

## **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 follow:

*'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 2 months*'.

The 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.

<b>PHYSICAL FACILITIES</b>
<b>Process for identifying barriers</b>
<ul style="list-style-type: none"> <li>• Governors and SLT action planning following inspections</li> <li>• Feedback from users of the school</li> <li>• Needs review for enrolment of pupils through discussion</li> <li>• Passport to Learning, Pupil Support Plans or Personal Education Plan reviews for pupils with special educational needs and disabilities</li> <li>• Governor visits</li> <li>• Feedback and advice from professionals visiting the school</li> <li>• Parent questionnaire</li> </ul>
<b>Summary of progress to date in the last three years</b>
<ul style="list-style-type: none"> <li>• Parent newsletters and posters at events signpost availability of additional car parking spaces on playground / car park.</li> <li>• EYFS outdoor area continues to meet the needs of the EYFS curriculum</li> <li>• Disabled access is signposted</li> <li>• Outdoor stage area built to enable larger audiences to attend, also accessible</li> <li>• Ensure access to building for wheelchair users, new entrance to school</li> <li>• Car park at MPA to be available for disabled access and at certain events such as plays and parent evenings, including access to members of the community at school events, such as Harvest and summer fairs.</li> <li>• Protocol in place for emergency evacuation situations</li> <li>• Development of areas for movement breaks for some pupils</li> </ul>
<b>Objectives for improvement 2019 – 2022</b>
<ul style="list-style-type: none"> <li>• To increase the accessibility to the building as a learning environment for those with disabilities</li> </ul>

- To continue to review the school's fire alarm system to broaden the alert systems for pupils with disabilities, especially those with hearing impairments
- To look into the provision of area for personal care of pupils should it be needed
- To continue to provide an environment, which can be accessed by all parents, as independently as possible

#### **Monitoring of plans**

This plan to be monitored by the Governors and SLT

### **THE SCHOOL CURRICULUM**

#### **Process for identifying barriers**

- Monitoring of class teaching, learning support and impact on progress
- Passport to Learning, Pupil Support Plan and EHCP reviews
- Feedback and input from parents and external agencies
- Governor visits
- Team around Family meetings

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

- A range of equipment purchased to support access, e.g. pencil grips, height appropriate equipment, talking tins
- A range of support accessed e.g. Precision Teaching, LEGO club, phonic and mathematics activities
- Teachers liaising with Speech and Language Therapist for particular pupils; Hearing specialist support team; OT training; Physiotherapist.
- Range of after school clubs and breakfast club open to all pupils from various year groups
- Use of visual timetables in all classes
- Use of timers to encourage concentration
- Use of careful language such as 'now and next'; 'first and then'
- Dyslexia Friendly Schools training for teachers; phonic training for all staff (teachers and TAs); TA observations; Clicker 6 training for Teachers and TAs; Talk for Writing Training for all staff
- I pads accessible to pupils
- Use of coloured overlays, coloured paper, changes to interactive board backgrounds and fonts to support some pupils reading
- Close liaison with pre-schools and secondary schools for transition work
- Assessment and development of targeted support for some pupils
- Use of movement breaks; the trim trail
- Curriculum focus on skills, steps to success and clear objectives.
- Assessment focus – should we know more / should we remember more?

- All staff ensure the classroom is an inclusive environment in which pupils feel contributions are valued. We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles
- Pupil grouping is planned and varied to reflect the requirements of learners and the social development needs
- Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks
- Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour
- Short 6-week target review process – assess, plan, do review,

**Objectives for improvement 2019 – 2022**

- To promote cultural development and understanding through a rich range of experiences both in and beyond the Academy
- Link the monitoring of interventions with the use of Classroom Monitor
- Whole staff training in sensory Issues for pupils
- Attachment training for all staff
- Continued liaison between Trust schools to support SENDCo and staff
- Embed idea of learning powers – collaboration, resilience, resourcefulness and reflectiveness
- Sensory Circuits to be altered to 'fit' with the needs of the children attending
- Improve attendance by the close monitoring of attendance for all children
- Track progress for all children and closely monitor attainment in boys writing
- Monitor the impact of Pupil Premium funding on attainment and progress for identified children
- Continue to monitor classroom environments
- Parent briefings

