

# Ranby House

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY EDUCATIONAL AND WELFARE PROVISION FOR PUPILS WITH EHC PLANS

### PHYSICAL DISABILITY AND ACCESSIBILITY PLAN

**School Tier:** Ranby House (EYFS – Y6)

**Related Policies:**

WSNL - Admissions Policy

Ranby House - Curriculum Policy (assessment, feedback and reporting)

### Aims

Our SEND 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
- 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 SENDCO**

The SENDCO at Ranby House is Mrs Lucy Lia.

They will:

- Work with the Headteacher and Deputy Headteacher to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND 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 SEND up to date

### **The Headteacher**

The Headteacher will:

- Work with the SENDCO and Deputy Headteacher to determine the strategic development of the SEND 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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND 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, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyscalculia, developmental coordination disorder
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), OCD
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, diabetes

## **Graduated approach to SEND provision**

### **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 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 (K-Reception)**

When a family expresses an interest in their child joining us, the child is offered a taster session at school. Where there are any concerns following a taster session or from parents or a previous setting, 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. Further taster sessions may also be offered as an enhanced transition offer.

Where a child has previously attended a different childcare setting, school will endeavour to liaise with them in order to ensure a smooth transition and to ensure that 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.

Where a teacher has a concern regarding a child’s development or progress, the teacher may seek advice from the SENDCO. Any concerns will be raised with parents and if appropriate further observations and meetings may be arranged.

If the SENDCO deems it necessary, outside agencies will be contacted for further support and advice. Examples of these agencies may be speech and language therapy, occupational therapy, health visitors.

### **Pre-Prep (Y1-2)**

In September, (or when a new pupil joins us), baseline assessments will be undertaken in a number of different subjects (including Reading, Writing and Maths) to identify the academic starting point of the child upon entry to pre-prep. From the outcomes, teachers will identify any children in need of additional support and work alongside the SENDCO to overcome barriers and help the child to achieve to their full potential.

### **Prep (Y3 – 6)**

In September, (or when a new pupil joins us), baseline assessments will be undertaken in a number of different subjects (including Reading, Writing, Spelling, Maths and Science). Children who achieve a Standardised Age Score of less than 90 (where 100 is average and a score below 85 is considered below average) will be identified and the child’s class teacher will discuss the outcomes with the SENDCO. If the class teacher has concerns regarding the child’s attainment or progress based on formative or other summative assessments, they will be identified as requiring additional support. All children complete a dyslexia screener in Y3 and where this raises concerns, the results are discussed with parents to identify next steps. In some cases, consideration will be also given as to whether a dyscalculia screening would be appropriate in order to gather more information about possible barriers to learning.

### **Levels of concern**

All form teachers analyse summative and formative assessment data, progress and barriers to learning to identify a level of concern (as detailed in ‘Support and intervention’ below) for each child in their class each half term. The level of concern identified informs the support planned and implemented for the child. This level is recorded on an Assessment Overview document and shared with all staff.

### **SEND register**

Any child identified as requiring special educational provision, i.e. something different from or additional to the universal provision on offer, will be identified as having a special educational need. This will be recorded on the school’s SEND register. The school’s SEND register will record

