

Walsh Memorial CE Infant School

The School aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.

Special Educational Needs and Disability Policy

Ethos statement

Walsh Memorial CE Infant School respects the unique contribution which every individual can make to the community and seeks to place this contribution within a clear structure which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills.

At Walsh Memorial CE Infant school every teacher is a teacher of every pupil including those with SEND.

Definition of SEND

At our school we use the definition for SEN and disability from the SEND Code of Practice (2014).

This states:

*SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England***

*Disability: Many children and young people who have SEN 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***.

Key Roles and Responsibilities

SENDCO

The SENDCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care (EHC) plans. Part of the role of the SENDCO is to co-ordinate arrangements with the class teacher regarding those pupils with SEND and disabilities.

SENDCO Name: Mrs Victoria Retallack

Contact details: senco@walsh-memorial.surrey.sch.uk
01252 321426

Mrs Retallack has worked with SEND children and their families for many years.
SLT Member: The SENDCO is a member of the school Senior Leadership Team.

The staff in school with specific roles are:

- SEND Governor – appointed annually
- All Teaching Assistants are trained to support pupils special educational needs individually, to carry out specific interventions and to support in small groups in class
- Mrs Cawson, Headteacher, Mrs Wall, Deputy Headteacher, Mrs Hemmings EYFS Co-ordinator are trained and have Safeguarding responsibility
- Mrs Cawson, Headteacher manages Pupil Premium and CLA funding
- Mrs Retallack, SENDCO is responsible for managing the schools responsibility for meeting the medical needs of pupils

Introduction

How the policy was put together?

This policy was created in partnership with the SEND Reference Group which includes the Headteacher, SEND Governor, SENDCO, representative staff and parents. This policy is reviewed with the above group annually. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014).

How can parents/carers access this policy?

Copies of this policy may be accessed in a number of ways:-

- The school website
- From the SENDCO
- A hard copy on request at the school office

The parents and carers can let us know if they require the policy to be read to them or made available in a different format e.g. enlarged font or different language.

Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) 3.65 and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014) (See School Information Report which follows the model devised by the SE7 Pathfinder)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding Policy
- Accessibility Plan

- Teachers Standards 2012

Aims and Objectives

Aims

At Walsh Memorial CE Infant School all pupils, regardless of their particular needs are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

- We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points
- We will use our best endeavours to give pupils with SEND the support they need
- Ambitious educational and wider outcomes will be set for them together with you as parents and with your child
- We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood

Objectives

1. To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities with pupils and their parents/carers at the centre
2. To develop effective whole school provision management of universal, targeted and specialist support for pupils with special educational needs and disabilities
3. To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice, July 2014
4. To develop a parent reference group to ensure effective communication and co-production of policies and practice relating to pupils with SEND and disabilities

Identification of Needs

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

At Walsh Memorial CE Infant School we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs of the child or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

A Graduated Approach to SEND Support

The following provision is used to support a pupil on the SEND Register:

- Quality first teaching for all
- All class teachers provide differentiated expectations for all pupils and good quality personalised teaching. This is our first step in responding to pupils who may have SEND
- Teachers are responsible and accountable for the progress and development of the pupils in their class
- Termly SEND meetings with the SENDCO and class teachers to identify and access support from teaching assistants or specialist staff
- Progress and outcomes for all pupils are monitored by SENDCO and Headteacher e.g. pupil tracking system and half termly pupil progress meetings
- The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement
- INSET and training to develop teachers' and Teaching Assistants understanding and repertoire of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered is provided

Special educational provision is provided using

This will include:

- accurate formative assessment
- internal staff moderation of progress
- provision mapping outcomes and any specific assessments e.g. reading,

When pupils have higher levels of need, the school works in partnership with other specialist professionals and agencies to assess e.g. Educational Psychologists, Learning and Behaviour support and Speech and Language

How is the decision made to place pupils on the register?

A decision to place a child on the register is made using the Surrey SEND 14 Pathway Guidance.

Assess: “In identifying a child as needing SEND support the class or subject teacher, working with the SENDCO, should carry out a clear analysis of the pupil’s needs”

Example: We will ensure that we regularly assess all pupils’ needs so that each child’s progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on the assessments and guidance from other education professionals e.g. EPs, and from health and social services where appropriate

Plan: “Where it is decided to provide a pupil with SEND support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review”

Example: Where SEND Support is required the teacher and SENDCO with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language. All staff who work with the pupil will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning.

