

Stow Heath Primary School and Rainbow Day Nursery

Send Information Report for Children with Special Educational Needs and/or Disabilities

Stow Heath is a mainstream Primary School with a nursery provision and an integrated Day Care Nursery

Stow Heath Primary and Rainbow Day Nursery have proactive approaches to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress. They are as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in our mainstream setting wherever possible, where families want this to happen.

The information below details to offer within Rainbow Nursery and school and ways in which parents and children may access the support required.

School based information	People	Summary of responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? How can I talk to them about my child if I need to?</p>		
<p>Rainbow Nursery staff/Class/subject teacher (s/he is recommended as the first point of contact if you have any concerns).</p> <p>The Special Educational Needs Co-Ordinator (SENCO)</p>	<p>S/he is responsible for:</p>	<ul style="list-style-type: none"> • Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the SENCO as necessary. • Writing Support Plans (SP) in partnership with the Senco and parent/carer and sharing and reviewing these with parents/carers at least once each term. • Planning personal outcomes for the next term. • Ensuring that all members of staff working with your child in Rainbow Nursery or school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the SEND Policy, is followed in their room/classroom, and for all the pupils they teach with any SEND. <p><i>Contacted by telephoning the school office.</i></p> <p>S/he is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that you are: <ul style="list-style-type: none"> • involved in supporting your child's learning • kept informed about the support your child is receiving • involved in reviewing how they are progressing • kept fully involved planning ahead for them.

<p>Support Assistant (SA) may be allocated to some pupils with SEN and or disabilities)</p>	<ul style="list-style-type: none"> • Liaising with all the other people who may be coming into Rainbow Nursery or school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc... • Ensuring all the special educational, physical and sensory needs of pupils in Rainbow Nursery or school are known and understood and making sure that there are records of your child's progress and needs. • Providing specialist support for teachers and staff in Rainbow Nursery or school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential. • Supporting your child's class teacher or key worker to write Support Plans (SP) for pupils with Education Health and Care Plans to provide personal outcomes for your child. • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our setting. <p><i>Contacted by telephoning or emailing the school to make an appointment.</i></p> <p>A Support Assistant (SA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education, we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. The class teacher and SendCo are fully involved in any support offered and make the decisions, in conjunction with the parents, on the type of support and activities.</p> <p>A child may receive support from a number of adults and a conversation with the class teacher or SendCo will give you a fuller picture than may be obtained from a single supporting adult. For a child in the Rainbow Day Nursery, this person would be the Senco to liaise with.</p> <p>Of course, we welcome regular dialogue between parents and staff on how a child's day has been, and we do actively encourage this continued feedback. This is currently through email, telephone or video call until; government guidelines changes</p>
<p>Head teacher</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • The day-to-day management of all aspects of Rainbow Nursery and school, this includes the support for children with SEN and/or disabilities. She will give responsibility to the SENDCO, class/subject teachers and Rainbow Nursery staff but is still responsible for ensuring that your child's needs are met. • She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. <p><i>Contacted by telephoning the school for an appointment.</i></p>
<p>SEND Governor</p>	<p>He is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school and Rainbow Nursery have an up to date SEND Policy • Making sure that the school and Rainbow Nursery have an appropriate provision and have made necessary adaptations to meet the needs of all children in the school • Making sure that the necessary support is made for any child who attends the school and Rainbow Nursery who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school and Rainbow Nursery and being part of the process to ensure your child achieves his/her potential. • Making sure funding allocated to SEND pupils is impacting on their learning. <p><i>Contacted by writing to the SEN Governor via the school office.</i></p>

Children in school and Rainbow Nursery will get support that is specific to their individual needs. This, may be provided by the class teacher or key worker or may involve:

- **Other staff in the school and the Rainbow Nursery**
- **Staff who will visit the school and Rainbow Nursery from the Local Authority central services such as the school nurse, Sensory Inclusion Service (for students with a hearing or visual need) or Outreach Service.**
- **Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapy Service or Special Educational Needs Early Years Service.**

