



SEND Information Report

Policy Owner	Mrs Donna Mould
Date Approved	May 2024
Review Date	May 2025
Governor Name	Mr Mark Johnson
Governor Role	SEND Link Governor

<i>Admin use only</i>	
Location	
Website	
Learning Platform	
Policies File	
Staff room	
Headteacher's File	
Policies Log updated	





Loxdale Primary School
SEND Information Report
2023-2024
(Reviewed May 2024)

What is the Local Offer (SEND Information Report)?

*"Local authorities **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available."*

Wolverhampton Local Authority have their own Local Offer which will be published on the Wolverhampton Council website. [Wolverhampton Local Offer](#)

In addition to the Local Authority's Local Offer, schools are required to publish information on their websites about the implementation of the Governing Body's policy for pupils with SEND.

This is to be known as the SEND Information Report.

[Wolverhampton SEND strategy](#)

How is Loxdale an inclusive school?

At our school, we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. As a school we promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender, or background. Where we, as a school, or other professionals deem necessary, a multi-sensory approach/curriculum will be implemented on an individual basis, to meet the needs of the individual child.

Educational visits are an integral part of our curriculum, and we endeavour for all children to be part of such visits. Risk assessments are carried out, prior to any off-site activity, to ensure





that the health and safety of our pupils and staff is never compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas, will be provided in school. Alternatively, if it is deemed that an intensive level of 1:1 support is required, a parent/carer may be asked to accompany their child on the visit.

Loxdale is committed to providing an environment that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access and the designated points of entry for our school also allow wheelchair access. In addition, we have disabled toilets, and due to our school being on two floors, we also have lift access. As a school, we welcome the opportunity to discuss individual access requirements with parents and carers, to ensure all children feel safe and happy within their environment therefore they are able to thrive socially as well as academically.

We value each child as a unique individual. We will strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion.

How does Loxdale Primary know if my child needs extra help and support?

At Loxdale Primary, children are identified as having SEND through a variety of different ways, including:

- Children performing below age-related expectations
- Concerns raised by parents/carers
- Concerns raised by staff based upon lack of progress, changes in progress or pupil's behaviour (including social, emotional and mental health needs)
- Health diagnoses made through a paediatrician and/or other medical professionals
- A change in behaviours - "Behaviour is a form of communication!"

When children join us in Nursery, we complete our own baseline assessments to provide starting points for the development of an appropriate curriculum for all of our children. When children enter Reception, they also complete a national baseline, which is used to assess what children can do. This is used for the target setting process too.

If children join us from another school, we use information provided by their previous school to ensure our children receive the support and intervention that they need.





In addition, our school employs a qualified specialist teacher to assess the children we identify to have additional learning needs. The specialist teacher's assessment report is used by staff to produce specific and timely SEND support targets. The specialist teacher's reports and recommendations for staff ensure that, as a school, we are supporting the children in the best possible way. No assessments will begin without parental consent being given in writing.

At Loxdale, we use IASEND data logging system to support with assessment and target setting for most children who are on the school's SEND register. This then enables us to track and celebrate the small steps in progress each individual child will make from their starting points. Children who are accessing IASEND will complete precision teaching with a teaching assistant, at least 4 times per week, where they will work on their own individualised targets.

What should I do if I think my child has Special Educational Needs?

If you have concerns about your child, then you should initially contact your child's class teacher or Mrs Mould who is our School Inclusion Manager/SENDCo, whereby a meeting can then be arranged to discuss any concerns. Teachers will then complete a cycle of assess, plan, do, review: following the Local Authority Graduated Approach, to ascertain next steps on an individual basis.

[Wolverhampton Graduated Approach support](#)

How will Loxdale Primary support my child in their learning?

Class teachers oversee, plan and work with children of all abilities (physically, academically, socially, and emotionally) in their class to ensure that progress is made by all children in every area of the curriculum. Work is adapted accordingly, and homework is set to suit individual children's needs. All children, regardless of their ability, have targets to work towards in most areas of the curriculum. Teachers will plan and mark work according to these targets as they are used as 'success criteria' for pupils, to ensure progress is made,

At times, there may be a Higher-Level Teaching Assistant (HLTA) or a Teaching Assistant (TA) working with your child, either individually or as part of a small group, in addition to Quality First Teaching in the classroom environment. The 1:1 interventions and boosters that are led by HLTAs





and TAs are planned with guidance from the class teacher and will be tailored to the specific needs of the children in the groups to close gaps in learning over time.