Do: “The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO should support the class or subject teacher in the further assessment of the child’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support”

Example: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialist staff who provide support set out in the plan and monitor the progress being made. The SENDCO will provide support, guidance and advice for the teacher

Review: “The effectiveness of the support and interventions and their impact on the pupil’s progress should be reviewed in line with the agreed date”

Example: The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENDCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support

For pupils with an EHCP the LA must review the plan at least annually or for children who are under 5, every 6 months.

How are parents, families, children and young people involved in this process?

Parents/carers will be involved in meeting with the class teacher and the SENDCO each term to set objectives and review the progress made by their child. Pupils will also be involved in the process by using the One Page Profile. This is a partnership approach between home and school.

SEND Provision

What does Additional Support mean?

SEND support can take many forms. This could include:

- a special learning programme for your child
- extra help from a teacher or a teaching assistant
- making or changing materials and equipment
- working with your child in a small group
- observing your child in class or at break and keeping records
- helping your child to take part in the class activities
- making sure that your child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with your child, or play with them at break time
- supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

Please see the Special Needs Provision Map Appendix One and Local Offer Appendix Two

The Special Needs Co-ordinator manages the provision with the Headteacher. The School supports parents and carers throughout their time at our school and develop a close partnership to enable good outcomes for every child.

Supporting pupils at school with medical conditions

Walsh Memorial CE Infant School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

The arrangements in school to support pupils with medical conditions e.g. individual healthcare plans, access to any spaces including changing and toilet facilities, training for staff are made on an individual basis dependent on need to comply with its duties under the Equality Act 2010.

Some may also have special educational needs or a disability (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health

and social care needs, as well as their special educational provision. For children with SEND, this guidance should be read in conjunction with the SEND code of practice.

Monitoring and evaluation of SEND

Regular monitoring and evaluation of the quality of provision offered includes:

- Role of the SEND governor
- Monitoring & review of SEND funding
- Regular reports to committees and Full Governing Body Meetings
- Class and school Self evaluation
- School Development Plans priorities and training
- Intervention Groups
- SEND Reference group
- Questionnaires and surveys of parents/carers
- Questionnaires and feedback from pupils
- Any external audits by Surrey e.g. SEND Monitoring visits by Surrey County Council and OFSTED inspections
- Developing best practice e.g. moderation of pupil progress through SENDCO networks and local partnerships

Training and development

All staff are kept up to date with developments in teaching and provision to meet the needs of pupils with SEND through:

- regular training to meet the needs of the pupils currently in the school
- The SENDCO's own professional development e.g. attendance at SENDCO networks, courses, conferences and specialist knowledge and experience
- SENDCO's membership of professional bodies e.g. Nasen

Storing and Managing Information

Information will be securely managed within the school's own data management system and confidentiality policy.

Reviewing the SEND policy

In line with all school policies the SEND policy will be kept under the regular review by the Parent Reference Group reporting to the Children and Learning Committee annually.

Comments, compliments and complaints

The school records and deals with comments, compliments and complaints following the Surrey Guidelines for complaints alongside the SEND policy.

V Retallack SENDCO

Provision Map

FIRST QUALITY TEACHING PROVISION

All teachers are responsible and accountable for all pupils in their class wherever or whomever the pupils are working with.

- *High expectations for all children including those with SEND*
- *Inclusion of all children whatever their SEN, medical needs or disability.*
- *Early identification and intervention in order to close the gaps quickly*
- *Partnership with all those who have a contribution to make, including the pupil's voice.*
- *Effective support for parents of all children*

Also see School SEND Information Report below	Sensory and/or physical	Communication and interaction	Cognition and learning	Social, emotional and mental health
Universal (wave 1) First quality teaching provision	Extra fine / gross motor activities Write Dance Writing slopes Special scissors/ pencils Sensory cushions Adapted equipment	Individual instructions/ check understanding Modelling choice of responses Visual reminders/prompts Key words/vocab Minimise abstract vocab Activities and listening broken up – kinaesthetic activities Support of social skills TA's used effectively to explain and support pupils to ask and answer questions Pre-teaching of key vocab linked to Word Aware	Small group Literacy and /or Numeracy support – “Chunking” tasks Extra reading, writing and number activities Phonic groups Modification of the classroom environment Peer support systems Word banks Peer and adult support Key vocabulary taught Visual resources to support understanding	Emotional Wellbeing Support Extra individual adult support for attention difficulties or to reduce anxiety Visual timetable Classroom rewards, routines and rules Appropriate differentiation to ensure children are motivated to learn and to minimise emotional, social and behavioural difficulties Peer support systems
Targeted School Send Support (wave 2) - additional and different provision	Start to Write programme Jump Ahead activities Occupational Therapy programme activity leaflets	Time to Talk programme Speech and Language Therapy phonology programmes Language for Thinking Pre-teaching of vocab Use of symbols/visual prompts to help communication	Five Minute Box : Literacy Five Minute Box : Numeracy Numicon Close the gap activities Early Literacy Support Better Reading Partners Precision teaching Increased differentiation Homework Club	Behaviour Management Support Social skills group Play time and Lunchtime support Emotional support ELSA support