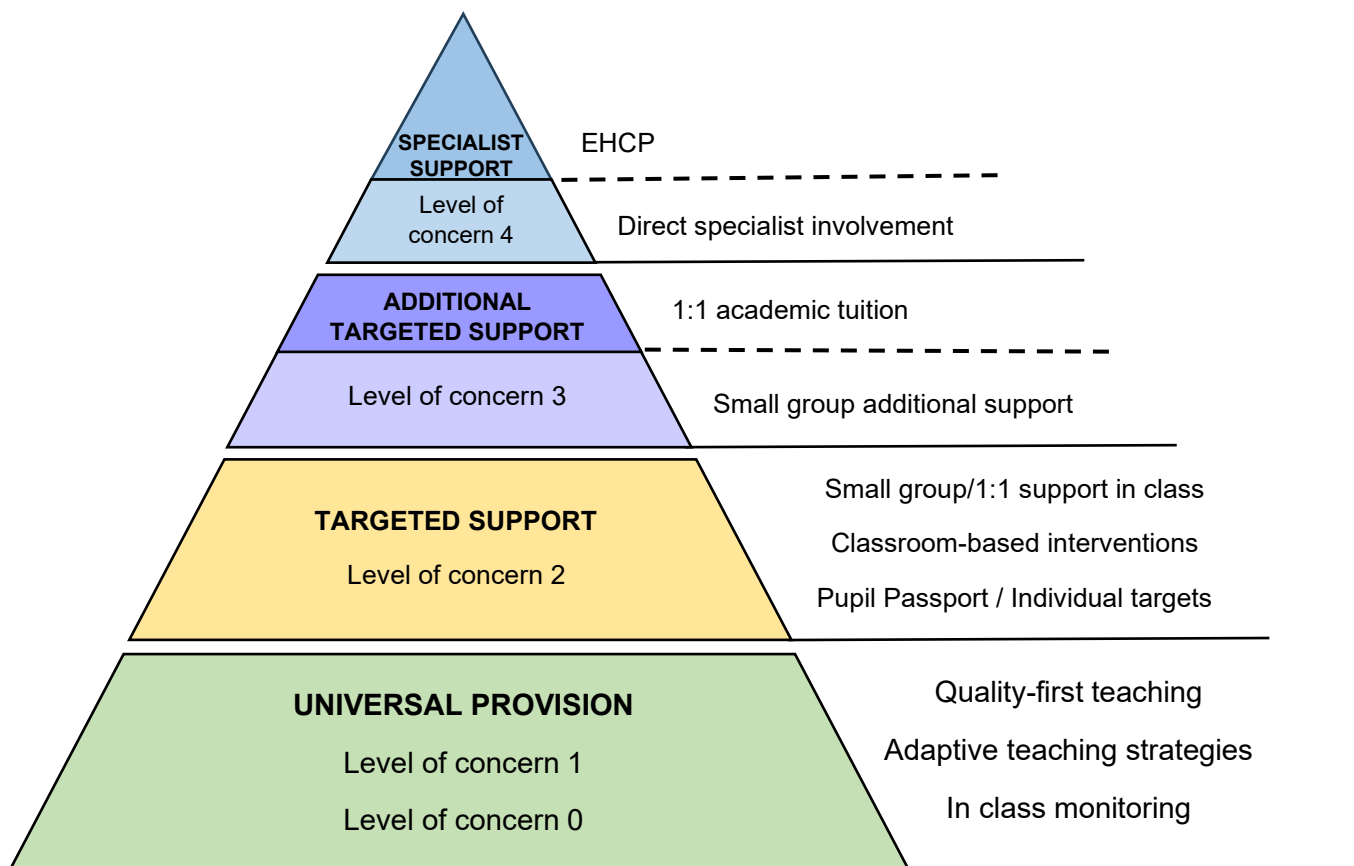
details of children who are identified as having a special educational need or disability, alongside other information such as those who speak English as an Additional Language, those who are educated out of cohort and those who have access arrangements. Some children may have a recognised disability but may not require special educational provision in school, therefore they will be identified as having a disability but not a special educational need on the SEND register. The SEND register is a digital record which forms part of an Assessment Overview document and is stored on the school's intranet.

### **Assess, Plan, Do, Review**

Where a child is identified as having a special educational need, the school will take action to remove barriers to learning and put in place effective special education provision. This SEND support will take the form of an assess, plan, do and review cycle.

### **Support and Intervention**

SEN support and intervention is provided in levels, as shown below.