	Types of support provided also showing the degree of support from the Code of Practice (the document that settings use to plan their SEN and/or disabilities input) children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEN and /or disabilities in this school and Rainbow Day Nursery?			
<p>Class teacher/key worker input via good/outstanding classroom/group teaching.</p>	<ul style="list-style-type: none"> • The teacher or key worker will have the highest possible expectations for your child and all pupils in their care. • All teaching aims to build on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class/their room. This may involve things like using more practical learning or providing different resources adapted for your child. <p>Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.</p>		All children in school receive this.
<p>Specific small group work. This group may be</p> <ul style="list-style-type: none"> • Run in the classroom/room or outside. • Run by a teacher, key worker or (most often) a Learning Support assistant who has received training to run these groups. <p>These groups are called Intervention groups.</p>	<ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers. • S/he will plan group sessions for your child with targets to help your child to make more progress. • A Support Assistant/teacher (or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plans, or a recommended programme. 		<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Some of the children, accessing intervention groups, may have been identified by the class teacher as needing extra support in school.</p>
<p>Specialist groups run by outside agencies e.g. Speech and Language therapy OR Outreach Service AND/OR Individual support for your child.</p>	<ul style="list-style-type: none"> • If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class/room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. • Before referrals are made, you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • If agreed that the support of an outside agency is the way forward, you will be asked to give your permission for the school or Rainbow Nursery to refer your child to a specialist professional e.g. a Speech and Language 		Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.

<p>Some children will have been identified, by the class teacher/support worker/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> Local Authority central services such as a specialist teacher or Sensory Inclusion Service (for students with a hearing or visual need) Outside agencies such as the Speech and Language therapy (SALT) Service. 	<p>Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.</p> <ul style="list-style-type: none"> The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better Support to set targets which will include their specific professional expertise Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or Cool Kids A group or individual work with outside professional The school or Rainbow Nursery may suggest that your child also needs some agreed individual support or group support. They will tell you how the support will be used and what strategies will be put in place. 	
<p>Specified Individual support for your child, which is significantly over and above that of their peers.</p> <p><i>This is usually provided via an Education, Health and Care Plan (EHCP).</i> This means your child will have been identified by the SENDCO as needing a particularly high level of individual and small group teaching, which cannot be provided from the resources already delegated to the school.</p> <p>Usually, if your child requires this high level of support, they may also need specialist support in school from a professional outside the school or Rainbow Nursery. This may be from:</p> <ul style="list-style-type: none"> Local Authority central services such as an Educational Psychologist or Sensory Service (for students with a hearing or visual need) Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy 	<ul style="list-style-type: none"> The school, Rainbow Day Nursery (or you) can request that the Local Authority carry out a single assessment of your child's needs. This is a legal process, and you can find more details about this on the Local Authority (LA) based Local Offer, or on the Parent Partnership web site: parentpartnership.gov.uk After the school or Rainbow Day Nursery have sent in the request, via the EHC Hub, to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a single assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue to provide for your child at Send Support level. After the reports have been admitted, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need a particularly high level of personalised support in school to make good progress. If this is the case, they will write an EHC Plan. If this is not the case, they will ask the school or Rainbow Nursery to continue with providing for your child at Send Support level, and also set up a meeting in school or Rainbow Nursery to ensure a plan is in place to ensure your child makes as much progress as possible. The EHC Plan will outline the support your child will receive in collaboration from the LA, Rainbow Day Nursery, school, external agencies and parents/carers. It will recommend strategies that will help to achieve short and long-term targets. Support for your child will encompass whole class learning, individual programmes, small groups and reasonable adjustments to the physical environment. 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> Severe, complex and lifelong Need a particularly high level of continuous support in school.

How will we support your child with identified special needs starting at school?

- If your child has been allocated a place in our Foundation Stage (Reception) class via the local authority and they have a special educational need and/ or disability, please contact us as soon as you receive the offer as we may not have details of their needs at this stage.
- We will first invite you to visit the school with your child to have a look around and speak to staff in line with the government's guidelines with regards to COVID-19.
- If other professionals are involved, an Early Help Assessment will be carried out and review meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts.
- Your child's key person may make a home visit and also visit your child if they are attending another provision; this will automatically happen if your child is starting in the nursery class or is new to the school and starting in our Foundation Stage class.
- We may suggest adaptations to the settling in period to help your child to settle more easily but these will be agreed with you at the Early Help meeting
- If they have not already visited, in normal circumstances your child will be invited into school in advance of starting to meet the staff they will be working with and their peer group. In the light of COVID-19, arrangements to support preparation for attending Stow Heath will be put into place. This could be in the form of a virtual tour of the school or transition pack for your child.
- The class teacher will arrange an early meeting with you to review your child's learning, following the settling in period.
- The staff will then hold regular meetings to monitor the progress of your child at least once a term to review this with you.

How can I let the school know I am concerned about my child's progress in school?

- If you have any concerns, we recommend you speak to your child's class teacher initially, and at the earliest opportunity.
- If you are not happy that the concerns are being managed and feel that your child is still not making progress you should telephone the Office to arrange an appointment to speak to the SENDCO or Head teacher
- If you are still not happy, you can speak to the school SEND Governor.

How will the school let me know if they have any concerns about my child's learning in school?

