

SEN and Disability Access Policy

As is stated in the SEND Code of practice 0-25 yrs 2014/ updated 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 them.
- 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 them 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 support pupils within their learning and to promote success and independence. They work with the SENCO to ensure that reasonable adjustments are made accordingly, so that all pupils can achieve. The SENCO and teaching teams also find out about additional needs and effects of a particular disability of an incoming pupil, and consider what particular provision has to be made for them, both within the class and generally around the School building and site.

The SENCO also devises a SEND development Plan yearly, to ensure that outcomes are set and analysed for the coming academic year. This is shared accordingly with staff and if access arrangements need to be developed, they can be added to the plan.

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. Staff will supervise pupil's 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 and resources wherever possible. Curriculum differentiations and reasonable adjustments 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 and if appropriate a Health Care Plan will be in place and shared amongst all.

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 some pupils. A further disabled toilet has been installed in 2014. An electronic 'changing table' has also 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. A sensory area has been formed to support children with sensory overload and sensory equipment is accessed by some pupils throughout the school day
- Classroom equipment, such as computer printers and 'Clicker 7' 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. Classrooms are bright, with relevant displays, without showing too much visual clutter, thus making it easier on the eye for pupils with Autism. Individual workstations can be developed as and when needed to support individual needs.
- 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).
- Developing the use of a potable 'sensory area' to support pupils with additional sensory needs and /or anxiety- this is accessible for all
- Grab rails have also been added to the toilets within the Foundation Stage area

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) if needed.
- Colour schemes in the building are injected through displays of children's work. There is also thought of not having too much 'visual clutter' so that pupils with additional needs are surrounded by carefully thought out displays that encourage active learning, without adding further anxiety.
- 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. Dyslexia friendly strategies are used throughout the classroom to support pupils and visual timetables are used to further support pupils with Autism Spectrum Disorder (ASD)
- Specific individual provision for any disabled pupil is planned alongside the pupil, parents and in conjunction with further 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 therefore are also used during quizzes and tests.
- INSET training is undertaken to support the development of staff's knowledge and skills to support pupils with additional needs.

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, SENCO and Finance Officer / Administration.