

Policy Lead: DJT	Creation Date: 13/06/2016	Revision due: Autumn 2023
Date of Amendment:	Staff Initials:	
Autumn 2018	JRH	
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Ranby House

SPECIAL EDUCATIONAL NEEDS AND DISABILITY, PHYSICAL DISABILITY AND ACCESSIBILITY POLICY

School Tier: Prep School (EYFS – Y6)

Related Policies: Admissions Policy; Assessment, Recording and Reporting Policy; Curriculum Policy

Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN) and disabilities
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Set out the vision, values and broader aims of your school's arrangements for pupils with SEN and disabilities.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

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- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

The SENCO

The SENCO at Ranby House is Miss E. Farrier

They will:

- Work with the Headteacher and Deputy Head to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

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The Headteacher

The Headteacher will:

- Work with the SENCO and Deputy Head to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

SEN information report

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the

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pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

EYFS

When a child joins us, a member of the EYFS team will offer a home visit to liaise with parents and meet the child in the context of the family environment.

Where a child has previously attended a different childcare setting, we will endeavour to liaise with them in order to ensure a smooth transition and key information is passed on.

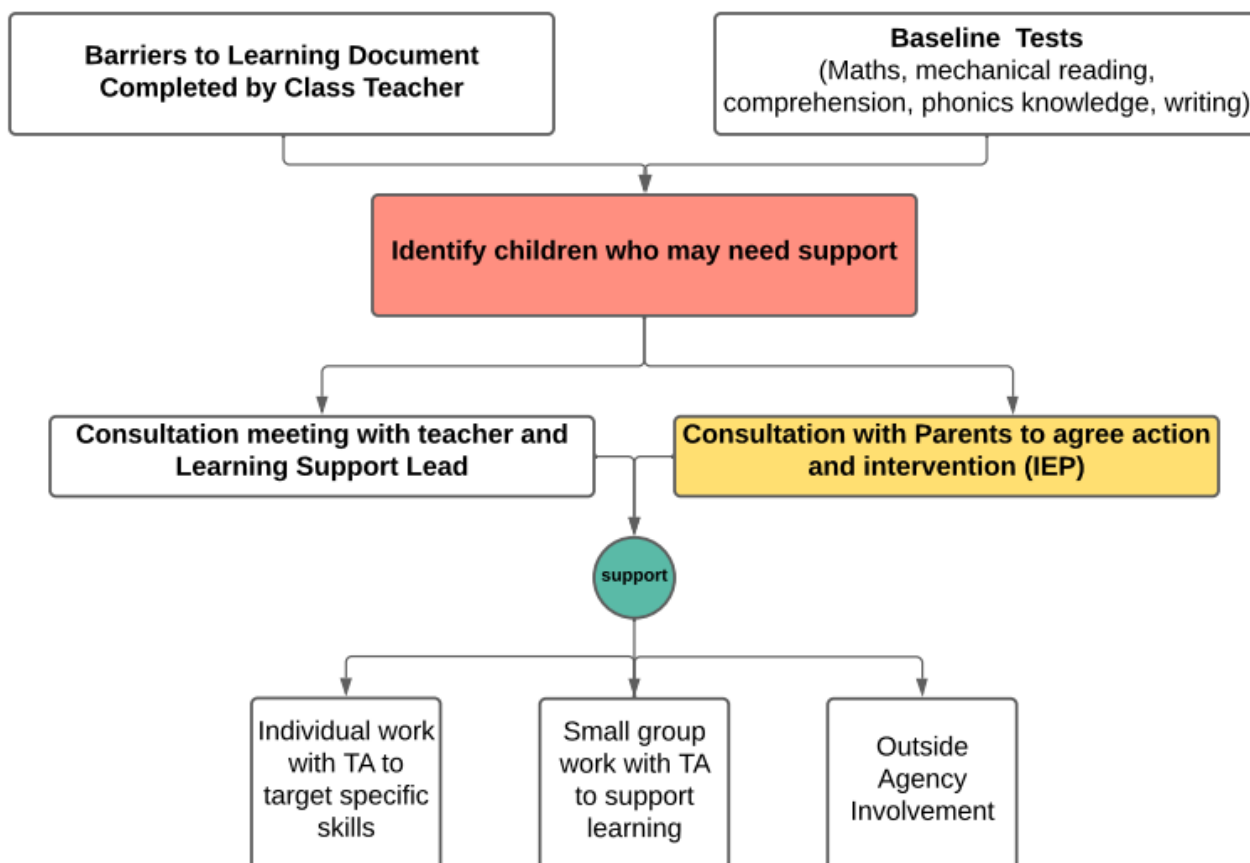
When children join us, we also ask parents to complete an "All about me" profile, so that staff have a better understanding of the child in their home environment.