- When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENDCO.
- The teacher will discuss your child's progress with you at our termly parents' evenings when your child's progress and any additional support needed, will be discussed.
- Schools also have meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.
- If your child is not making progress, the school will make a decision about whether to monitor this or set up an intervention group and will inform you. These groups may take place for a short period or over a longer period of time. (However, please note that all children learn regularly in small groups in class (sometimes with learning support assistants) in order to support their progress in learning
- If your child is still not making expected progress the school will discuss with you
 - Any concerns you may have
 - Discuss with you any further interventions or referrals to outside professionals to support your child's learning
 - To discuss how we could work together, to support your child at home/school.

n.b. intervention groups are currently ran in school within a child's bubble group only. School will be kept up to date with government guidelines with regards to keeping pupils safe.

How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from Wolverhampton LA, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors. This is on the basis of the needs of the children currently in the school.
- The Head Teacher and the SENDCO discuss all the information they have about SEN in the school, including
 - the children receiving extra support already
 - the children needing extra support

- the children who have been identified as not making as much progress as would be expected.
- all resources/training and support are reviewed regularly, and changes made as needed.

Support, may be given in a variety of ways and is sometimes designed to encourage the child to develop the skills of independent learning and build confidence as well as supporting their maximum progress; your child's individual support will be discussed with you regularly.

Who are the other people providing services to children with SEND in this school?

<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> • Learning support assistants • Counselling • Additional Speech and Language Therapy input to provide a higher level of service to the school • Additional Educational Psychology input to provide a higher level of service to the school • BAHMs – Behaviour and Mental Health Service • Educational Psychology Service • Specialist Teacher Service • 1:1 or small group teachers or tutor.
<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Sensory Inclusion Service for children with visual or hearing needs • Speech and Language Therapy (provided by Health but paid for by the Local Authority). • Occupational Therapy • CAMHs – Child and Mental Health • Professional training for school staff to deliver medical interventions • Special Needs Outreach service • Special Needs Early Years Service • Wolverhampton Information and Advice Service (to support families through the SEN processes and procedures).
<p>C. Provided and paid for by the Health Service (NHS Trust) but delivered in school</p>	<ul style="list-style-type: none"> • School Nurse

How are the adults in school helped to work with children with an SEND and what training do they have?

- The SENDCO's job is to support the class teacher in planning for children with SEND.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the Specialist Teacher Service, Sensory service or medical /health training to support staff in implementing care plans.
- Individual training for an identified staff members linked with the needs of a child with special educational needs and/or disabilities or identified through the performance management process.
- Specialist training for staff, including a post graduate qualification in many cases. The school has an ASD Lead Teacher.

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school and Rainbow Nursery, please speak to the Head teacher or SENDCo.

How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)

- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible.
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies are used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.

How will we measure the progress of your child in school and the Rainbow Day Nursery? How will I know about this?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a Curriculum level given in reading, writing and numeracy as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour.
- If your child is in Year 1 and above, but is not yet at Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed, in Year 6 using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children with an EHCP will have a Personal Learning Plan which will be reviewed, with your involvement, every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCO will also check that your child is making good progress within any individual learning and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
 - Home/school contact book
 - Letters/certificates sent home
 - Additional meetings as required
 - Annual Reviews
 - End of Year Reports
 - Early Help Reviews

What support do we have for you as a parent of child with an SEN/and or disabilities?

- We would like you to talk to your child's class teacher/key worker regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.
- The SENDCO (or Head teacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENDCO will also arrange to speak with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Support plan's will be reviewed with your involvement each term.
- Home Learning will be adjusted as needed to your child's individual needs
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- **In addition:**
- We regularly hold open days for parents of all children in the school, for example in relation to reading, phonics or maths. We will be happy to discuss any necessary adaptations for your child. **This will be guided by the current government guidelines with respect to the current pandemic.**
- The support plans will include ideas for how you can support your child at home, following the discussion with you.
- The external professionals involved with your child will be happy to talk with you on request.
- We will be happy to consider any ideas in order to support your child.
- *If you child is undergoing single assessment you will also be supported by the Children's Services SEND Team (SENSTART). They will ensure that you fully understand the process.*

How have we made this school and Rainbow Day Nursery physically accessible to children with SEND?

- Most of the school and Rainbow Nursery is accessible to children with physical disability via ramps.
- Class/room allocations can be adapted to ensure rooms are accessible for children with disabilities
- We ensure that equipment used is accessible to all children regardless of their needs.
- The school has staff trained to suit children with a range of needs.

How will we support your child when they are leaving this school? OR moving on to another year/group?

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is a smooth as possible.