Educational visits are arranged in each year to enrich and support children's learning. A residential takes place in Year 2 at Kingswood in the autumn term and an additional residential is undertaken for Year 6 children (and Year 5 if additional spaces allow) in the summer term. All children are given the opportunity to join in with off site visits and residential visits. Reasonable adjustments can be made where needed for individual children.

Our Inclusion Manager/SENDCo oversees all support and interventions for any child who requires additional support across the school. She will also monitor the progress these children make in the core areas of the curriculum (Reading, Writing and Maths). Mrs Mould will liaise with Miss Hanley: Safeguarding and Welfare Officer: Pastoral Manager and/or Miss Hughes : Pastoral and Attendance Officer to discuss Social, Emotional, Mental Health (SEMH) issues and the support that some children may require during their time at Loxdale. Appropriate interventions will then be put in place to support the children on an individual basis.

What support will there be for my child's overall wellbeing?

Great emphasis is placed on providing a high standard of pastoral care for all our children. Staff are always ready to respond to any problems and it is hoped that parents will not hesitate to discuss any concerns that may arise.

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring and understanding team looking after your children.

Your child's class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. Other staff, including Teaching Assistants, Higher-Level Teaching Assistants, Assistant Headteachers, Deputy Headteacher and the Head Teacher are always available for children who wish to discuss any issues or concerns. We are also very lucky to have





both Miss Hanley and Miss Hughes, to work with children and their families in school. Monty: our therapy dog in training, is also there to support children throughout the day.

At lunchtimes, we also have our lunchtime supervisors, Peer Supporters and Activity Leaders who work hard to look after the children during a key time of the day.

As a school, we have a very positive approach to all types of behaviour with a clear behaviour and reward system ('The Pathway of Positivity') which is followed by all staff and pupils.

The attendance of every child is monitored on a daily basis by Miss Hughes. Punctuality and absences are recorded and reported to Miss Hughes on a daily basis. Excellent attendance is actively encouraged throughout the school with children being rewarded for 100% attendance on a termly and annual basis. Additional attendance awards are also given on an individual basis to those families identified by the team to need additional support and encouragement.

All staff attend annual updates from the School Nurse on asthma, diabetes, epilepsy and anaphylaxis. All of our support staff hold certificates in First Aid at Work or Paediatric First Aid. Key staff have also been trained to support any child with diabetes.

In the event of a child wetting or soiling themselves, support staff will support children to change themselves as appropriate. Staff will change children as well if they have a specific need, following our school's Intimate Care Policy. Parents/carers are informed at the end of the school day or by phone call, if necessary, when a child has been changed in school. Parents are actively encouraged to support staff in school when accidents happen, and they may be asked to come to school to help clean their children, to ensure that they are comfortable to continue with the day.

For children with specific medical needs, our school will follow our 'Medicines in School' policy in order to support our children and individual needs will be identified and managed accordingly. Please see the school website for all our policies.





How can Loxdale help me to support my child's learning?

Your child's class teacher may suggest ways of how you can support your child's learning, and this can be discussed with the class teacher. You will be able to book meetings by contacting the school office to arrange a mutually convenient time.

Homework is set weekly, every Thursday, for Reception to Year 5 and should be returned no later than the following Wednesday. Exceptions to this will be Year 6, who will be given much more regular homework in preparation for their SATs in May. The majority of our homework is now set online (accessed through Education City) and will be available on the individual class pages as well as in every child's homework book. Children have a username and password for the different sites and Apps that we use within school. There is an expectation that it is completed weekly at home, however there is also a weekly homework club available should parents wish to access this support. All of our KS2 children have their own laptop in school and may be asked to complete homework in class at lunchtime (during their class allocated time slot) if it is not completed.

At the beginning of the school year, each class teacher will inform parents of:

- regular routine homework expectations.
- curriculum knowledge organisers to understand what the children will be learning through the year. Parents/ carers may be glad of the opportunity this will present for furthering their children's knowledge and experience, for example by appropriate visits to a library, museum, place of interest etc.