Where a teacher has a concern regarding a child's progress, this will initially be discussed with the parents before raising a concern with our Learning Support Unit for further observations to be undertaken.

If Learning Support deem it necessary, outside agencies will be contacted for further support and advice. Examples of these agencies may be speech and language, occupational therapist, health visitors.

Pre-Prep

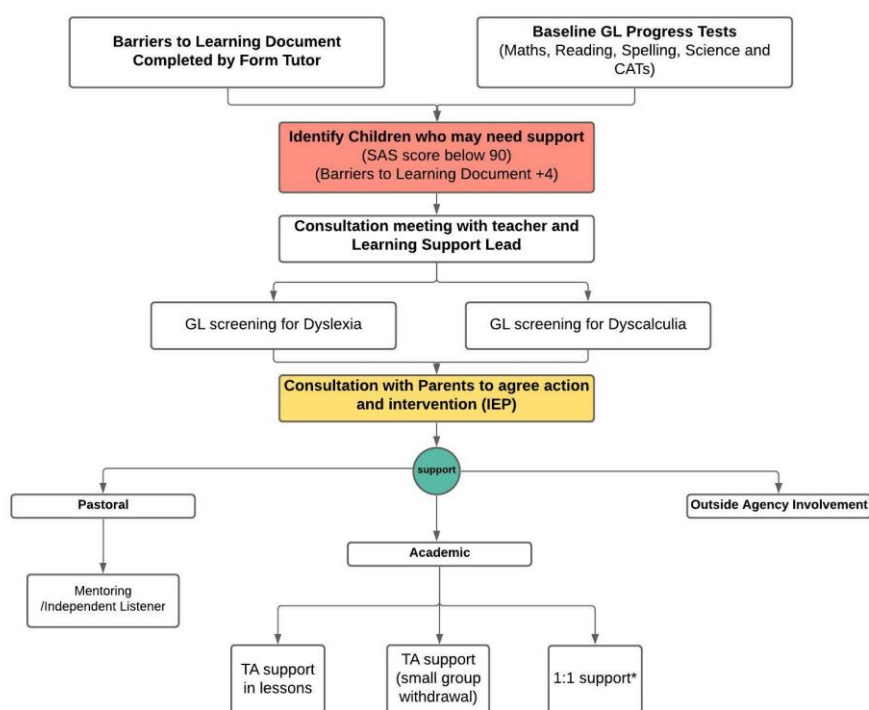
In September, (or when a new pupil joins us), baseline assessments will be performed in a number of different subjects to see where each of the children are when they join their year group. From the results, teachers will identify any children that need additional support and work alongside the LSU staff to overcome barriers and help the child to achieve to their full potential.



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Year 3 – 6:

In September, (or when a new pupil joins us), baseline assessments will be performed in a number of different subjects. Children who achieve a Standardised Age Score of less than 90 (where 100 is average), liaise will be identified and a member of the LSU will discuss the outcomes with the child's class teacher. If the class teacher also has concerns regarding the child's results, a Dyslexia (English) or Dyscalculia (Maths) screening will be carried out for a more detailed report in where a pupil may be having difficulties in accessing their learning.



- *Where support is deemed necessary on a 1:1 basis, an additional charge will be incurred*

Individual Education Plans (IEPs) (Appendix 2)

Any child that is identified as needing support, i.e. something different or something additional to normal curriculum teaching, will have an IEP. This is a written document that identifies specific and achievable targets to help the child progress and succeed. This document is written in conjunction with the class teacher, and allows for input from the child and the parents. The document will be shared with all relevant staff so that they are aware of the child's needs and a summary of all children with an IEP will be accessible in the staff room. Each IEP will be reviewed on a termly basis, after key assessment dates and in preparation for parents' evening.