		Simplification and repetition of instructions Social skills group ELSA support		
Specialist Send Support (wave 3) Outside agency support Specific individual programmes	Occupational Therapy / Physiotherapy programmes Advisory Teacher for Physical Difficulties Adapted equipment Medical needs met Paediatrician	Speech and Language Therapy Programme Assessments and advise from Learning and Language Advisory Teacher and Educational Psychologist REMA support ELSA support	Fisher Family Trust Reading Programme Learning and Language Support Educational Psychologist support REMA support Paediatrician A structured and personalized learning programme Use of ICT to support	Advisory Teacher for Behaviour Management / EP Freemantles Outreach/Early Bird Social Services Young Carers support SEARCH nurture programme TaMHS / CAMHS Paediatrician ELSA support
Statutory Assessment for an EHCP (Education Health Care Plan)	If all the above support and there is still little progress an application for an EHCP can be made.	If all the above support and there is still little progress an application for an EHCP can be made.	If all the above support and there is still little progress an application for an EHCP can be made.	If all the above support and there is still little progress an application for an EHCP can be made.

Special Needs Information Report

School Name Address	Walsh Memorial CE Infant School Ash Street, Ash Surrey, GU12 6LT 01252321426 head@walsh-memorial.surrey.sch.uk www.walsh-memorial.surrey.sch.uk Headteacher: Mrs Suzanne Cawson SENDCO: Mrs Victoria Retallack Date: Completed May 2017
<p>Introduction At our school we pride ourselves in ensuring that all children receive the very best education. We work hard with parents to enable them to support their child by providing expertise and guidance. We also supply special equipment and learning resources for use at home.</p> <p>Outstanding Ofsted 2013 <i>'Those with Special Educational Needs make good, sometimes outstanding progress from their starting points.'</i></p>	
<p>The kinds of special educational needs that are provided for in our school.</p>	<ul style="list-style-type: none"> • Walsh Memorial CE Infant School is a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational needs Code of Practice (2014). Staff have been trained so as to be able to cater for learners who may have difficulties with: <ul style="list-style-type: none"> ○ Cognition and Learning ○ Communication and Interaction ○ Social, Emotional and Mental Health ○ Sensory and/or Physical • We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). • Having identified any needs, we seek to match provision to need. We aim to make small targeted improvements in one to one sessions or small group work. • We monitor the impact of interventions through regular meetings and tracking of pupil progress with the class teacher or teaching assistant who has lead the intervention programme. • Our SENDCO leads on this aspect and the Headteacher shares this information with governors
<p>The policies for identifying children and young people with SEN and</p>	<ul style="list-style-type: none"> • At Walsh Memorial CE Infant School we regularly assess the children in English and Maths and every term we assess all other subjects taught that term. • These assessments are closely tracked to monitor the progress of all our learners.

<p>assessing their needs.</p>	<ul style="list-style-type: none"> • As professionals we frequently discuss any concerns we have regarding academic progress and social and emotional well-being. • The SLT track all children's progress termly to identify any children who are not making the expected progress. • We have effective systems in place to identify children falling behind national averages or making little progress. Decisions are then made as to the most appropriate steps to take in order to support the learner, these decisions tie in with the school's graduated approach to meeting needs. • Parents are actively encouraged to speak to the Class Teacher or SENDCO about any concerns they have regarding their child. • The school has an SEND policy which can be found on the school website. • The SENDCO is Mrs Victoria Retallack. Tel:01252321426 or email: senco@walsh-memorial.surrey.sch.uk
<p>The arrangements for consulting parents of children with SEND and involving them in their child's education.</p>	<ul style="list-style-type: none"> • We regularly share progress feedback with all our learners and their families. • In addition, we have a number of opportunities where parents/carers can meet with staff to discuss learner progress. At such meetings we clearly share what can be done by families at home to supporting the learning at school. Equipment and support resources are offered as well as additional homework and reading materials. • This is also reinforced by generic updates on the curriculum which we share through workshops and curriculum maps. We host a number of curriculum workshops to help families understand what learning is expected and how they can best support their child/young person's need. • We believe in supporting the development of parenting skills and as such deliver workshops on site/work in collaboration with other agencies. We actively promote our confederation parent workshops and encourage parents to join including hard to engage parents. • Gypsy Roma Traveller families can be supported individually with one to one sessions if requested. • Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place. • We hold regular parent coffee mornings when we invite outside professionals to lead discussions on different aspects of SEND.
<p>How adaptations are made to the curriculum and the learning environment of pupils with SEND</p>	<ul style="list-style-type: none"> • Differentiation is when the learning is matched to the needs of the pupil. It is embedded in our curriculum and classroom teaching and learning practice. We can provide a tailored, personalised curriculum through differentiation. • Termly progress meetings between class teacher and SENDCO help monitor and reflect on the intervention provided and the next best steps that need to be taken. • Parents are regularly updated on our findings.