- *1:1 academic tuition will be offered as an optional, charged extra to that which is available at no cost.*

## **Pupil Passports**

All children identified as having a special educational need, or disability (where considered beneficial), will have an individual pupil passport (Appendix 1). Pupil passports share the following information to ensure that staff are able to support the child to the best of their ability:

- Identified needs, diagnoses, external agency involvement
- Adaptive teaching strategies and reasonable adjustments
- Access arrangements and classroom considerations
- Subject-specific guidance
- Pupil voice
- Parent/carer voice
- Current attainment
- Individual targets

Pupil passports are digitally linked to the school's SEND register and accessible to all staff at all times to ensure that all staff are aware of children's needs. The documents are live and any changes made are reflected immediately. Changes can be made at any time, e.g. to reflect newly identified needs, update teaching strategies to support the pupil, share recommendations of external professionals, or communicate changes in pupil or parent/carer voice. Staff are made aware of any changes to pupil passports outside of review points by the SENDCO or class teacher.

## **Setting targets**

Each pupil passport will contain a target setting section. Individual targets, relating to areas of need, will be set on a termly basis for children with a special educational need by the class teacher. Class teachers may liaise with the SENDCO or external professionals to gather information to be used alongside their own teacher assessment to inform targets. Targets will be reviewed on a termly basis, after key baseline and progress assessment dates and in preparation for parents' evening meetings. Targets, alongside school actions, pupil actions and parent/carer actions, will be shared with supporting staff, children and parents/carers once set and at each review point, as outlined below.

**Targets will be set:** by October half term

**Targets will be reviewed and amended:** by February half term

**Targets will be reviewed and amended again:** by May half term

## **Barriers to learning**

We acknowledge that children are sometimes not able to reach their full potential due to a number of different factors, not limited to special educational needs or disabilities, and take a holistic approach to assessment of each child's needs. Other external factors can include: health and welfare concerns; attendance and punctuality concerns; speaking English as an additional language; being a Looked After Child/Child in Care; having a parent serving in the Armed Forces.

Form Teachers monitor a Barriers to Learning profile (Appendix 2) for each child in their form every half term to identify and track any factors which may present a barrier to the child's learning and impact the child's ability to achieve well. Barriers to Learning 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.

We use Nottinghamshire's Pathway to Provision document to identify potential vulnerability factors, alongside our own internal school factors, to take a holistic view of the child's experience.

The Barriers to Learning document takes into account the following wider areas:

- Child's Development Needs (including: Health; Education and learning; Emotional and behaviour development; Identity; Family and social relationships; Social presentation)
- Parent and Carers (including: Basic care, safety and protection; Emotional warmth and stability; Guidance boundaries and stimulation)
- Family and Environmental Factors (including: Family history and functioning; Housing, employment and finance; Family's social integration; Community resources)
- Internal School Factors (including but not limited to: Summer birthdays; Newly arrived; EAL; Safeguarding records; LAC/CIC; Services child).

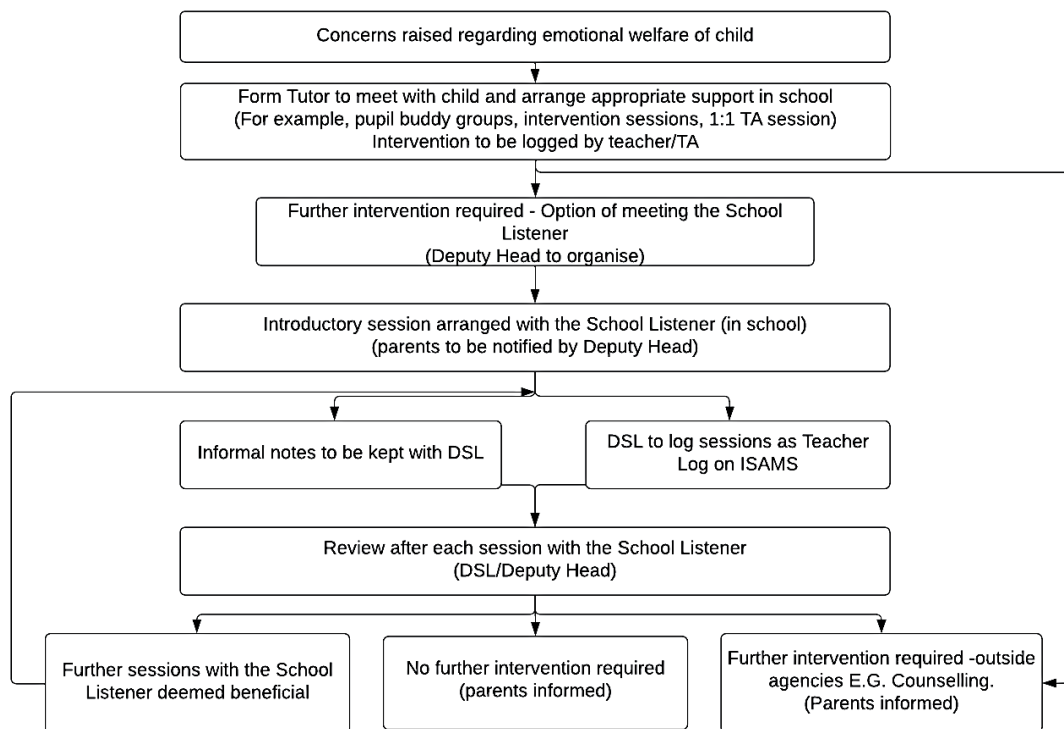
Form teachers then identify any children facing multiple vulnerability factors and identify them as a child of concern. Form teachers liaise with the DSL, SENDCO and other key staff members to consider and implement appropriate support for the child.