Set by: October half term

Reviewed and amended: by February half term

Reviewed and reset targets for following year (where necessary): June

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Barriers to learning

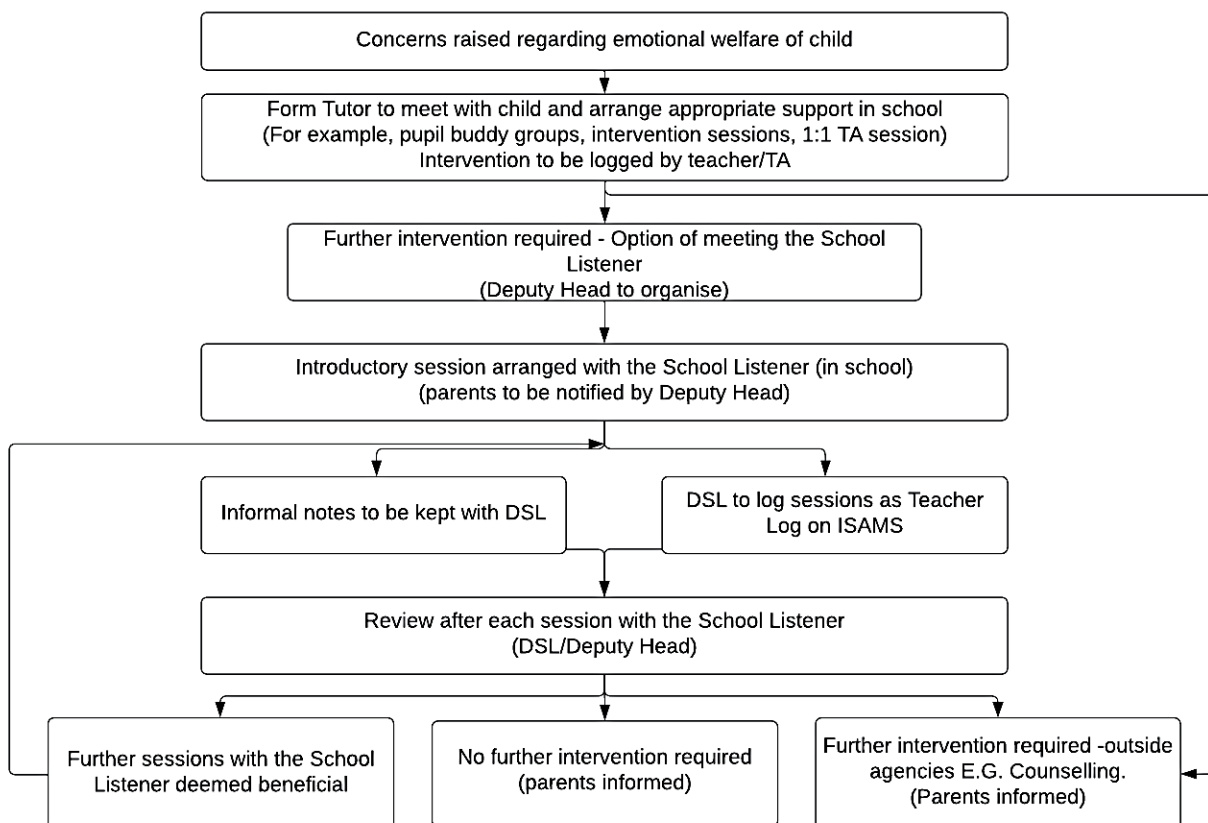
We know that children sometimes cannot reach their full potential due to a number of different external factors. Form Teachers monitor a Barriers to Learning profile (Appendix 1) for each child every half term to see if they have any external factors which can impact their ability to achieve well. This is a working document that allows staff to see what barriers each child may be facing in their day to day lives away from Academic studies.

Pastoral/Emotional Support

At Ranby House, we also understand the need for children to understand and regulate their own emotions, whilst respecting the feelings of those around them. Examples of this include such things as:

- Social skills
- Emotions
- Social stories
- Anger management
- Self esteem

In order to address the emotional needs of our pupils, the following emotional support pathway is followed at Ranby House.



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Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record on iSAMS.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly with the form tutor, the parents and the child in the form of an IEP.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress. The IEP's will be stored on the T drive for staff to access.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other settings the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

A15 - Accessibility Plan

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High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils for example by TA support, peer support or adapted worksheets.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning – Staff

Current Teaching Assistant provision (2022 – 2023):

Kindergarten	Mrs White	
Nursery	Mrs Brown & Miss Parnell	
Reception	Mrs Fowler	
Year 1	Miss Mitchell	
Year 2	Mrs Martland	
Year 3-6	Ms Barker, Mrs Exley, Mrs Ma	Specific LSU intervention overseen by Miss E. Farrier (Head of LSU at Ranby House.)

