



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. In the DDA “substantial” means “more than minor or trivial”. “Long term” means “has lasted or is likely to last more than twelve 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 or 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.

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| PHYSICAL FACILITIES | PROCESS FOR IDENTIFYING BARRIERS |
| | <ul style="list-style-type: none"> • Action planning following site inspections by relevant personnel (eg Site manager, SEN governor) • Feedback from users of the school via annual questionnaires to all stakeholders. • Needs review for enrolment of pupils through discussion with the Headteacher. • Review of Individual Education Plans (or equivalent document) for pupils with SEN/D. |
| | SUMMARY OF PROGRESS TO DATE IN LAST THREE YEARS |
| | <ul style="list-style-type: none"> • Disabled parking bay allocated. • Sign for disabled parking bay. • Door threshold ramps in place. |
| | OBJECTIVES FOR IMPROVEMENT 2014-2016 |
| | <ul style="list-style-type: none"> • |
| | MONITORING OF PLANS |
| <ul style="list-style-type: none"> • This plan to be monitored by the governing body, the SEN/Inclusion team and other relevant staff. | |



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| SCHOOL CURRICULUM | PROCESS FOR IDENTIFYING BARRIERS |
| | <ul style="list-style-type: none"> • Monitoring of class teaching, learning support and impact on progress • Data analysis by teachers and SLT at termly pupil progress meetings • Review of Individual Education Plans (or equivalent document) for pupils with SEN/D • Feedback and input from parents at consultation meetings and external agencies when supporting pupils in school |
| | SUMMARY OF PROGRESS TO DATE IN LAST THREE YEARS |
| | <ul style="list-style-type: none"> • Staff attended training courses |
| | OBJECTIVES FOR IMPROVEMENT 2014-2016 |
| | <ul style="list-style-type: none"> • Staff training to be matched to the priorities determined by current school population (eg currently have pupils with ASD/ADHD) • Audit attendance/membership of school clubs by pupils with SEN/D to ensure full access |
| MONITORING OF PLANS | |
| <ul style="list-style-type: none"> • This plan to be monitored by the governing body, the SEN/Inclusion team and other relevant staff. | |



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| SUPPORT SERVICES | PROCESS FOR IDENTIFYING BARRIERS |
| | <ul style="list-style-type: none"> • Review of Individual Education Plans (or equivalent document) for pupils with SEN/D • Advice from external agencies. • Requests and identified needs of pupils and parents through discussion, observation, feedback. • Keeping up-to-date with local, country and national providers for support, eg local parent support groups or services |
| | SUMMARY OF PROGRESS TO DATE IN LAST THREE YEARS |
| | <ul style="list-style-type: none"> • Consultation “Drop Ins” organised twice a year. |
| | OBJECTIVES FOR IMPROVEMENT 2014-2016 |
| | <ul style="list-style-type: none"> • Regular review of SEN register to identify new pupils. • Speech Therapist to work in school one morning per week. |
| MONITORING OF PLANS | |
| <ul style="list-style-type: none"> • This plan to be monitored by the governing body, the SEN/Inclusion team and other relevant staff. | |



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| 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"> • Staff have attended training on specific areas of SEN/D (eg ASD and speech and language) |
| | OBJECTIVES FOR IMPROVEMENT 2014-2016 |
| | <ul style="list-style-type: none"> • Regularly review PHSE curriculum to monitor the extent of disability awareness covered by it. |
| | MONITORING OF PLANS |
| | <ul style="list-style-type: none"> • This plan to be monitored by the governing body, the SEN/Inclusion team and other relevant staff. |



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| 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. • Review of Individual Education Plans (or equivalent document) for pupils with SEN/D. • 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"> • Pro-active parent contact by SENCO to ensure parents of pupils with SEN/D are listened to and have opportunity to raise concerns or share successes. • Termly review of specific vulnerable pupils. |
| | OBJECTIVES FOR IMPROVEMENT 2014-2016 |
| | <ul style="list-style-type: none"> • Regularly update on SEN/D pupils at phase meetings to ensure all staff have latest relevant information on specific pupils with SEN/D • Identify the relevant alternative forms of communicating key information and ensure these are available to parents. |
| MONITORING OF PLANS | |
| <ul style="list-style-type: none"> • This plan to be monitored by the governing body, the SEN/Inclusion team and other relevant staff. | |