**Monitoring of plans**

This plan will be monitored by the Governors and staff

The Head of School and SEN coordinator will monitor attendance at extra-curricular activities

**SUPPORT SERVICES**

**Process for identifying barriers**

- Outcomes of Passport to Learning, Pupil Support Plans and EHCP 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**

- Early Help assessments being applied and school acting as lead agency on some 'Team around the child / family' meetings
- Signposting of parents to support groups or services as applicable
- Key members of staff identified as link person for 'hard to reach' parents or families responding to their needs and vulnerabilities
- Drop in sessions with the Education Inclusion Family Advisor (EIFA)
- SEND services have planning sessions with SENCO to plan for needs of pupils
- SENCO attends local SENCO Network meetings to be up to date with latest information
- Sourcing independent staff training for Cambridgeshire STEPS
- Making referrals to school doctor, HI, VI, and OT departments
- Speech and Language Therapist visit to support pupils
- TA training in the new Code of Practice
- Educational Psychologist support in school
- Occupational Therapist visits to support needs of specific pupils

**Objectives for Improvement 2019 – 2022**

- Implementation of requirements of new Code of Practice 0-25 for SEND
- Teachers becoming more familiar with these needs and taking the first steps in referrals. Training on the Passports to Learning and DLPT referral process to support this
- Maintaining links with SEND services

**Monitoring plans**

This plan will be monitored by the Inclusion Team of governors and staff, 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
- Learning walks
- Feedback from pupil, parents, staff and visitors
- Curriculum and provision review
- Feedback from external agencies
- Governor visits

<b>Summary of progress to date in last three years</b>
<ul style="list-style-type: none"> <li>• Broader range of pupils with disability and SEND in school has widened pupils' experience</li> <li>• Understanding being developed through empathy with peers</li> <li>• We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school</li> <li>• All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and ranges of abilities</li> <li>• Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experience of Traveller pupils, refugees and asylum seekers' children</li> <li>• Ensure all staff are aware of policies and procedures, including Safeguarding and Child Protection; Keeping Children Safe in Education; Prevent; Anti Bullying; Discipline and Behaviour; Intimate Care; Safer Code of Conduct; E-safety</li> <li>• All staff receive training to meet the needs of all children and their individual needs and requirements to fulfil their role and personal achievement</li> </ul>
<b>Objectives for improvement 2019 – 2022</b>
<ul style="list-style-type: none"> <li>• Continue to challenge stereotyping through curriculum opportunities</li> <li>• Arrange further links to expand pupils' experiences</li> </ul>
<b>Monitoring of plans</b>
This plan will be monitored by the Curriculum and Standards Committee of the governing body and the school leadership team

<b>COMMUNICATION</b>
<b>Process for identifying barriers</b>
<ul style="list-style-type: none"> <li>• Feedback from pupils, parents and other users, email, questionnaires</li> <li>• Feedback from external agencies</li> <li>• Passport to Learning / EHCP reviews</li> <li>• Impact of communication streams in ensuring pupil and parent understanding and participation</li> </ul>
<b>Summary of progress to date in the last three years</b>
<ul style="list-style-type: none"> <li>• Each class contributes to Twitter</li> <li>• Members of staff are available on the playground every morning to greet pupils and parents and deal with any immediate issues</li> <li>• Members of staff available at home time each day</li> <li>• SEND parents evenings termly</li> <li>• Head of School on daily gate duty most mornings and evenings</li> <li>• SEND newsletter termly</li> </ul>

- School newsletter – fortnightly
- EIFA newsletter monthly
- Parent briefings
- Questionnaires to staff, parents and pupils
- Website updated
- Access to SENDIASS, District and Pinpoint information and courses
- Progress reports to parents / carers are clearly written and free from jargon to encourage parents to participate in their child’s education. Where necessary information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school’s information
- We work in partnership with parents and the local community to address specific incidents and to develop positive attitudes to difference

**Objectives for improvement 2019 – 2022**

- Develop ways to communicate with parents for whom reading/writing may be a barrier
- Developing parent ‘drop in’ sessions
- SEND area on school website
- Use of emailed letters, letters being placed on school website has increased parent awareness / Facebook

**Monitoring of plans**

This plan will be monitored by Governors and SLT