Teaching assistants will support pupils on a 1:1 basis or in small groups at the class teacher's discretion..

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after each half term
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

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All pupils are encouraged to take part in fixtures, sports day, school plays, experience days and special workshops .

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Monitoring arrangements

This policy and information report will be reviewed by the SENCO and Deputy Head **every year**. It will also be updated if any changes to the information are made during the year.

Recording and Reporting

All assessment data, along with the Barriers to Learning Document will be saved on the T drive for all staff to access. This is a live and working Excel Document that is constantly updated. Also on the spreadsheet are tabs for Children of Concern and an overall view of the SEN register and provision. (See below)

All information will then be updated onto ISAMS at the beginning of every term.

Any work done with pupils by the LSU department is recorded under WP SEN Log on ISAMs.

IEPs will be kept on the T drive. Pupil driving licences in the staff room.

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Physical Disability and Accessibility

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.

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.

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.

GENERAL

- Admission to Ranby House School depends upon a prospective pupil meeting the criteria required to maintain and, if possible to improve, the educational and general standards for all its pupils commensurate with the ethos to which the school aspires.
- The school must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded individual with a good prospect of a satisfying life.
- These criteria must continue to be met throughout the pupil's time at the school.

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- This policy should be read in conjunction with the Accessibility Plan.

ADMISSIONS

When considering a pupil for admission to Ranby House School, the above criteria are applied to all pupils and potential pupils, regardless of any disability of which the school is aware. This is subject to the school's obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at substantial disadvantage compared to any other pupil who is not disadvantaged because of disability.

Ranby House School asks parents to declare any special circumstances, such as disability, when completing the school's Acceptance Form, in respect of a prospective pupil. In assessing any pupil or prospective pupil the school may take such advice and require such assessments as it regards as appropriate, depending on the nature of the special circumstances. Subject to this, the school will be sensitive to any requests for confidentiality. Further details regarding Admissions can be found in the Admissions Policy.

ACCESS

Ranby House School covers a wide area and consists of many separate, some historic and even listed buildings of several storeys and without lifts.

In the main, pupils at Ranby House School have the majority of their lessons with their class teacher. However, where there are specialists for teachers for certain subjects, each subject has a fixed classroom. The curriculum is delivered in a system that requires pupils to move to fixed classrooms for certain subjects.

The boarding facilities pose similar problems to a greater degree. It is not hard to conclude that any pupil with impaired mobility is going to be put at a disadvantage by these problems, if not prohibited altogether from access to some or all of the educational and other facilities the school offers.

Ranby House School's Accessibility Plan is seeking to remedy accessibility issues and should be studied in conjunction with this Policy.

DISABILITY COMMITTEE

Should the need arise, a Disability Committee would be set up, consisting of the Headmaster, Deputy Head, Houseparents (if currently or likely to Board), Head of Learning Success, Health Care Centre and Director of PE, Games & Sport, Form Tutor, and may co-opt additional members whose expertise in any field would be of assistance. The Committee's terms of reference are:

To meet if and when required to discuss matters pertaining to the school's provision.

To review the school's policies, procedures and facilities as they are likely to affect the pupils and prospective pupils who are disabled;

To make recommendations with a view to improving the accessibility of its education in its many aspects to pupils or prospective pupils with disabilities, by means of reasonable adjustments and by planning for the future;

A15 - Accessibility Plan

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To review the school's Disability Policy;

To review the school's Accessibility Plan;

To review such plans and policies on a bi-annual basis.

The Deputy Head is responsible for Ranby House School's Accessibility Plan.

PHYSICAL LAY-OUT OF SCHOOL (AND ITS BOARDING FACILITIES)

The Committee considers the extent to which the physical lay-out of Ranby House School may effectively prohibit access of pupil with physical disabilities to certain facilities.

The Committee considers ways in which access might reasonably be improved for pupils with a physical disability, bearing in mind at the same time constraints of cost and the fact that parts of Ranby House School are listed buildings.

The Committee has undertaken an audit of the physical layout of Ranby House School and identified problems which will be addressed through the Accessibility Plan.

EDUCATION

The committee has considered the problems of physical access caused by the fixed classroom system.

