



## 'Every Child, Every Chance, Every Day'

<b>Reviewed By</b>	Cate Gregory	Policy Owner	October 2020
<b>Approved by</b>	Cate Gregory	Head of School	October 2020
<b>Ratified by</b>	Peter Gould	Governor	October 2020
<b>NEXT REVIEW</b>			October 2023

At Shirley Infant we are committed to providing an environment that enables full access and participation in the school community for all pupils, staff and visitors with a disability, regardless of their physical, sensory, social, spiritual, emotional and cultural needs.

We have high expectations of all pupils. We are committed to taking positive action in light of the Equality Act, 2010 with regard to disability. We are a very inclusive school and are eager to promote a culture of support and awareness within the school.

The Equality Act, 2010, defines disability as when a person has a 'physical or mental impairment which has a substantial and long term effect on that person's ability to carry out normal day to day activities'.

At Shirley Infant:-

- We will continue to make reasonable adjustments to avoid disabled people being placed at a disadvantage
- We recognise the need to make changes to our practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what we offer to the same extent as a person without a disability
- We recognise the need to treat a disabled person more favourably in order to ensure that they are able to access what we offer to the same extent as a person without a disability
- We do not discriminate against a disabled pupil, with regard to admissions, simply because that pupil is disabled and this is reflected in our Admissions Policy
- We will provide auxiliary aids or services for a disabled pupil, when it is reasonable to do so, to ensure that the pupil is not at a disadvantage in comparison to a non-disabled pupil. Jefferys Education Partnership has drawn up an accessibility plan, which is available on request and which has the following main aims:-
  - To increase the extent to which disabled pupils can participate in the curriculum
  - To improve the physical environment of the school to enable disabled pupils to take better advantage of education, facilities and services provided
  - To improve the availability of accessible information to disabled pupils

In order to formulate our accessibility plan, we take account of;

- The school's population of children and adults
- The school's plans and priorities
- The future intake (advanced information from pre-school settings and the LA)

- Audit of the school's strengths and weaknesses in working with disabled pupils, including attendance and exclusion data, access to areas of the curriculum, participation in after school clubs and school visits, access to parts of the school
- Staff awareness of Equalities legislation
- Staff knowledge and skills of needs of disabled pupils
- School policies and practices e.g. related to the administration of medicines, time-tabling, anti-bullying policy, school visits and teaching and learning
- The physical environment of the school
- The curriculum
- How information is provided for disabled pupils
- Outcomes for disabled pupils including end of key stage results and achievements in extracurricular activities
- The views and aspirations of disabled pupils and their families
- The views and aspirations of other disabled people or voluntary organisations
- The priorities of our Academy and the local authority
- Inclusion leader is responsible for accessing additional support from specialist professional where necessary

#### **Other facilities / provision, including access to information**

- Can do ethos and positive approach
- Open door policy
- Health care plans
- All staff are epipen trained
- Teaching staff experienced and trained to support children with ASC/D.
- Annual training for teacher and TA to personalise learning for each child
- Staff training by Inclusion Leader and SENDco, includes training for trainee teachers and support staff
- Family support Worker
- Letters available at request in large print.
- Parent Forum meet with SLT 3 times a year
- Parents coffee mornings where parents meet half termly with Family support worker – Parent Corner
- Small speech intervention groups and 1:1 speech support.
- Audit of environments
- Annual disability survey analysed and action plan

This policy works in conjunction with our Equal Opportunities Policy which is designed to ensure that all pupils, including those with special educational needs and disabilities, have appropriate access to all of the opportunities available to any member of the school community. The school operates with the belief that all pupils' education and experience at school is enhanced by the inclusion of pupils with diverse abilities, social and cultural backgrounds, and varying needs in line with the Special Educational Needs and Disability Code of Practice: 0-25 that came into force in September 2014.

This policy should be read in conjunction with any relevant Jefferys Education Partnership Accessibility Plan. Please ask if you need further information.

## **APPENDIX A**

### **Audit of Existing Achievements and Provision: Curriculum:**

- Close relationships established with feeder Preschools - Information obtained on future pupils to facilitate advanced planning – includes pupils entering the Foundation stage
- Established procedures for the identification and support of pupils with Special Educational Needs
- Detailed pupil information on SEN pupils given to relevant staff
- Termly whole school pupil progress meetings with all staff, and with information shared and discussed with SENDco and Head teacher
- Pupils and parents involved in target setting and reviews of learning Logs and Provision Maps
- Liaison with and support for staff and parents from external agencies (Educational Psychologist., CAMHS, BSS, Speech and Language Therapist, EWO, Physiotherapist, OT, Russet House outreach service, Hearing Impaired Service and Visually Impaired Service)
- Speech and Language groups
- Reception and Year 1 Language and Social Skills groups supported by speech therapist and physiotherapist / occupational therapist
- SEN Friendly Classrooms with visual timetables
- Communication in print signed environment in Reception
- Individual timetables for children with severe learning needs
- Specialist resources to support specific needs e.g. adapted chairs, writing slopes, pencil grips, coloured paper and overlays, ICT curriculum access resources, IPADS for specific children including SEN APS, Lucid Cops Memory Booster, sensory materials, and TEEACH system workstations in class
- Specialist resources for Visually Impaired children (large print reading books, braille books and signs, and staff trained to teach Braille)
- Radio aid experienced teachers and TAs
- Specialist arrangements for assessments i.e. KS1 SATS (extra time applied for, use of amanuensis, large print papers)
- Differentiated curriculum to enable all pupils to feel secure and make progress
- Teaching Assistants deployed to implement specific literacy, numeracy and speech & language programmes
- Risk assessments are carried out for all school trips
- Individual risk assessments are put in place for pupils with a high level of need
- Toilet training

### **Physical Environment:**

- Each playground is accessible for wheelchairs
- Ramps allow wheelchair access from playgrounds into Year R, KS1
- Disabled toilet
- Shower room
- Yellow backing paper discontinued which supports those with visual impairment
- Children's coat pegs designed for safety for visual impaired child