- If your child is moving to another school:
 - We will contact the new school's SENDCO and ensure s/he knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving years/groups:
 - Information will be passed on to the new class teacher/key worker IN ADVANCE and in all cases, a planning meeting will take place with them. All Support Plan's, will be shared with them.
 - A book or social stories to support them understand moving on, will be made for them, if needed.
- In Year 6
 - The SENDCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENDCO of their secondary school.
 - Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Page 1 Profile,' which includes information about themselves for their new school.
 - Where possible your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.

PLP	Personal Learning Plan
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
EHA/EH	Early Help Assessment/Early Help
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENDCO	Special Educational Needs and Disabilities Coordinator
ASD	Autistic Spectrum Disorder

Accessibility Plan

Stow Heath Primary School



Approved by:

Kevin King

Date: 15h July 2024

Last reviewed on:

July 2022

Next review due by:

July 2027

Contents

1. Aims
2. Legislation and guidance
3. Action Plan
4. Monitoring arrangements
5. Links with other policies

6. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We promote “Stars to Success” which encompasses the principles and values of:

Love to Learn

Ambitious for All

Respectful and Responsible

This follows the Preparation for Adulthood agenda, giving all our young people equal life chances as they move into adulthood (www.preparingforadulthood.org.uk).

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010 and the Department for Education \(Dfe\) guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement.

3.Action Plan

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to complete actions	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils.	Training for teachers on differentiating the curriculum for disabled children as required.	Resources from whole school training made and available for use e.g. dyslexia friendly resources and resources for visually impaired pupils.	SLT	Ad Hoc	In line with current pupil needs
	We use resources tailored to the needs of pupils who require support to access the curriculum.	Learning aids accessible are to be produced.	All staff able to work with increased knowledge and provide appropriate resources for pupils.	Senco	Ad Hoc	In line with current pupil needs
	Curriculum resources include examples of people with disabilities.	All children represented within the core offer.	Audit overview of curriculum offer to ensure true representation.	SLT	Ad Hoc	In line with Equality act
	Curriculum progress is tracked for all pupils, including those with a disability.	Termly learning support meetings to take place to assess and address pupil needs.	Pupils need reviewed and being addressed.	SLT/Teaching Staff	Via annual EHCP assessment	In line with pupils personal plan
	Targets are set effectively and are appropriate for pupils with additional needs.	Intervention training for support staff	Teachers are able to meet the requirement of disabled children's needs with regards to accessing the curriculum.	SLT/Teaching staff		In line with current pupils needs
	The curriculum is reviewed to make sure it meets the needs of all pupils.	Staff trained to meet individual medical needs of pupils where applicable.		SLT	Epi pen, diabetic,	

			Staff to complete training for specific needs.		epilepsy awareness training for relevant staff	
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of the pupils as required. This includes:</p> <p>Ramps</p> <p>Corridor width</p> <p>Accessible toilets and changing</p> <p>Disabled parking</p> <p>Consideration to lighting is given for visually impaired pupils</p> <p>Clear visibility marking within school for steps etc. for visually impaired pupils.</p> <p>Emergency system have visual alarms</p>	<p>Ramps are available where needed</p> <p>Ensure each area has wheelchair accessible egress</p> <p>A disabled toilet is available in each key stage along with changing</p> <p>A disabled parking bay is available at each entrance to school.</p> <p>Low vision lighting in classrooms where needed.</p> <p>Steps and walkways cleared marked where needed.</p> <p>Visual alarms fitted.</p>	<p>The environment is adapted to the needs of pupils.</p>	Head teacher	Ad Hoc	In line with current pupils needs
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <p>Internal signage</p> <p>Large print resources</p> <p>Non-verbal communication</p> <p>Induction loops</p>	<p>Pupils have access to curriculum information and all other school information in a format that meets their needs</p>	<p>Vehicles for communication and information sharing are adapted to meet the needs of those with disabilities.</p>	Senco	Ad Hoc	In line with current pupils needs

	<p>Pictorial or symbolic representations</p> <p>Assisted communication technology</p> <p>Ensure signage is suitable for non-readers, is clear and well situated.</p> <p>The school makes itself aware of the services available through the LA for converting written information into alternative formats</p>	<p>Pupils are able to navigate the school regardless of any disability</p> <p>Pupils have access to curriculum information and all other school information in a format that meets their needs</p>	<p>The environment is adapted to the needs of pupils</p> <p>Written information is adapted to the needs of pupils</p>	<p>Head teacher</p> <p>Senco</p>	<p>Ad Hoc</p> <p>Ad Hoc</p>	<p>In line with current pupils needs</p> <p>In line with current pupils needs</p>
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4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Governing Body, Miss C Downen (SEN/Inclusion) and Mrs L Scoffham (Headteacher).

It will be approved by The Governing Body and Mrs L Scoffham, Headteacher

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Wellbeing Policy
- Young Children in Care Policy