

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 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">• Feedback from users of the school• Needs review for enrolment of pupils through discussion• APDR Cycle assessments and 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">• Purchase and use of equipment to support physical needs (writing slopes, support for writing when working on the carpet, foot support, back support whilst sitting) – directly or through liaison with Occupational Therapist• Organisation of classrooms and corridor space to allow for work stations and safe areas for identified pupils• Organisation of outside space to allow for sensory circuit activities throughout the day• First Aid room set up to be welcoming for regular access due to medical needs• Change from urinals in boys toilets to cubicles with toilets
Objectives for improvement 2023-2026
<ul style="list-style-type: none">• To provide easier access to the pond area

- To ensure wheelchair use and storage in school is safe and effective without stigma
- To ensure safety of children in school with more complex mobility needs
- To continue to change from urinals to cubicles with toilets in boys toilets

Monitoring of plans

This plan to be monitored by the premises and health and safety committees of the governing body and the SEND/Inclusion team of governors and staff.

THE SCHOOL CURRICULUM

Process for identifying barriers

- Monitoring of class teaching, learning support and impact on progress
- Assess Plan Do Review Cycle reviews
- Feedback and input from parents and external agencies
- Governor visits

Summary of progress to date in last three years

- A range of equipment purchased to support access, e.g. talking tins, pencil grips, move'n'sit cushions, HiLo books
- A range of support accessed e.g. Fizzy (motor skills development), Sensory Circuits, mathematics fluency activities, introduction of Little Wandle approach for phonics
- Teachers and ELKLAN trained TAs liaising directly with Speech and Language Therapist for particular pupils
- Teachers and TAs liaising directly with Occupational Therapists, Physiotherapists and Sensory Support Team as needed
- ICE Zones cater for needs of all pupils and allow pupils to work in a multisensory, practical way
- Range of after school clubs open to pupils from various year groups
- Use of visual timetables in all classes and some learning areas
- Use of careful language such as 'now and next' and 'first, then'
- Laptops accessible to pupils – some in classes, some on laptop trolleys
- Use of coloured overlays to support some pupils reading
- Use of formal assessments to identify needs and measure impact of additional support
- Specific training to meet the needs of individual children with complex additional needs.

Objectives for improvement 2023-2026

- Further development of use of writing mats, word mats, phonic mats
- Review and encourage wider use of Clicker 7 and other technology across the school
- Whole staff training in Sensory Issues for pupils
- Teachers take increasing responsibility for providing and evidencing additional support for children they teach
- SENCO provides advice and support to further develop provision and high quality first teaching
- Use of strategy sheets to record recommendations and advice given to use for individual children
- Effective use of provision mapping to provide an overview of support

Monitoring of plans

This plan will be monitored by the Curriculum and Standards Committee and the Inclusion Team of governors and staff. The Headteacher and SENDCO will monitor attendance at extra-curricular clubs.

SUPPORT SERVICES

Process for identifying barriers

- Assessment and Reviews from Assess Plan Do Review Cycles
- Identification in EHA or TAF meetings
- Advice from external agencies following a diagnosis
- 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

- EHAs and TAF meetings managed online through Liquid Logic
- Signposting of parents to support groups or services as applicable
- Key members of staff accessible on the playground, in school in person and by phone or virtual meetings to support parents and families
- Weekly drop-in sessions with Early Intervention Family Support Worker
- SENDSS and SENDCO have joint planning sessions to plan for needs of pupils

<ul style="list-style-type: none"> • SENDCO attends local SENDCO Network Meetings to be up to date with latest information • Referrals to SENDSS, Paediatrician HI, VI and OT departments following referral procedures • Speech and Language Therapists visit to support pupils and liaise with SENDCO/ELKLAN trained TA • Direct liaison between SENDSS/other professionals and teachers • Parents encouraged to access voluntary outside agency support eg DISH – Disability Huntingdon, SWITCH transition project
Objectives for improvement 2023-2026
<ul style="list-style-type: none"> • Training for staff to develop skills (in school and externally provided) • Maintain links with Educational Psychologist, Specialist Teaching Team, Hearing Impaired Department, Occupational Therapist, Physiotherapist, Paediatrician, School Nurse and local Special Schools • Streamline referrals to outside agencies • Ensure Speech Language and Communication Support is provided for transition to secondary schools • Train further staff to be able to access Liquid Logic
Monitoring of 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
<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 training around areas of particular need in schools • Understanding being developed through empathy with peers • Openness about difference and acceptance of children and adults as they are

<ul style="list-style-type: none"> • Training around allergies (anaphylaxis) and other medical needs (diabetes, epilepsy, asthma)
Objectives for improvement 2023-2026
<ul style="list-style-type: none"> • Continue to challenge stereotyping through curriculum opportunities • Further whole school training in Autism Awareness and Sensory needs • Increase staff awareness of difference between SEN and Disability • Training in Makaton, Attention Autism and Intensive Interaction approaches
Monitoring of plans
This plan will be monitored by the Curriculum and Standards Committee of the governing body and the school leadership team.

COMMUNICATION
Process for identifying barriers
<ul style="list-style-type: none"> • Feedback from pupils, parents and other users including emails, phone calls and questionnaires • Feedback from external agencies • Assess Plan Do Review Cycle meetings • EHAs and TAF minutes
Summary of progress to date in last three years
<ul style="list-style-type: none"> • Each class has pages on the website to allow communication of pictures and information; • Closed SEND section on facebook • Members of SLT are on the school gate each morning • Class teachers available at the classroom door each morning and at home time • Parents evenings termly • Special Educational Needs Parents evenings termly • Newsletters fortnightly for each phase • School Newsletter – Monthly • Increased direction of parents to class teachers as initial contact for children's needs • Change in way APDRs are written to be online/electronically shared
Objectives for improvement 2023-2026
<ul style="list-style-type: none"> • Develop ways to communicate with parents for whom reading/ writing may be a barrier • Use of video and audio clips to illustrate SEND provision – on website • Setting up of parents groups to look at SEND provision – policy, school information report, ways to support at home

- Develop clearer systems of inclusive communication with parents before children are formally identified as SEND
- Consider how to make SEND parents evenings more inclusive

Monitoring of plans

This plan will be monitored by the Strategic meeting route of the governing body, by the school leadership team and the Inclusion Team of governors and staff.