The committee has also considered the difficulties of "access" to education generally for specified types of disability. (e.g. SPLD) It has accepted that the following adjustments can be made in order to improve "access" to learning:

Information about a potential pupil's disability may need to be obtained prior to admission in order to consider any reasonable adjustments the school needs to make.

Pupils may need allocated times for withdrawal lessons or a reduced timetable so that they do not become disadvantaged through missing subjects, or having to 'catch up' with missed work.

Staff may need training/information about specific disabilities and shown strategies to use in/out of the classroom situation.

Examination/testing procedures may need to take into account the various needs of disabled pupils and provide suitable aids in exams e.g. scribes, laptops and amanuenses.

Resources – additional equipment may be necessary to support specific disabilities e.g. laptops.

Staff will need to provide 'differentiated' work and improve formats e.g. handouts, to match the needs of pupils with a disability.

Certain academic areas within the school may need some adjustment regarding safety depending on the specific disability of the pupil. Things to be considered would be safety in the science laboratories, the design workshop, the art room and the ICT suite.

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RECREATIONAL ACTIVITIES

The Committee has considered the impact of disability on a variety of recreational activities, both on the Ranby House School campus and further afield. Such activities include those in the enrichment programme, as well as educational visits and out of school trips (residential and non-residential):

Issues regarding the difficulties of “access” to the particular activities for specified types of disability have been discussed. The school’s policy on this matter is that all pupils should have access to recreational activities, where reasonably possible.

Issues such as location of hardware, access to hardware, use of resources, nature of the activity and staffing levels may have to be addressed to allow all pupils access to on-site activities.

Reasonable access to off-site educational visits will have to be determined prior to the organisation of a school visit where issues regarding health and safety will need to be assessed carefully in

Risk Assessment procedures. Staffing supervision levels, mode of transport, the environment of the destination location, layout and organisation of residential accommodation must all be assessed.

Both the pupil and his/her parents/guardians will be consulted before a final decision is made about the suitability of an activity for an individual pupil. Parents of a disabled pupil may be required to bear the cost of additional staffing provided solely for the benefit of that pupil.

SPORTING EDUCATION ACTIVITIES

Whenever practicable, provision will be made for pupils with specific educational needs where it affects their performance in PE. They may have sensory difficulties, physical difficulties, cognitive limitations, and/or emotional and behavioural issues.

It is important to concentrate on pupils’ abilities and needs. This emphasis aims to improve their movement skills and helps to change feelings of disaffection, under-achievement and low self-esteem. At times it may be appropriate to have the support of a Classroom Assistant to help with the management of a particular child during PE. If this is the case, it is preferable to have the Assistant working with a group of pupils which includes the child who needs the support. Everything should be done to avoid highlighting the disabilities of any particular child.

In some cases it may not be practicable to provide sufficient physical activities within the school for a child with several disabilities so appropriate agencies should be contacted to make additional arrangements for these pupils.

GENERAL WELFARE

The Committee has considered the need to be aware of the general welfare of pupils with disability. The difficulties which might arise for a variety of types of disability are similar to those for all pupils at the school. These include welfare issues such as bullying, non-integration and lack of self-esteem. In extreme circumstances these may lead to issues of physical and mental welfare, and even issues of health.

Other school policies regarding the welfare of pupils refer (when and where necessary) to pupils with disability.

A15 - Accessibility Plan

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HEALTH CARE

The Committee has considered health provision for pupils' varying types of disability:

There are systems in place for assessing, planning, delivering and evaluating health care, which acknowledge the pupil's/family's right to privacy and confidentiality, whilst allowing for the sharing of information with others, where consent from the pupil/family has been received.

Adjustments may be made to the timing of assessment and the formulation of care plans in order that resources are in place by the time the pupil commences school.

It is recognised that pupils with disabilities will be disadvantaged by the location and limited accommodation/facilities of the Health Care Centre and rest Centre, and this cannot currently be remedied by reasonable adjustment due to the prohibitive cost.

A member of staff will be appointed within the school to assist, build and maintain appropriate support systems for the individual child.

AWARENESS AND OBSERVANCE OF THE POLICY

A review of the Accessibility Plan takes place biannually through the Senior Leadership Team.

The whole staff will be involved in the review of this Disability Policy, which will take place on a bi-annual basis.

Further information will be provided to staff in the form of INSET talks, written guidance for staff (where and when necessary) and staff meeting discussions.