Mrs Mould, our Inclusion Manager/SENDCo, may also meet with you if your child has SEND to discuss strategies and activities to help you support your child, particularly if an outside agency has completed a report and suggested programmes of support for home and school, as we feel that it is necessary to ensure consistency for our children and that we always work as a team.





What specialist services are available in the school setting?

- Miss Hanley specialises in the social and emotional well-being of children and their families and is supported by Miss Hughes.
- Commando Joe: we use the character curriculum created by COJOE to enhance our topic curriculum
- Reading volunteers support identified children to enhance their reading.
- All of our teaching and non-teaching staff access regular training and updates on a variety of school topics, including those relating to SEND, such as sensory, autistic and SEMH needs.
- Zones of Regulation - at Loxdale we use a whole school approach to support children in regulating their emotions, teaching strategies to use in a variety of different scenarios.
- Huggle Pets- a therapy based approach with trained practitioners, to support those children with identified SEMH needs.
- Monty: The school therapy dog (in training).
- Lego Therapy - our school uses a play-based intervention which focuses on developing collaborative play skills with identified children.
- Nurture groups - to ensure positive relationships with peers are developed appropriately.

Teaching assistants are also trained in a variety of intervention programmes which include the following: -

- ELKLAN and WELCOM (a Speech and Language programme)
- RWI 1:1 (Read Write Inc One to One programme)
- Cool Kids (Occupational Therapy intervention)
- Sensory Circuits (Occupational Therapy intervention)
- Nurture Groups
- Precision Teaching
- Numicon - Breaking barriers (maths)
- Dough-Gym/Cool Characters (Occupational Therapy Intervention)
- Write Dance (Occupational Therapy Intervention)





- Fresh Start (phonics based programme for KS2 children)
- Beat Dyslexia - phonics intervention programme
- Literacy Gold - supports reading and spelling
- 1 Minute Maths

Which external agencies are accessed by the school?

As a school, we work closely with, or have access to, a variety of external agencies such as:

- MASH
- Area SENDCOs
- CAMHS (Child and Adult Mental Health Service)
- Child Protection Advisors
- Special Needs Early Years Service (SNEYS)
- Education Psychologists
- Therapeutic Psychologists
- HugglePets - Animal assisted therapy
- Educational Welfare Officers
- GEM Centre (Paediatricians, Occupational Health)
- Outreach Services e.g. Autism Outreach Service
- School Nurses (including Diabetic Nurses)
- Sensory Inclusion Service to support children with hearing/visual impairments
- Social Workers
- Specialist Teachers -including our own school specialist teacher
- Speech and Language Therapy
- Children and young people in care or post care services
- Wolverhampton 360
- Journey of Change - Parent programme
- Reflexions





How will the curriculum be matched to my child's needs?

All work within each class is pitched at age related expectations (ARE) to enable all children to access the curriculum, according to their specific needs. Typically, this might mean that in a lesson there could be a range of ways work is set for the class, with work being differentiated for specific individuals where necessary. All staff actively seek ways to plan lessons which suit all learning styles to enable children to be learning actively, rather than learning in a more passive manner.

Assessment for Learning (AfL) is embedded into all of our lessons. This enables staff to adjust/plan work accordingly, dependent on children's knowledge and understanding within individual lessons.

For Read Write Inc (RWI), children are grouped according to their phonological reading ability rather than by age. Therefore, some RWI groups will have children from a number of different classes working together as they all have similar reading abilities based on their knowledge of phonics. Typically, RWI groups are much smaller than normal class sizes.

Teaching Assistants will be allocated to work with pupils in small groups or on a one-to-one basis to target more specific areas of the curriculum and/or work on precision teaching targets daily. This can either be within whole-class sessions or in a withdrawal intervention group. These booster/intervention groups are guided by the class teacher and overseen by the SENDCo.

If a child has been identified as having a Special Educational Need or Disability, they will be given a school SEND Support plan. Targets will be set and reviewed on a half termly basis according to their area of need. SEND Support plans will be shared with parents/carers at the end of each term, where they will be reviewed, and new targets set.

Specialist equipment, such as pencil grips, writing slopes, toilet frames, seating support, sensory tools etc, will be provided by school, for children if it is appropriate to their needs and if a recommendation from a medical professional is sent to school.





How are the school's resources allocated and matched to children's SEND needs?