### **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. As a whole school, we adopt a Growth Mindset approach and this is communicated regularly to children and families by all staff through assemblies, parent meetings, house meetings, chapel services, PSHE and throughout the wider curriculum. Where a need for further support is evidenced, children are supported through interventions/activities such as:

- My Hidden Chimp (whole school through assembly/PSHE, targeted workshops, small group/1:1 support, enrichment club)
- Zones of Regulation
- Social stories
- Lego-based therapy
- Emotion coaching
- Restorative practice
- Emotional literacy

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



## 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' views
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these discussions will be added as Prep SEN logs 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 SENDCO 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 individual targets as part of their pupil passport.

All teachers and supporting 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.

### **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.

High-quality teaching is our first step in responding to pupils who have SEN. In the first instance, adaptive teaching practices will be in place to support all children to reach the desired outcome. Teachers will be supported by the SENDCO through inset training, staff meetings, shared planning meetings, lesson observations, and monitoring and evaluation, to develop adaptive teaching practices. Differentiation will be considered where necessary for individual pupils, for example by adult support, peer support or adapted tasks.

### **Adaptations to the curriculum and learning environment**

The school has created, and regularly updates, a school-specific curriculum adaptations document outlining how the curriculum and learning environment is adapted to support children with SEND. The document identifies some common strengths and difficulties of individuals with each of the four areas of need: Communication and Interaction, Cognition and Learning, SEMH, and Physical and Sensory Needs.

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

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, supporting resources used, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, reading pens, coloured overlays, visual timetables, weighted blankets, etc.
- Making reasonable adjustments, for example, soft starts in a morning, giving longer processing times, movement breaks, voice to text dictation, providing access arrangements such as extra time and separate invigilation for assessments, etc.
- Considering and adapting our learning environment by conducting sensory audits and profiling for individual pupils according to need

## **Additional support for learning – staff**

Teaching assistants will support pupils on a small group or 1:1 basis at the class teacher's discretion. Staff are given guidance on effective use of support staff to maximise learning.

## **Evaluating the effectiveness of SEN provision**

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

- Reviewing pupils' progress towards their individual targets each term
- Reviewing pupils' progress in termly summative assessments
- Reviewing pupils' wider progress as evidenced in their classroom learning, books and wider engagement (formative assessment)
- Reviewing pupils' progress through analysis of rewards and sanctions
- Reviewing the impact of interventions after each half term
- Gathering pupil voice as part of pupil passport reviews
- Monitoring by the SENDCO and other senior and middle leaders
- 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).

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 SENDCO 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

### **Recording and Reporting**

The school's SEND register is stored digitally as part of a wider Assessment Overview document on the school's intranet and is accessible to all staff at all times. Pupil passports are saved on the staff intranet in a SEND folder and hyperlinked to the SEND register for ease of access. All assessment data, including levels of concern, along with the Barriers to Learning Document, is saved as part of this document. This document is a live and working Excel document that is regularly updated to reflect changes to pupil information, assessment, concern etc.