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Ranby House – 3-Year ACCESSIBILITY PLAN –MARCH 2018 – MARCH 2021

AIMS

- A new Access Audit undertaken by DJT/IB in March 2018. Where practicable and affordable (with considerations to the longevity of the site) improvements continue to be implemented.
- Staff are increasingly aware of the implications of catering for pupils with disabilities
- The school as a whole is aware of the range of factors which constitute 'disability'
- Staff are learning about and implementing strategies to ensure full participation of pupils with disabilities
- The needs of pupils with disabilities are taken into account in all planning – whether for lessons or other school activities or for future building plans and renovations
- The educational, spiritual, moral, social and cultural development of pupils with disabilities is not compromised

EVALUATION

- Factors affecting pupils with disabilities are seen as valuable in discussion as other factors.
- Staff show more awareness in schemes of work, half-termly plans and lesson planning.
- Improvements are made to the fabric of buildings to cater for pupils with disabilities as and when circumstances dictate, changes are practical and finances allow.
- Accessibility Plans are drawn up and implemented for individual pupils with disability, where and when necessary.

AREA IDENTIFIED FOR IMPROVEMENT	ACTION	TIMELINE	Department/ Staff
1. Admissions			
1.1 Admissions Policy & procedures	Ensure the wording of all school documentation (e.g. Staff Handbooks, Guides for Parents, etc.) continues to make provision for possible disabled pupils and is therefore not unintentionally discriminatory.	When documents are reviewed	Admissions
2. Physical Access			
2.1 Vehicles	Ensure that where possible vehicles purchased in the future are fitted with wide doorways and railings. Consider other beneficial fixtures and fittings which could be installed when new minibuses are ordered.	New vehicles purchased/ Lease renewed	Operations
2.2 Entry & Exit from movements around buildings	All the teaching rooms were reconfigured to reduce higher level access for main teaching rooms Crossing points have been enhanced and added around Sports Hall and PAC Walkways have been defined by chain link barriers	Ongoing	Operations

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2.3 Access codes and entry points	Doors have been fitted with low level access codes and call points	Ongoing	Operations
2.4 Disabled Access to Buildings	All Ground floor rooms have access via ramps. Some doorways are heavy and not opened automatically Main Building does have narrow entrance, restrictions on listed building to amount of changes on door width and gaining level to floors No access to 1 st floor levels. Lessons are moved when necessary in line with an Individual Access Plan for pupils		Deputy Head/ Operations
2.5 Room signage	All rooms have been labelled. Main Areas have been labelled with a large external signs Braille signs are not in use around the site	Improvements were in-line with budget spend	Operations
2.6 Emergency Services	Access Maps and site plan have been upgraded Local Fire Service have completed on-site inspection and Fire Crew 'familiarisation' with site Access to site remains Open in the evening, via one way system		Deputy Head/ Operations

3. Access to the Curriculum

3.1 Admissions	Assess if any reasonable adjustments need to be made for a pupil prior to entry. Information received from parents/carers, previous schools, external agencies, day visit by pupil. Parent/pupil feedback from process will be acted on	Prior to admission	Deputy Head SENCO/HCC
3.2 Adjustments to level of student support	Formulate an IEP for a child with difficulties in learning – setting of targets/strategies to use. To review Action plans and update information to reflect the changing needs of the pupils. To share this information with staff, parents and pupils. Assess suitability of exam timings, location of rooms, staffing, groupings, presentation/layout of 'home-made' exam papers, staff acting as scribes, readers, etc. Assessment process has been reviewed and standardised to meet needs of all the pupils	Ongoing	Deputy Head SENCO

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3.3 Staff Awareness /CPD	<p>Increase the awareness to teaching staff of the situation of some pupils – and offer staff practical solutions to be aware of to help pupils overcome their learning difficulties – both within and outside the classroom. Look for training opportunities for both SENCOs and also for SENCOs to train teaching staff.</p> <p>Recognition of the additional time/mental effort required by some pupils to complete certain tasks in areas such as using equipment, recording work, processing information, organisation, ensuring that reasonable adjustments are made in lesson planning to deal with any area of need.</p>	Ongoing Termly Inset/trainin g review	SLT/SENCO/ HCC
3.4 Timetable	Investigate the timetabling to allow greater flexibility for pupils who have additional support on a withdrawal basis to follow specialist programmes i.e. reduced subjects, shorter lessons at more frequent intervals.	Ongoing Reviewed termly	Deputy Head Academic/ SENCO
3.5 Classroom layout/ teaching Spaces	<p>For classrooms to be optimally organised for all pupils and adjustments made for any disabled pupil i.e. seating arrangements, equipment, groupings, ICT software/hardware and visual aids.</p> <p>Provide resources to aid pupil progress e.g. sloping desk top, pencil grips, etc.</p>	Ongoing	Teaching Staff