We ensure that the needs of all children who have Special Educational Needs or Disability are met to the best of the school's ability with the funds that are available. The SEND budget is allocated at the beginning of each financial year. The money is used to provide additional support or resources dependent on an individual's needs. Resources may include the deployment of staff, depending on individual circumstances. Teaching Assistants are sometimes funded from the SEND budget to deliver intervention programmes designed to meet children's needs. Miss Hanley and Miss Hughes are also employed full-time by the school to support children with additional social and emotional or mental health needs.

Who will oversee, plan and work with my child?

Initially, the class teacher, will oversee, plan and work with your child as they are with them daily. The Inclusion Manager/SENDCo will work with the class teacher, where appropriate, to discuss and review children's needs and suggest which support would be most appropriate. There may also be other professionals that work with your child to develop targets to help and support them in school and at home.

The Senior Leadership Team also formally oversees the progress of children on a termly basis, particularly in reading, writing and maths.

How will Loxdale Primary School know that my child is making progress and that support is having an impact?

At Loxdale, we measure children's progress in learning against national expectations and age-related expectations. We track children's progress from their entry to school in Foundation





Stage through to Year 6, using a variety of different methods including ARE (Age Related Expectation), phonic assessments and standardised tests in reading, maths and science.

On a daily basis, class teachers will continually assess/evaluate the progress of each child and note down areas where further support may be needed.

We will also use IASEND to track the small steps in progress for children working below the ARE in their year group.

Termly pupil progress meetings take place with the Head Teacher, Deputy Head, and Assistant Heads to discuss which children are not making expected progress and how we, as a school, can further support these children to aid their progression to close the gaps in learning

If children have a school SEND Support Plan, then their targets will be reviewed and commented upon, with regards to the progress made using the Birmingham Tool kit/Matrix system. If, for any reason, a child has not met their target, the reasons for this will be discussed, then the target may be adapted into smaller steps, or a different approach may be tried to ensure that the child does make the necessary progress. The use of the IASEND system is used to ensure small steps in progress are measurable and progressive.

How will I know that my child is making progress?

At Loxdale Primary, we have an open-door policy whereby parents/carers can request to see a member of staff. If the school has a concern about any pupil, then we will contact parents/carers, as it is always our priority to establish a positive partnership.

Parent's Evenings are held in the Autumn Term and Spring Term to formally discuss children's needs and progress. In the Summer Term, a written report is sent home to parents/carers.





Should parents require a meeting following this written report, then this can be arranged through contacting the school office.

If your child is on the SEND register, they will have a school SEND Support Plan which will detail individual targets. This will be discussed on a termly basis. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled), with the expectation that the child will achieve the target by the time it is reviewed. If your child has complex SEND, they may have an Education, Health and Care Plan (EHCP), which means that a formal annual review meeting will take place to discuss your child's progress with relevant external agencies invited. This plan is reviewed annually, meeting with parents and appropriate professionals involved.

Who can I contact for further information about Loxdale Primary School?

If you already have a child at our school, then your first point of contact should be your child's class teacher. You could also arrange to meet Mrs Mould if you have concerns relating to SEND. Alternatively, further information on our school can be found on the school website or in our school prospectus.

Who should I contact if I have concerns regarding my child's SEND provision?

- Your child's class teacher
- Mrs Mould, Inclusion Manager/SEND Coordinator
- Mrs Scott, Head Teacher or Mrs Wright-Jones, Deputy Head
- Parent Partnership - 01902 566945
- Wolverhampton IAS (Information, Advice and Support Service) <https://wolvesiass.org>
- IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk
- Wolverhampton Information Network - [WIN](#)

At Loxdale Primary, the Inclusion Manager/SENDCo reports to the SEND Governor every term to inform them of the progress of children with SEND and to discuss future plans to support or





develop SEND provision in school; this report does not refer to individual children and confidentiality is maintained at all times.

The SEND Governor also reports this information to the rest of the Governing Board to ensure that all governors are kept informed about school-related SEND issues.

GLOSSARY

EHCP - Education, Health and Care Plans which are completed/reviewed online on the SEND Hub.

SENDCo - The Special Educational Needs and/or Disability Co-Ordinator (SENDCo) is the person who is responsible for co-ordinating the provision for all children with Special Educational Needs within a school. It is a statutory requirement that every school must have a SENDCo.