Any formal records pertaining to a child's SEND, such as reports from external professionals, diagnosis letters, referral forms will be saved on the child's profile on iSAMS.

Any observations, meetings or support relating to SEND will be recorded as a Prep SEN log on iSAMS.

### **Monitoring arrangements**

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

## **PARTICULARS OF THE EDUCATIONAL AND WELFARE PROVISION FOR PUPILS WITH EHC PLANS**

### **Context**

At Ranby House, all our children are important, and this applies to all aspects of their education – their teaching and learning, their achievements and progress, their attitudes and their wellbeing. We encourage all our children to aim to be the “best that they can be” and we take account of each child’s individual needs and experiences.

It is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.

The aim of this policy is to ensure that we meet all the needs of those children who have EHC plans.

### **Provision**

In the case of pupils who have an EHC Plan, all reasonable adjustments and adaptations are made to support a child’s needs as outlined in their plan.

It is the responsibility of the SENDCO to:

- Work together with the Deputy Headteacher, Headteacher and all other relevant staff to monitor the provision as outlined in the EHC plan and ensure that all needs are met;
- Support recruitment of one-to-one support (TAs) where appropriate, line managing these staff;
- Ensure that all relevant staff are aware of the range of the child’s strengths and difficulties and the implications for curriculum delivery;
- Coordinate and review the child’s learning activities, and ensure that all staff are aware of the child’s needs and the programmes to be followed;
- Offer support through the inclusion of differentiation, modification and adaptation of teaching materials and methods as appropriate;
- Manage resources and use them in the most appropriate way to meet the child’s needs;
- Monitor and record the child’s progress (in liaison with the child’s supporting adult, where relevant);
- Ensure a full Annual Review takes place within 12 months of the issue of an EHC plan, and every subsequent 12 months, or sooner, if there are any serious concerns about progress, or any suggestion that the child’s needs have considerably altered. This Annual Review incorporates input from the school, the child, outside agencies and the parents/carers;
- Ensure that close and effective liaison is maintained between the school, the child’s parents/carers, the child, the local authority and any other agencies involved, in terms of a regular exchange of information about the child’s work and progress.

## **Approach**

Ranby House offers a balanced approach to supporting children with EHC plans which includes one-to-one, small group teaching and/or in-class support. We liaise carefully with all relevant agencies and professionals, including but not limited to:

- Occupational Therapists
- Educational Psychologists
- Speech and Language Therapists
- Counsellors
- Other Medical Professionals

## **Inclusion**

We value the diversity of individuals within the school and do not discriminate against any child. Each child is treated fairly, regardless of race, religion or abilities. Our Admissions Process makes provision for pupils with EHC Plans to be fully included within the admissions process at any age and we will make any necessary reasonable adjustments to support this. All pupils and their families are valued within our school. In our school we believe that all of our pupils matter. We give each child every opportunity to achieve his or her best.

## 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.
- 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 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 specialist 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 Headteacher, Deputy Headteacher, Houseparents (if currently or likely to Board), SENDCO, Health Care Centre and Director of PE, Games & Sport, Form teacher, 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;

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 Headteacher 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. 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 readers.

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

Staff will need to provide 'differentiated' or adapted 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.

## **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 assistance of a supporting adult to help with the management of a particular child during PE. If this is the case, it is preferable to have the supporting adult 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.

## **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.

## ACCESSIBILITY PLAN

### AIMS

- Routinely assess (maximum of 3 year cycle) practicable and affordable (with considerations to age and restrictions of the site) improvements to enhance accessibility for all.
- Understand that there are a range of factors which constitute 'disability'.
- To keep staff aware of the implications of catering for pupils with disabilities.
- Work alongside families and professionals to ensure children at the school can access all areas of learning.
- The needs of pupils, staff and visitors with disabilities are taken into account in all planning; ranging from daily lessons or other school activities, to the future building and renovation projects
- The educational, spiritual, moral, social and cultural development of pupils with disabilities is not compromised

### EVALUATION

- Factors affecting people with disabilities are seen as valuable in discussions for future planning.
- Staff consider locations and classroom layouts in schemes of work, half-termly plans and lesson planning when necessary.
- Individual Accessibility Plans are agreed and implemented for individual pupils with disability, when necessary, in consultation with the school, families and other professionals.

<b>ONGOING CONSIDERATION &amp; DEVELOPMENT</b>	<b>ACTION / ACTIONS</b>	<b>TIMELINE</b>	<b>STAFF</b>
<b>1. School documentation</b>			
1.1 Written 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	SLT Subject Leaders (all staff aware)
<b>2. Physical Access</b>			
2.1 Vehicles	Ensure that vehicles purchased in the future are fitted with disabled access facility.  Consider other beneficial fixtures and fittings which could be installed when new minibuses are ordered. Such as railings, lower seat belts.	New vehicles purchased/ Lease renewed	Utilities Manager
2.2 Entry & Exit from buildings and safer	Crossing points have been enhanced and added around Sports Hall and PAC.  Walkways are defined by chain link barriers.	Ongoing	Headteacher, Bursar

movement between buildings on site	<p>Car parking issues are ongoing. Plans are being considered to improve safety aspects whilst maintaining designated parking and access to all areas for disabled or the elderly.</p> <p>Gates in place in car park to secure school site from vehicle movement between 8:45AM and 5:15PM.</p>		Utilities Manager
<b>2.3</b> Access codes and entry points	Doors have been fitted with low level access codes and call points.	Ongoing	Utilities Manager
<b>2.4</b> Disabled Access to Buildings	<p>All Ground floor rooms have access via ramps.</p> <p>Some doorways are heavy and not opened automatically. The fitting of automatic openers would be beneficial.</p> <p>Main Building entrance can be fully opened to ally wheelchair access if required.</p> <p>All specialist teaching rooms (Art, Dt, Music, Drama) have been moved to ground level as there is no provision for wheelchairs to access first floor classrooms. Class based lessons will be moved where necessary, in line with an Individual Accessibility Plan.</p>	Ongoing	<p>Deputy Headteacher</p> <p>Utilities Manager</p>
<b>2.5</b> Room signage	<p>All rooms have been individually named and labelled – no longer by class or teacher.</p> <p>Braille signs are not in use around the site.</p>	Ongoing	Utilities Manager
<b>2.6</b> Emergency Services	<p>Site maps and Emergency information are routinely upgraded. Access to site remains Open in the evening, via one way system</p> <p>Consideration for evacuation chairs for upstairs not necessary as all disabled lessons and events are held on ground floor.</p> <p>Should a disabled Boarder wish to join the school the evacuation chair will be purchased.</p>	Ongoing	<p>Deputy Headteacher</p> <p>Utilities Manager</p>
<b>3. Access to the Curriculum</b>			
<b>3.1</b> Admissions	All pupils joining the school must complete at least one 'Taster Day' enabling the school to assess if any reasonable adjustments need to	Prior to admission	Deputy Headteacher

	<p>be made for a pupil prior to entry. Information received from parents/carers, previous schools, external agencies, day visit by pupil.</p> <p>Parent/pupil feedback from process will be acted on.</p>		<p>SENDCO</p> <p>Health Care Staff</p>
<p><b>3.2</b></p> <p>Adjustments to level of student support</p>	<p>Formulate an IEP for a child with difficulties in learning – setting of targets/strategies to use.</p> <p>To review Action plans and update information to reflect the changing needs of the pupils. To share this information with staff, parents and pupils.</p> <p>Assess suitability of assessment timings, location of rooms, staffing, groupings, presentation and layout of resources. Staff may need to act as scribes, readers, etc. Assessment process has been reviewed and standardised to meet needs of all the pupils.</p>	<p>Ongoing</p>	<p>Deputy Headteacher</p> <p>SENDCO</p>
<p><b>3.3</b></p> <p>Staff Awareness /CPD</p>	<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 SENDCOs and also for SENDCOs 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>	<p>Ongoing</p> <p>Termly Inset/training review</p>	<p>Deputy Headteacher</p> <p>SENDCO</p> <p>Health Care Staff</p>
<p><b>3.4</b></p> <p>Timetable</p>	<p>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.</p>	<p>Ongoing</p> <p>Reviewed termly</p>	<p>Deputy Headteacher</p> <p>SENDCO</p>
<p><b>3.5</b></p> <p>Classroom layout/ teaching Spaces</p>	<p>For classrooms to be optimally organised for all pupils and adjustments made for any disabled pupil i.e. seating arrangements,</p>	<p>Ongoing</p>	<p>Teaching Staff</p>

