

SEN and Disability Access Policy

As is stated in the new Code of practice 0-25 yrs 2015, SEND maybe defined as the following;

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind, generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.
- Many children and young people who have SEND may have a disability under the Equality Act 2010 that is.... ' a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to day activities.'

Aims

All Staff will endeavour to find out about the problems and effects of a particular disability of an incoming pupil, and consider that particular provision that has to be made for them, both within the class and generally around the School building and site.

Medication

Details of medication must be kept in the Office and shared with all staff accordingly . Appropriate paperwork and Health Care Plans are co-ordinated by the Special Educational Needs and Disabilities Team. Midday Supervisors or Ancillary Staff will supervise pupils self-administration of medicines, e.g. asthma inhalers. All Staff are trained to administer Epipens in emergencies. Buccolam training for epilepsy is also accessed annually. Where a child has specific medical needs, they will be supported by the school policy, linked to government guidelines; 'Supporting children with Medical Needs 2014.'

Inclusion

Staff will include all such pupils in every School activity, including extra-curricular activities, making necessary adaptations and tempering their expectations of pupil performance only in the light of their particular difficulties. This will include allowing extra time for activities, as well as providing additional support where possible. Curriculum differentiations will be made, whenever necessary, to include the child in the same activity as other pupils.

Classroom organisation and routines will be adapted to meet their needs and relevant support equipment provided where possible. Staff awareness of all disabled children will be kept up-to-date with regular Staff Meetings.

Access and Changes to the School Building

Access to the School for the physically disabled has been much improved in recent years. Newer parts to the building have all had dropped thresholds and level or ramp access provided as part of the construction requirements.

The School has a continued focus on improving access to the older parts of the School building, carrying out works such as:

- Dropped kerbs have been installed to aid wheelchair access from both playgrounds and the front entrance.
- An external ramp has been constructed to further facilitate access to and from the Infant Playground.
- A gentle slope to allow easy access between the administration and general work areas of the School and classrooms has replaced the two steps in the main corridor.
- A further internal sloping floor has replaced a one-step change on floor level, which has increased access to a further 4 of the original classrooms.
- 1 toilet has been adapted to improve access and has been equipped for use by the disabled. A further disabled toilet has been installed in 2014 . A 'changing table' has been installed in Sept 2016.
- Noise reduction for those with auditory problems has been reduced with the fitting of carpeting to most areas of the School and also the installation of effective double-glazed windows and door units, which cut down external noise, particularly aircraft. Two sensory areas have been formed to support children with sensory overload.
- Classroom equipment, such as computer printers and the 'Neosmart 2' are selected for quiet operation. Keyboards are also adapted if necessary. Whenever necessary, headphones are also provided to help the child focus on the required information and block out unnecessary sounds.
- Removal of the hand-rails to the main entrance of the School, currently present for the benefit of parents and visitors. The main entrance has been recently renovated (Dec '17).
- Use of 'sensory area' to support pupils with additional sensory needs and or anxiety.

Future plans to improve access include:

- In terms of visual impairment, we are continuing to seek advice on suitable general improvements to the building.

Provision

Provision is made in class for pupils by locating them in close proximity and correctly angled to view the white boards, charts and overhead projector screens or video screens more easily. Texts can easily be enlarged or adapted using the photocopier; as yet there has not been a need for Braille signage. Additionally:

- Furniture is adapted wherever possible to meet requirements or suitable alternatives are acquired. Advice is sought from Occupational Therapists, Physical Outreach team and the Working Together Team (WTT).
- Colour schemes in the building are injected through displays of children's work.
- A distinction is made between floor and wall colours to aid the impaired. This calm colour background is maintained so that warning flashes for corners/changes in

floor level and other warning or important information signs can stand out effectively.

- In terms of day-to-day support, the Staff are experienced and develop opportunities provided by ICT, such as enlarged format texts, alterations providing specific fonts for greater ease of access to text, as well as colour overlays or different coloured PC backgrounds. We will look at specific provision for any disabled pupil in conjunction with professional specialist SEND advice agencies on a case-by-case basis as pupils move into the School.
- Access arrangements are made for some pupils with SEND as normal classroom practice and during quizzes and tests.
- INSET training is undertaken to support the development of staff's knowledge and skills .
- Worded signs are given an illustration wherever possible to allow for dyslexics.

This Policy will be kept under constant review and adapted according to the present needs for pupils in the School. This Policy has been drawn up with collective advice from outside agencies and the input of Head, Assistant Heads, SENDCo and Finance Officer / Administration.