

A15: CHILDREN WITH DISABILITIES AND SPECIAL EDUCATIONAL NEEDS

The Disability Discrimination Act 1995 (DDA) and the Education Act

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs

Designated Special Educational Needs Co-ordinator (SENCo)

Mrs Wendy Masters with responsibility for children within the Early Years Foundation Stage

Definitions

The Disability Discrimination Act describes a disability as “a physical or mental impairment which has a substantial and long term adverse effect upon the ability to carry out normal day to day activities”. These impairments include sensory impairments such as sight or hearing, and people who have had a disability are protected from discrimination even if they no longer have a disability. Children may have one or more of the following: sensory, intellectual or mental impairments. The school will seek ways to maximise the ability of all pupils, including those with Special Educational Needs and/or Disabilities (SEND), to access the whole curriculum.

Stretton School is committed to providing a fully accessible environment which values and includes all pupils, staff and parents regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school is also committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

When the school carries out duties towards children with Special Educational Needs (SEN), it has regard to the Children and Families Act (2014) and the SEN and Disability Code of Practice, 0-25 years (2014). This policy conforms with the requirements as set out in the SEN Code of Practice.

Stretton School is committed to meeting the special educational needs of pupils and ensuring that they make progress. The school has regard to the DfE Code of Practice on special educational needs. We aim to provide welcoming and appropriate learning opportunities for all children. Children with special educational needs and/or disabilities (SEND), like all other children, are admitted into the school after consultation between parents and the school. Our aim is to provide for the developmental needs of each child. We operate a system of observation and record-keeping which operates in conjunction with parents to enable us to monitor a child's needs and progress on an individual basis.

Parents are aware of the arrangements for the admission and integration of children with SEND. Mrs Masters, is the registered SENCo for Stretton School and can carry out assessments and record-keeping. If it is felt that the child's needs cannot be met at school, we will work in liaison with other relevant professionals and agencies outside of school to meet the child's specific needs.

The school works within the following guidelines:

- We accept children with disabilities that can be accommodated in our setting.
- The school ensures appropriate ramps and toilet/hygiene facilities are installed where possible.
- Physical activities are adjusted to give any child maximum participation.
- If necessary, Intervention Plans (IP's) are discussed and implemented.
- All visits and outings are planned for inclusion.
- All necessary aids, visual or audio, are supplied.
- Full co-operation with parents, health care and social care and any other appropriate agencies is required.

The setting also:

- Holds open and continuous discussions with parents/carers.
- Provides on-going assessments by the school's registered SENCo.
- Arranges support lessons as appropriate.

- Provides support and guidance for teachers of pupils' special educational needs, including clear procedures for identifying the individual needs of a child and ensures strategies are put in place to enable the child to settle.
- Makes appropriate changes to the individual's curriculum to meet the needs of the pupils as appropriate.

The school provides early education funded places and therefore has regard to the SEND Code 2015. This means:

- The school plans for the four areas of need: communication and interaction, cognition and learning, social emotional and mental health and sensory and/or physical needs.
- The school has a clear approach to identifying and responding to SEN.
- There is monitoring and review of progress throughout the early years.
- Where a child appears to be behind expected levels, a methodology is outlined in the SEND Code 2015 for gathering information and seeking "Early help", if appropriate. The cycle of action is assess/plan/do/review and is used to create a graduated response to needs.

- The school will give guidance for seeking external help of specialists or requesting an Education and Health Care Plan (EHCP) assessment.
- Any decisions that involve external specialists are taken in discussion with parents and parents are informed if their child is receiving SEN support.

Mrs Masters, the registered SENCo works closely with the Headmistress and Deputy Head Teacher to ensure the effective day to day operation of the school's special educational needs policy. The SENCo, Headmistress and Deputy Head Teacher identify areas for development in special educational needs and contribute these areas to the School's Development Plan. Mrs Masters, co-ordinates provision at School Action and Action Plus for pupils with an EHCP.

All staff are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. Progress is monitored and reviewed and the effectiveness of resources and other curriculum material identified. All staff work closely with the SENCo.

New pupils with Special Educational Needs and/or disabilities (SEND) are admitted in line with the school's Admissions Policy, are screened at the point of entry and given a detailed assessment by the SENCo. The school is aware of the statutory requirements of the SEN and Disability Act and meets the Act's requirements.

Parents are invited to the school to discuss the findings, discuss the type of support required, whether it be on a one-to-one basis with a Teaching Assistant and/or SENCo, in class with the Teacher, or in a group. An IP is drawn up and reviewed regularly in accordance with their needs. Records of support given are kept on the individual child's record. Progress of the pupil would be regularly discussed at staff meetings and when necessary. If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

The SENCo arranges additional and appropriate training, where necessary, helping staff to understand how to support children with a specific special educational need to ensure the correct strategies are put in place.

Educational recommendation for individual pupils given to staff

Following the tests and some one-to-one sessions with a SEND pupil, the SEND specialist writes a series of teaching recommendations to help teachers respond to the individual pupil's needs. The SENCo passes on this information to the staff working with that pupil. This may also include additional training.

The SENCo keeps a file on each SEND pupil to include tests, communications with parents, teaching recommendations notes and any other useful information. This aids with reassessment when necessary. Any other information, such as external assessment or notes from a previous setting, will be filed in the pupil's file in the school office. Staff have access to these details at all times.

Pupils with an Educational Health Care Plan (EHCP)

If a pupil has an EHCP, every effort is made to ensure the needs of that pupil are provided for. The SENCo works closely with the teachers, and when appropriate, the Early Years Advisor, to ensure that they are fully informed about the needs of the pupils and to advise on the best teaching strategies as children with EHCP's for Educational Needs may find the curriculum difficult to access.

