

## 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 who has a physical or mental impairment that has a 'substantial' and 'long term' negative effect on your ability to do normal daily activities'.*

Physical or mental impairment includes sensory impairments and also hidden 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.
- **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 academy to support families where a disability is identified.
- **Awareness** – building awareness of staff through training and development and heightening children's awareness of issue related to disability
- **Communication of information** – how information is communicated within the academy 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**

- Site review by wheelchair user
- Meetings with outside agencies to identify barriers/needs
- Parent/carer meetings to discuss needs
- Review of Individual Education Plans or Personal Education Plans (or equivalent document) for pupils with SEN/D

**Summary of progress to date in last three years**

- Disabled toilet now has hoisting and changing facilities
- Disabled parking bays allocated
- Doors adapted to prevent fingers being trapped in hinges
- Personal Emergency Evacuation Plans written and reviewed annually

**Objectives for improvement 2015 – 2017**

- Assistance telephone number to be added to disabled parking bay signage
- Personal Emergency Evacuation Plans to be written (for new pupils/staff) and reviewed annually
- Hearing loop installed as and when required
- To review and be aware of wheelchair access requirements as pupil(s) move into KS1. Currently:
  - 1 pupil in Foundation moved to KS1 September 2015. This pupil does not currently require wheelchair access but given the medical condition this may be a requirement during his time at the academy and the situation will require monitoring.
  - 1 pupil in Foundation would move to KS1 September 2016 and space in main classrooms will need to be addressed by this date (or potentially earlier if a pupil is admitted during the school year)
- To review and be aware of access requirements for new and existing pupils/staff/visitors as and when required
- Obtain feedback on accessibility from parents/carers via questionnaire
- Visual fire alarm system for pupil/adult toilets as and when required

**Monitoring of plans**

This plan is to be monitored by the governing body, the SENCo/Inclusion Leader and other relevant staff

<b>SCHOOL CURRICULUM</b>	<b>Process for identifying barriers</b>
	<ul style="list-style-type: none"> <li>• Monitoring of class teaching, learning support and impact on progress</li> <li>• Data analysis by teachers and SLT at termly pupil progress meetings</li> <li>• Review of Individual Education Plans (to be replaced by one page profile) for pupils with SEN/D</li> <li>• Feedback and input from parents at consultation meetings and external agencies when supporting pupils in the academy</li> <li>• Governor visits (when SEN governor has been replaced)</li> </ul>
	<b>Summary of progress to date in last three years</b>
	<ul style="list-style-type: none"> <li>• All teaching staff, HLTA's and TA's have attended training as part of Quality First Teaching, targeted response and individualised response to SEN/D</li> </ul>
	<b>Objectives for improvement 2015 – 2017</b>
<ul style="list-style-type: none"> <li>• Provision of appropriate sensory processing aids for specific children following advice from occupational therapist</li> <li>• Deliver mini input training at staff meetings and phase meetings to ensure best practice around meeting the needs of learners with SEN/D (e.g. dyslexia friendly classroom, ASD friendly classrooms, SLCN friendly classrooms).</li> <li>• Staff training to be matched to the priorities determined by current academy population.</li> <li>• Audit attendance/membership of school clubs by pupils with SEN/D to ensure full access.</li> <li>• To review funding of support staff for out of school activities for pupil(s) with SEN/D</li> </ul>	
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<b>SUPPORT SERVICES</b>	<b>Process for identifying barriers</b>
	<ul style="list-style-type: none"> <li>• Review of Individual Education Plans (to be replaced by one page profile) for pupils with SEN/D</li> <li>• Advice from external agencies</li> <li>• Requests and identified needs of pupils and parents through discussion, observation, feedback</li> <li>• Keeping up to date with local, county and national providers for support, e.g. Local parent support groups or services</li> <li>• Governor visits (when SEN governor has been replaced)</li> </ul>
	<b>Summary of progress to date in last three years</b>
	<ul style="list-style-type: none"> <li>• SENCo attends regular local network meetings to keep up to date with services on offer</li> <li>• SENCo regularly liaises with external agencies to support pupils and parents and to maintain awareness of services available.</li> </ul>
	<b>Objectives for improvement 2015 – 2017</b>
	<ul style="list-style-type: none"> <li>• Regular review of SEN/D register to identify new pupils and their parents/carers</li> <li>• Develop a system for signposting relevant support/networks to parents of pupils with SEN/D</li> <li>• Research and maintain a directory of local parent support groups for children with SEN/D</li> <li>• Regularly review and update the Local Offer and publish on the academy website</li> </ul>
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<b>COMMUNICATION</b>	<b>Process for identifying barriers</b>
	<ul style="list-style-type: none"> <li>• Feedback from pupils, parents and other users including Parents' Forum, email, questionnaires</li> <li>• Feedback from external agencies</li> <li>• Review of Individual Education Plans (to be replaced by one page profile) for pupils with SEN/D</li> <li>• Impact of communication streams in ensuring pupil and parent/carer understanding and participation</li> </ul>
	<b>Summary of progress to date in last three years</b>
	<ul style="list-style-type: none"> <li>• Proactive contact by SENCo to ensure parents/carers of pupils with SEN/D are listened to and have opportunity to raise concerns or share successes.</li> <li>• Termly review of specific vulnerable pupils</li> <li>• Questionnaire sent to parents regarding their Local Offer requirements.</li> </ul>
	<b>Objectives for improvement 2015 – 2017</b>
	<ul style="list-style-type: none"> <li>• Share content of provision maps at parent consultation evenings</li> <li>• Termly update on SEN/D pupils at staff meetings and phase meetings to ensure all staff have latest relevant information on specific pupils with SEN/D</li> <li>• Place a statement on academy website to raise awareness of the availability of alternative forms of communication</li> <li>• Identify the relevant alternative forms of communicating key information and ensure these are available to parents/carers</li> <li>• Ensure pupil information is being routinely shown to all supply teachers and new staff in the academy (stored in red folders)</li> <li>• Review approach to parent questionnaires to improve response rate.</li> </ul>
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