4. Communication

3.6 Communication	Increase communication/liaison with external agencies, parents/carers to support/enhance pupils' access to the curriculum.	When required	All Staff
3.7 Written information/resou rces	<p>Provide larger print handouts to pupils where necessary including information and worksheets, coloured paper and overlays.</p> <p>Provide pupils with recorded versions of set texts in English classes if possible</p>	When required	All Staff

5. Policies

5.1 Written Policies	As policies are updated (see separate timetable for review dates), consideration should be made for all pupils in the school. Particular attention should be paid to the following: Discipline; Anti-Bullying; Trips; Activities and Hobbies; and Curriculum Policies.	When required for update	Associated staff
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6. Medical

Policy Lead: HC/EF	Creation Date: Oct 2020	Revision due: Oct 2021
Date of Amendment:	Staff Initials:	
12 th October 2021	HC/EF	

6.1 Care Plans	Assess child's health needs and identify resources required to meet those needs prior to school commencement. Formulate a care plan for the child with known health care needs. Care plans are reviewed annually with associated professional guidance/advice and consultation.	Prior to admission / when required	HCC
6.2 Complex Care Needs	Identify the need for staff training when a child's health care needs are complex.	Prior to admission / when required	All Staff /HCC
7. Recreation/ Break Times/ Activities			
7.1 Provision to participate	Ensure there is suitable access to outdoor space and recreational facilities. All trips out of school for pupils are planned with the abilities of all pupils in mind to ensure inclusion as far as possible.	Ongoing	All Staff
8. Sporting Activities			
8.1 Sport	Ensure that sports programme is as inclusive as possible. Adapt games and plans to accommodate for all abilities. Use a balance of fixtures to provide 'Sport for All'		DoS/ Sports Staff

Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher.

Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Health Care policy

Appendix 1: Barriers to learning Template (Based on Nottinghamshire County Council Pathways to Provision Document)

Forename		Surname		Gender		Child's Development Needs						Parents and Carers			Family and Environmental Factors				Internal School Factors																				
Health		Education and learning		Emotional and Behaviour development		Identity		Family and Social Relationships		Social Presentation		Self-care Skills		Basic care, safety and protection		Emotional warmth and Stability		Guidance, boundaries and stimulation		Family History and functioning		Housing, Employment and Finance		Family Social Integration		Community Resources													
Has medical needs and / or disabilities, including ASD		Speech and Language delay		Has learning needs OR is on SEND register		Has behavioural and emotional difficulties, including ADHD diagnosis		Identity Issues, Low self-esteem and subject to discrimination		L.A.C		FGM		Hygiene		Poor self-care for age		CP file exists		Is / has been known to social care		Inconsistent emotional care		Ineffective parental boundaries. Inappropriate age related leisure activity		Disrupted home life		Family circumstances have changed suddenly (bereavement, separation, divorce, illness, unemployment)		Is looked after / in private fostering		Has parents OR Siblings who have disabilities, mental health problems, or medical needs and learning difficulties		In receipt of free school meals		EAL		Difficulty or refusal to access social facilities and services.	
Summer Birthday (1st April - 31st Aug)		Has poor attendance / punctuality		Regularly attends wrap around care		Has newly arrived in school within the year		Is Accessing Pastoral support		Lockdown had a negative impact emotionally or academically		Has or is accessing school listener or external counselling		Has an external tutor		TOTAL																							

Appendix 2:

IEP Template:

Individual Education Plan





Name:

Date of birth:

Class:

Autumn Term 2021

What am I good at/proud of?	What do I find a challenge/difficult? What do I want to get better at?	My Current Attainment:

Outcome 	Support I need in class 	Additional Support (interventions) 	What can I do at home to help me be successful?	Achievement (please highlight) 
				Fully met Nearly met Not yet
				Fully met Nearly met Not yet
				Fully met Nearly met Not yet

Parental comments:

Things that help me to learn (strategies and environment):

Date targets set:

Date targets reviewed:

Signed pupil:

Signed Parent:

Signed Class Teacher:

Review comments:

Child comments:

Parental comments

Form Tutor comments: