summary of Progress to date from last plan.

- Continued to provide extended structured conversations with parents and carers of children with SEND with detailed action plans.
- Extended range of resources available on the school website that signpost parents and carers of children with SEND to information and guidance.
- Improved school website with increased range and detail of information provided. This now includes information provided as part of the SEND Information Report. This needs to continue to be improved further.
- Continued to provide detail on the extent to which specific children are meeting the expected learning outcomes as part of formative assessment procedures.
- Specific children's parents and carers informed when their child requires additional support to ensure progress.
- Surveys used to gain opinions from stakeholders about schools approach to working with people with disabilities.
- Increased use of Parentmail forms to gather information from parents and cares.
- Introduction of the use of TEAMS with families to enable easier face-to-face communications with children and families.

### Objectives for improvement 2021-2024

- Extend range of resources available on the school website that signpost parents and carers of children with SEND to information and guidance.
- Re-introduce face to face structured conversations with parents and carers following COVID19 restrictions.
- Embed the use of TEAMS as a means of communicating with parents and carers where face to face is not possible.
- Individual Health Care Plans updated annually as a minimum or where school is informed of change of circumstance.
- School to make key documentation available in large print for visually impaired persons.

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