SEND - Special Educational Needs and/or Disabilities

ARE - Age Related Expectations

EHWB - Emotional Health and wellbeing

SEMH - Social, Emotional, Mental Health





Accessibility Plan

Policy Owner	Mrs Scott/ Mrs Wright-Jones
Date Approved	25 September 2023
Governor Name	Mr S Hill
Governor Role	Chair

<u>Admin use only</u>	
Location	
Website	
Learning Platform	
Policies File	
Staff room	
Headteacher's File	
Policies Log updated	



Loxdale Primary School Accessibility Plan

1. Vision Statement

2. Aims and Objectives

3. Current good practice

- Physical Environment
- Curriculum
- Information

4. Access Audit

5. Management, coordination and implementation

6. Action Plan



1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Loxdale Primary School, the plan will form part of the School Development Plan and will be monitored by the Headteacher and evaluated by the relevant Governors' committee. The current Plan will be appended to this document.

At Loxdale Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

a) The Loxdale Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

b) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

c) Loxdale Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

d) Loxdale Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-



- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

e) Loxdale Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

f) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

g) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs & Disabilities Policy

h) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.



i) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

j) The Accessibility Plan will be published on the school website.

k) The Accessibility Plan will be monitored through the Governor Finance and General Purposes Committee

l) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

m) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____



2. Aims and Objectives

Our Aims are:

- o Increase access to the curriculum for pupils with a disability,
- o Improve and maintain access to the physical environment
- o Improve the delivery of written information to pupils,

Our objectives are detailed in the Action Plan below.

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; there are very few parts of the school to which disabled pupils have limited or no access.

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment. Other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care and the presence or lack of role models or images of disabled people.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit (see attached)

The school is a double storey building with wide corridors and several access points from outside. The hall is on the ground floor and is accessible to all.

On-site car parking for staff and visitors includes three dedicated disabled parking bays, which is located at the front of the building. All entrances to the school are either flat or ramped and



all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available, in all the adult bathrooms, including one in the foyer. All are fitted with handrails and a pull emergency cord.

The school has internal emergency signage and escape routes, which are clearly marked.

There is a lift for disabled pupils, parents and carers (at Parents Evening etc) and visitors to use.

5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority



6. Action Plan

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To liaise with Nursery providers to review potential intake for Sept 2023	To identify pupils who may need additional to or different from provision for Sept 2023 Intake	Sept 2023	HT /DHT EYFS Leader & EYFS staff	Procedures/ equipment/ ideas set in place by Sept 2023.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Sept 2023 & Sept 2024	HT /DHT SENDCo All subject leaders	All policies clearly reflect inclusive practice & staff are aware of this.
	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Sept 2023 & Sept 2024	HT /DHT All Teachers & staff	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with on- going health needs. Eg Children with severe asthma, epilepsy, diabetes or mobility issues.	To ensure collaboration between all key personnel	Sept 2023 & Sept 2024	HT /DHT All teachers TAs Outside agencies	Clear collaborative working approach
	To ensure full access to the curriculum for all children.	Support from Advisory Teachers, CPD for staff and: • A differentiated curriculum with alternatives offered. • The use of P Scales to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including	Sept 2023 & Sept 2024	SENDCo Ed Psych Specialist Teacher, including dyslexia support Physiotherapy Visual/ hearing impairment Service Speech and Language Service	Advice taken and strategies evident in classroom practice. Children with identified needs supported and accessing curriculum



Accessibility Plan September 2023 - September 2025

		<p>trained teaching assistants</p> <ul style="list-style-type: none"> • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy 			
MED TERM	To review progress (from their starting points) of all SEND pupils	<p>SENDCo/Class teacher meetings/Pupil progress</p> <p>Scrutiny of assessment system</p> <p>Regular liaison with parents</p>	Termly	Class teachers SENDCo	<p>Progress made towards IASEND targets</p> <p>Provision mapping shows clear steps and progress made</p>
	To monitor attainment of Able, G & T pupils	<p>Policy and Able G&T list to be reviewed/updated</p> <p>Able G&T booster groups/activities</p> <p>Monitor Able G&T list</p>	Autumn 2023 & 2024	SENDCo Class teachers	<p>Able G&T children making proportionate progress.</p> <p>Achieving above average results</p>
	To promote the involvement of disabled students in classroom discussions/activities including to take account of variety of learning styles when teaching	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • WELCOMM training for EYFS staff • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of 	Autumn 2023 & 2024	<p>Whole school approach</p> <p>EYFS lead</p>	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p> <p>Speech and language given a high priority in school</p>



Accessibility Plan September 2023 - September 2025

		disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.			
LONG TERM	To evaluate and review the above short and long term targets annually	See above	Autumn 2023 & 2024	SMT, Core curriculum co-ordinators Governors	All children making good progress.
	To deliver findings to the Governing Board	Finance and Premises and Curriculum Governors meetings	Annually Termly SEND Governor / SENDCO meetings	SENDCO SMT/SEND Link Governor	Governors fully informed about SEND provision and progress

Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To continue to improve physical environment of school	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Reviewed Autumn 2023 & 2024	SMT SBM	Enabling needs to be met where possible.
	Ensure a visually stimulating environment for all children	Colourful, lively displays in classrooms and role play areas. No sensory overload.	On-going but reviewed Autumn 2023 & 2024	Teaching and non-teaching staff	Lively and inviting environment maintained.



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	Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of IASEND process • Undertake confidential survey of staff and governors to ascertain access needs. • Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events. 	With immediate effect, to be continually reviewed eg Autumn 2023 & 2024	Teaching and non-teaching staff	Enabling needs to be met where possible
SHORT TERM	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be continually reviewed termly by SENDCo.	Head Teacher SBM SENDCo Occupational health Specialist diabetes nurses Hearing impairment team	
	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> • Utilise disabled parking spaces for disabled parents to drop off & collect children • Offer a telephone call to explain letters home for some parents who need this • Adopt a more proactive approach to identifying the access requirements of disabled pupils 	With immediate effect to be continually reviewed termly	Whole school team SBM With immediate effect to be continually reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
MEDIUM TERM	To improve community links	School to continue to have strong links with schools in Local	On-going	SMT All staff	Improved awareness of disabilities/the



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		Authority and the wider community.			wider community /the world. Improved community cohesion
LONG TERM	Continue to develop playgrounds and facilities.	Look for funding opportunities from Awards 4 All	On-going	Whole school approach SENDCo SBM	Inclusive child-friendly play areas.
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week Bikeability for Year 6 children	On-going	PSHE Co-ordinator SMT	No accidents

Aim 3: To improve the delivery of information to disabled pupils and parents.



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	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To support parents with Learning Difficulties	Regular communication with identified parents Support provided for parents' evening/annual reviews	On-going & reviewed Autumn 2023 & 2024	Class teacher SMT	Two- way communication in place.
	To ensure all children with ASD diagnoses or traits have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.	On-going	All staff to be aware -through CPD SENDCO Outreach Service Early Help	ASD children able to access curriculum.
	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> • Investigate symbol software to support learners with reading difficulties. • Raising awareness of font size and page layouts will support pupils with visual impairments. • Auditing the school library to ensure the availability of large font, dyslexia friendly and easy to read texts will improve access. • Auditing signage around the school to ensure that is accessible to all 	On-going	All staff to be aware	All children and parents able to access school information.



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<p>MEDIUM TERM</p>	<p>To review children's records ensuring school's awareness of any disabilities</p>	<ul style="list-style-type: none"> • Information collected about new children. • Records passed up to each class teacher. • End of year class teacher meetings • Annual reviews • IASEND meetings • Medical forms updated annually for all children • Personal health plans (PEEPS) • Significant health problems -children's photos displayed on staffroom notice board / info kept in separate file in staffroom 	<p>Annually</p>	<p>Class teachers Outside agencies SMT SBM Office staff</p> <p>Key staff specially trained eg diabetics, medicines etc</p>	<p>Each teacher/staff member aware of disabilities/ difficulties of children in their classes</p>
<p>LONG TERM</p>	<p>In school record system to be reviewed and improved where necessary. (Records on Arbor/ network/ protected</p>	<p>Record keeping system to be reviewed.</p>	<p>Continual review and improvement Autumn 2023 & 2024</p>	<p>Assessment Co-ordinator/SMT SB</p>	<p>Effective communication of information about disabilities throughout school</p>