<p>How do we evaluate the effectiveness of the provision made for pupils with SEND.</p>	<ul style="list-style-type: none"> • Budgets are closely monitored and aligned to the school development plan of the school. • We review the needs of the pupils within the school and endeavour to put in place provisions in order to be able to cater for these needs. This will vary in approach from whole class differentiated teaching, paired, 1/1 and small group work. • The SENDCO observes SEND support/interventions termly and gives feedback to all staff. • There is a baseline assessment for most interventions and the children are assessed at the end of the process and progress is recorded.
<p>The arrangements for consulting young people with SEND and involving them in their education.</p>	<ul style="list-style-type: none"> • One page profiles are produced in consultation with learners so that teaching staff have a clear overview of the whole child. We feel, where possible it is important to have the views of the learner so that they feel involved in their own learning. • We work closely with Parents to best support their child. • Should a child reach a criteria for additional provision via an education Healthcare Plan (EHCP) the Inclusion Manager will guide and support parents through the procedure.
<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • A child's emotional and social well-being is paramount to us as we believe children need to be happy for the most effective learning to take place. All our staff are regularly trained to provide a high standard of pastoral support. • We have a teaching assistant trained in Drawing and Talking to work with children in a one to one situation to support them with emotional issues or any worries they may have. • We have a TA trained as an ELSA (Emotional Literacy Support Assistant). She has on-going support from an Educational Psychologist and will work with children in a small group or one to one to support their emotional well-being. • We have a well-planned well-being curriculum which covers all of life's challenges. Our library has a wide range of books covering subjects such as bereavement, divorce and anger and these are available for both children and parents to borrow. • Relevant staff are trained to support medical needs e.g. diabetes and epilepsy and in some cases all staff receive training e.g. epipen. We have a medical policy in place. • Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood by all staff. • We regularly monitor attendance and take the necessary actions to prevent prolonged or persistent unauthorised absence. • Learner voice is central to our ethos and this is regularly encouraged in a variety of ways including School Council.
<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • Our staff receive regular training and our teachers all hold qualified teacher status. • We have a number of established relationships with professionals in health and social care and these are recorded on our provision map. All external partners we work with are vetted in terms of safeguarding which is updated regularly and when buying in

	<p>additional services we monitor the impact of any intervention against cost, to ensure a value for money service.</p> <ul style="list-style-type: none"> • Extra support is provided by: <ul style="list-style-type: none"> ○ Educational Psychologist, ○ Language and Learning Service ○ Behaviour Management Service ○ Speech and Language Therapy ○ Occupational Therapy ○ Physio Therapist. ○ Freemantles (ASD outreach team) ○ SEARCH nurture group ○ Primary Mental Health Worker
<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<ul style="list-style-type: none"> • Our Special Needs and Disability Co-ordinator (SENDSCO) is a qualified teacher with many years of experience. • We regularly invest time and money in training our staff to improve wave 1 provision delivery and develop enhanced skills & knowledge delivery of wave 2 and 3 interventions. Wave 1 is the quality first teaching that all children should receive. Wave 2 is how the classroom work is additional to and different from a child's peers and wave 3 is work carried out by specialist staff.
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • Our Accessibility Plan is robust and we continually remind staff and learners about the Equality Act 2010. • We value and respect diversity in our setting and do our very best to meet the needs of all our learners. • Translators and hearing impairment resources have been used successfully.
<p>How will the school prepare and support my child to join the school, transfer to a new school?</p>	<ul style="list-style-type: none"> • We have a robust Induction programme in place for welcoming new learners to our setting. • These are well attended and some children have photographs of their teacher and classroom to look at over the summer holidays. • Information is passed on in transition via SENDSCO directly through detailed professional conversations. SENDSCO's visit the school to see the children in their working environment. • Year Two children visit the junior school and extra visits are organised to meet the needs of the individual and their parent or carer. • Joint meetings with professionals take place to ensure good transition information is passed on. We have very good relationships with any feeder settings as well as settings children/young people move onto.
<p>How pupils with SEND are enabled to engage in activities available to pupils in the school who do not have SEN?</p>	<ul style="list-style-type: none"> • Our Equality/Inclusion policies promote involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs. • Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met when

