

## **Introduction**

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.'

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long term' means 'has lasted or is likely to last more than 12 months.'

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Our planning addresses the following areas:

Physical facilities – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors

School curriculum – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits

Support services – access to services within and external to the school to support families where a disability is identified

Awareness – building awareness of staff through training and development and heightening children's awareness of issues related to disability

Communication of information – how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

Processes for identifying barriers will include:

Feedback from premises committee following site inspections, feedback from users of the school, needs review for enrolment of pupils through discussion, APDRs, EHCP information, recommendations from professionals.

PHYSICAL FACILITIES	
<b>Summary of progress to date in last three years</b>	
<ul style="list-style-type: none"><li>• Sensory room created in EYFS</li><li>• Accessible changing facilities improved in EYFS</li><li>• Closing off some open plan areas to reduce sensory overload from noise/echoing</li><li>• Creation of calm areas in more areas of school</li><li>• Ramp access to EYFS area</li></ul>	
<b>Objectives for improvement in next three years</b>	

- Ramp access to main entrance to school
- Ramp access to other key areas of school (prioritising entrances where wheelchair access is required more often)
- Increase noise absorption materials in areas of overstimulation for noise
- Revamp storage area in year 4/5 to be used as a withdrawal area
- Training in sensory needs and strategies to support

#### **Monitoring of plans**

This plan to be monitored by the premises and health and safety committees of the governing body and the SEND/Inclusion team of governors and staff.

### **THE SCHOOL CURRICULUM**

#### **Summary of progress to date in last three years**

- EYFS training in Attention Autism
- Training in changes to phonics teaching provision to follow Fisher Family Trust including use of Lightning Squad
- Introduction of VIPERS approach to teaching reading
- Liaison with Samuel Pepys outreach support to meet needs of children with complex needs
- Provision of play therapy
- Introduction of Pre Key Stage Standards in measuring achievement and progress
- Purchase of ear defenders, move'n'sit cushions, fiddle toys
- Increased use of booster groups

#### **Objectives for improvement in next three years**

- TA training in attention autism
- Higher level training in Attention Autism for EYFS lead
- Training in drawing and talking therapy
- Staff training in, and modelling of, quality first teaching, particularly for ECTs
- Training in use of Engagement Matters
- Replenishment of physical resources – talking tins, weighted blankets, phonic and key word prompts

#### **Monitoring of plans**

This plan will be monitored by the Curriculum and Standards Committee and the Inclusion Team of governors and staff. The Headteacher and SENDCO will monitor attendance at extra-curricular clubs.

### **SUPPORT SERVICES**

<b>Summary of progress to date in last three years</b>
<ul style="list-style-type: none"> <li>• Early Intervention Family Worker support moved to virtual support during lockdown period</li> <li>• Joint planning meeting with Educational Psychologist and Specialist Teaching Team</li> <li>• More staff identified to be link people for vulnerable families</li> <li>• Direct visits from Speech and Language Therapists, Physiotherapists and Occupational Therapists to school to support children and demonstrate exercises to staff</li> <li>• Use of Liquid Logic to access external support</li> <li>• Direct support from school for families working through EHCP process</li> <li>• Close liaison with family workers, social workers, and refuge workers</li> <li>• SENDCO attends regular network meetings to be up to date with latest information</li> <li>• Families encouraged to access voluntary outside agency support eg DISH, Little Miracles</li> </ul>
<b>Objectives for improvement in next three years</b>
<ul style="list-style-type: none"> <li>• Increase teacher responsibility in signposting families to support and making referrals for outside support</li> <li>• Develop provision of early support for families before children start in nursery</li> <li>• Refine use of Liquid Logic to make this efficient in accessing wider support and evidencing provision</li> <li>• Ensure Speech, Language and Communication Support is provided for transition to secondary school for key children</li> </ul>
<b>Monitoring of plans</b>
This plan will be monitored by the Inclusion Team of governors and staff, by the school's leadership team and by the Curriculum and Standards committee of the governing body.

<b>AWARENESS</b>
<b>Summary of progress to date in last three years</b>
<ul style="list-style-type: none"> <li>• Training in Trauma and Adverse Childhood Experiences</li> <li>• Training in supporting children with specific medical conditions</li> <li>• Wide range of needs in school has broadened experiences of children and parents, openness and acceptance about difference modelled by staff</li> <li>• SEND sports events across St Neots schools including specialist provision</li> <li>• SENDCO visits to specialist provision providers with parents</li> </ul>
<b>Objectives for improvement in next three years</b>
<ul style="list-style-type: none"> <li>• AET training</li> <li>• Ensure staff have opportunities to work with children with more complex needs, particularly before transition periods</li> <li>• Liaise with Samuel Pepys to develop links where children can share experiences across schools where productive</li> </ul>

- DLPT SENDCO group to share good practice trustwide

#### **Monitoring of plans**

This plan will be monitored by the Curriculum and Standards Committee of the governing body and the school leadership team.

### **COMMUNICATION**

#### **Summary of progress to date in last three years**

- Dojo used regularly to communicate with parents
- Dedicated school mobile phone for text communication with parents
- More staff identified to be link people for vulnerable families
- SEND parents evenings by phone during lockdown periods
- Makaton training for some staff
- Support for parents to read and understand professional reports and to complete parental questionnaires/reports for referrals

#### **Objectives for improvement in next three years**

- Involve parents in SEND information report/improving SEND in the school
- Video clips to increase accessibility of school information report
- Revitalise SEND closed facebook page
- DLPT SENDCO group to share good practice trustwide

#### **Monitoring of plans**

This plan will be monitored by the Strategic meeting route of the governing body, by the school leadership team and the Inclusion Team of governors and staff.