	<p>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>		
<b>4. Communication</b>			
<b>3.6</b> Communication	Increase communication/liaison with external agencies, parents/carers to support/enhance pupils' access to the curriculum.	When required	All Staff
<b>3.7</b> Written information	<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
<b>5. Policies</b>			
<b>5.1</b> Written Policies	As policies are updated (see Policy Tracker 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	SLT, Subject Leaders (all staff aware)
<b>6. Medical</b>			
<b>6.1</b> 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.	Ongoing  When required	All Staff  Health Care Centre
<b>6.2</b> Complex Care Needs	Identify the need for staff training when a child's health care needs are complex.	Ongoing  When required	All Staff  Health Care Centre
<b>7. Recreation/ Break Times/ Activities</b>			
<b>7.1</b> Provision to participate	Ensure there is suitable access to outdoor space and recreational facilities.	Ongoing  When required	All Staff

	All trips out of school for pupils are planned with the abilities of all pupils in mind to best level of inclusion.		
<b>8. Sporting Activities</b>			
<b>8.1</b> 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'.	Ongoing  When required	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: Pupil Passport master

<b>PUPIL PASSPORT:</b>		<b>FORM:</b>
Adaptive teaching strategies:		<b>PHOTO</b>
Reasonable adjustments:		
Identified needs:	Subject specific guidance:	Exam access arrangements:
		Classroom considerations:
Other information:	Pupil voice:	Parent voice:

Current attainment:							
	Reading SAS	Reading Age	Comp. Age	Spelling SAS	Writing	Maths SAS	Science SAS
Autumn							
Spring							
Summer							

Individual targets:						
Date:	Target:	School action:	Pupil action:	Parent/Carer action:	Review: (Fully/partially/not met)	
Autumn	1.					
	2.					
	3.					
Spring	1.					
	2.					
	3.					
Summer	1.					
	2.					
	3.					

# Appendix 2: Example of Barriers to Learning Template (Based on Nottinghamshire County Council Pathways to Provision Document)

Surname	Forename	Year	Form	Gender	Child's Development Needs							Parents and Carers																					
					Health	Education and learning	Emotional and Behaviour development	Identity	Family and Social Relationships	Social Presentation	Basic care, safety and protection	Emotional warmth and stability	Guidance,																				
					<b>TOTAL</b>	Susceptible to minor health problems/not supported to access medical care	Concerns regarding diet	Disability requiring support services	Poor attendance and/or punctuality	Limited progress in education	Identified as having a Special Educational Need and/or Disability (SEN/SEND/CONSENS/REG)	Concerns regarding mental health or emotional wellbeing	Involved in behaviour that negatively impacts self and the community	Difficulty understanding emotions and safe relationships	Inappropriate sexual behaviours	Unkind/bullying behaviours towards other children	Difficulty understanding self/flow	Experiences unkindness/bullying around being 'different'	Limited support from family and friends	Young person with occasional responsibilities at home	Adopted from care	Low parental aspirations	Over-friendly or withdrawn with unfamiliar people	Personal hygiene needs not well met	Parents require mentoring	Parents/careers have difficulty engaging with support services	Parents/careers have mental or physical health needs, learning advice/childhood experiences	Concerns around online safety	Not kept safe from things that could be dangerous or frightening	Parent's mental health needs are an emotional warmth and stability is not always achieved	Parents/careers find it difficult to think and speak positively about child as they do not feel loved	Difficult to establish, lack of clarity over main carers	Inconsistent boundaries between carers