Accessibility Plan 2014 – 2017

The Disability Discrimination Act requires that all schools plan to increase the accessibility of schools for disabled pupils. This includes improvements to the environment of the school, which can include visual, acoustic and physical environments. Any new school buildings have to comply with the Building Regulations and the Education (School Premises) Regulations 1999 and should be physically accessible to disabled pupils. Therefore, much of the work to improve the physical environment involves improving access to existing buildings as no new buildings have been built or are likely to be in the near future.

Access to the curriculum covers not only teaching and learning, but also the wider curriculum such as after school clubs, sporting and cultural activities or school educational trips. The school makes written information normally provided by the school to its pupils available to disabled pupils. This information takes account of pupils' disabilities and parents' preferred formats and is made available within a reasonable timescale.

Stretton School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. This includes improving access to the physical environment with a portable wheelchair ramp, improving access to the curriculum and improving the delivery of written information to pupils, staff and parents with disabilities. These are detailed on the following Action Plans which are reviewed and adjusted on an annual basis. New plans are drawn up for the following three year period 2014 – 2017.

The Disability Access Action Plan requires “reasonable” adjustments to buildings. When assessing whether physical adjustments are likely to be reasonable, the setting considers the resources available, the effectiveness, practicality and disruption. The Disability Access Action Plan does not override the need for planning permission, conservation area or listed building consent.

The school acknowledges that there is a need for ongoing awareness and training for all staff in the matter of disability discrimination. The Accessibility Plan is read in conjunction with the following policies:

Equal Opportunities

Health and Safety

Children with Disabilities

Behaviour Management

Anti-Bullying

School Trips

Complaints

Should a parent/carer have a concern about the special provision made for their child, they should in the first instance discuss this with their child's class teacher. If the concern continues, then the SENCOs and class teacher will arrange a meeting with the parent.

If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the attention of the Headmistress or Deputy Head Teacher and the procedures followed as outlined in the Complaints Policy.

Accessibility Plan 2014 – 2017

IMPROVING ACCESS TO THE CURRICULUM

Target	Action	Resources	Timescale	Staff Member Responsible	Evidence of Success
Develop a range of learning resources that are accessible for students with different disabilities	Teachers to review resources in their curriculum areas.	As required	Ongoing	SENCo SEN Support	Nippers, Nursery and Transition already have some sensory resources. Variety of resources purchased in 2014 for children with one to one support, and more recently for a child with Down's Syndrome. Transition have requested more sensory resources. FOSS to fund.
Staff to develop their knowledge of different teaching and learning styles. Identify suitable professional development opportunities.	Discussion at Staff meetings. Staff to attend relevant training and Cluster meetings.	Training	Ongoing	All staff	Support given by Early Years Team to Key People supporting a child who may be on the Autistic Spectrum and a child with Down's Syndrome. Attendance at relevant SENCo meetings include speech and language development.

<p>Staff to develop skills to deal with pupils who have specific disabilities.</p>	<p>SENCo to arrange training for all new and existing staff as and when required.</p>	<p>Training</p>	<p>Ongoing</p>	<p>SENCo SEN Support</p>	<p>Examples include support to a child currently being assessed for Autism. Meetings taking place with SENCos, parent, Key Person, Early Years Advisor and range of specialists to discuss support and needs. Strategies discussed and support identified.</p>
<p>Disability equality issues are incorporated into curriculum.</p>	<p>Ensure lesson plans incorporate these issues.</p>		<p>Ongoing</p>	<p>All staff</p>	

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

Target	Action	Resources	Timescale	Staff Member Responsible	Evidence of Success
Improve access to and from school	Portable wheelchair ramp – see below.		Completed	Headmistress	Ramp stored at school.
Provide portable wheelchair ramp.	Contact appropriate company and obtain quote.	Agreed	Completed	Headmistress	The portable wheelchair ramp allows access to all classrooms for wheelchair users.
Provide Disabled Toilet.	Contact appropriate company and obtain quote.	TBC according to quote.	Summer 2014		The only suitable and available space for a disabled toilet is not within the space regulations required.
Ensure fire procedures take account of the needs of pupils with disabilities.	Assess the needs of disabled pupils and ensure that appropriate provision, including places of safety have been established. Ensure Staff are trained to evacuate pupils with disabilities.	TBC	Ongoing dependent on needs of individual children. School currently has one child with possible autism and one with Down's Syndrome	All staff	Child completed Fire Drills in previous terms with no problems.

Target	Action	Resources	Timescale	Staff Member Responsible	Evidence of Success
Ensure pupils can participate in educational trips.	Full risk assessments completed ahead of visits. Liaise with venues to ensure suitable and accessible. Discuss expectations with pupils prior to visit and provide extra support if necessary.		Ongoing	All staff	Risk assessments held for all educational trips.
Ensure parents with disabilities can actively participate in school life.	Ensure staff are able to meet with parents in ground floor areas and are welcome on school trips. Encourage parents to become involved in FOSS.		Ongoing		Parents are given the option to have meetings either in their child's classroom (ground floor) or in the school office (first floor). All parents are invited to volunteer for school trips and to become members of FOSS.

IMPROVING ACCESS TO INFORMATION

Target	Action	Resources	Timescale	Staff Member Responsible	Evidence of Success
Make information more accessible to pupils and parents with disabilities.	Develop plans to make information more accessible. Liaise with outside agencies. Talking Books introduced in Nursery and Transition. Information files for parents introduced in Nippers.		Autumn 2013	AB	School uses Parentmail to distribute most information electronically, FOSS have developed a BLOG which includes information not only about the school, but about other activities. New website offers variety of information for parents.

Agreed and approved by the School Advisory Board

Date: January 2014

Reviewed January 2015, October 2015 and October 2016

Review Date: October 2017