	<p>possible through reasonable adjustment and applicable parents/carers are consulted and involved in planning.</p>
<p>How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupil's SEND and supporting their families.</p>	<ul style="list-style-type: none"> • Within Surrey we have access to a multi-professional Team that comprises of the Specialist Teaching and Educational Psychology Service. It includes our Educational Psychologist, Specialist Behaviour Support Teacher and Specialist Learning and Language Support Teacher. Where it is felt support above and beyond what the school is able to offer is necessary, with parental consent they will offer further assessment and support to children following the Surrey graduated support criteria. As part of this assessment they may visit the school for classroom observations, individual assessment, therapy sessions or offer advice and training. • We have links with the Freemantle's (ASD) specialist school outreach service, who support and advise us where necessary. • The school has support from the Speech and Language service (SALT), implementing individual programmes to pupils as required. • We have support from the Physical and Sensory Support Service (PSSS), which includes Hearing Impaired Service (HI) Visually Impaired Service (VI) and Physical Disability Service (PD); Raising Ethnic Minority Achievement (REMA), which includes English as an Additional Language and Traveller Service support; Occupational Therapy (OT); Physiotherapy (PT); Child and Adolescent Mental Health (CAMHS); the School Nurse is accessed by the school to support the needs of our children. The Nurse checks children's weight, height and vision and is available for consultation on matters such as toileting, sleep and weight management. <p>This SEN information report supports Surrey's Local Offer. Details of Surrey's Local offer can be found at Surrey Local Offer. www.surreylocaloffer.org.uk</p>
<p>Arrangements for handling complaints from parents of children with SEN about the provision made at the school</p>	<ul style="list-style-type: none"> • In the first instance if the /carer has a concern they are encouraged to talk to their child's class teacher. • For pupils with SEND, further information and support can be obtained from the school's SENDCO (Mrs Retallack) or the Headteacher (Mrs Cawson). • Surrey Parent Partnership provides impartial and independent information, advice and support to parents of children with special educational needs and disabilities.

Who can I contact for further information?	<ul style="list-style-type: none"> • <i>If you require any further information regarding your child possibly attending our school we welcome visits by appointment via our school office on 01252 321426. We will share our school with you and discuss your child on a one to one basis.</i>
Additional provision being developed by the school.	<ul style="list-style-type: none"> • <i>The school is always striving to ensure it provides the very best education for all our children. This means that developing our knowledge of how children learn and children with SEND is a constant focus.</i>

Appendix Accessibility Plan Policy

The Disability Discrimination Act, as amended by the SEND and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils, parents/carers, staff and visitors and to implement their plans.

✓ Schools are required to produce accessibility plans for their individual school

✓ Accessibility plans should be written under the following headings:

- Access to the curriculum
- Access to the environment
- Access to Information

✓ The duty is an anticipatory one and means that this school should be looking to identify and remove barriers to learning and increase access as set out in an action plan which should be updated at least every 3 years

✓ As with the SEN policy we will involve a representative group of disabled child and their families, staff and visitors to develop and review the plan in partnership so that it is co-produced

As part of our Accessibility Plan we annually review the following to ensure all children and their families with SEN and disability have full access to all aspects of school life:-

Access to the school curriculum

This includes:

✓ teaching and learning

✓ resources (books and materials) used in the curriculum

✓ the wider curriculum of the school including access to and participation in after-school clubs, leisure and cultural activities or school trips

Access to the physical environment of the school

This includes:

- ✓ plans to develop the physical environment of the school
- ✓ painting and demarcation of doors, steps etc.
- ✓ installing specialist equipment e.g. soundfield systems and enhanced acoustic treatment e.g. ceilings
- ✓ disabled toilets, ramps

Access to written information

This includes planning to make written information that is normally provided by the school to its pupils available to disabled pupils:

- ✓ handouts, timetables, and information about school events
- ✓ It takes account of pupils' disabilities and pupils' and parents' preferred formats e.g. enlarged font size for a parent with VI and be made available within a reasonable time frame
- ✓ The school seeks advice from specialist services e.g. regarding a parent who is BSL user via PSS or for a parent with no English via REMA

Appendix Four: Related Policies

- ✓ Inclusion
- ✓ Equality and Single Equality Scheme
- ✓ Anti-bullying
- ✓ Behaviour
- ✓ Child protection
- ✓ Safeguarding
- ✓ Teaching & Learning
- ✓ Assessment
- ✓ Marking and feedback policy