



SPECIAL EDUCATIONAL NEEDS AND DISABILITY ACT  
INCLUSIVE EDUCATION AT GAYHURST SCHOOL

This policy also relates to Early Years and applies to governors, staff & pupils.

A policy to promote the successful inclusion of all pupils.

**All children should be equally valued in school.** The school will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

This policy is an integral part of the school's curriculum policy. It describes the way we meet the needs of children who experience barriers to their learning development, whether learning, physical, emotional or social barriers.

This policy is to be read in conjunction with the Action Plan - currently 2013 to 2016. This accessibility plan is a practical tool for implementing the schools policies to give access to disabled pupils and to pupils with learning difficulties. This plan will be made available to interested parties at reasonable times.

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

Gayhurst School is committed to providing an inclusive curriculum and appropriate high quality education to all of our pupils, whatever their needs and abilities, in line with the **Every Child Matters** agenda. Additionally, the school is required to ensure that both the Special Educational Needs and Disability Act (SENDA), and the relevant Codes of Practice and Guidance, are implemented effectively across the school.

All children should have access to a broad and balanced academic and social curriculum, which is accessible to them and the opportunity to be fully included in all aspects of school life.

The school is committed to **inclusion**. Part of the school's planning for improvement is to develop cultures, policies and practices that include all learners. The aim is to create a sense of community and to offer new opportunities to learners who previously, may have experienced difficulties.

Educational inclusion is about equal opportunities for all learners, whatever age, gender, ethnicity, impairment, educational attainment and background. Whenever possible we will respond to pupils in ways that take account of their varied needs.



## Contents of plan

We are required to plan for:

### **Increasing access for disabled people to the school curriculum.**

This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

### **Improving access to the physical environment of schools.**

This covers improvements to the physical environment of the school and physical aids to access education.

### **Improving the delivery of written information to disabled pupils.**

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

## **History**

The approach to provision for disabled pupils at Gayhurst School in the past has tended to be driven by the needs of disabled pupils as and when they arose. In some cases, provision was driven in response to statements of special needs. Arrangements made for pupils with SEND include the following (which is not necessarily an exhaustive list):

- the provision of ramped access to ground floor classrooms which had formerly been inaccessible;
- installation of disabled toilet facilities in a number of buildings;
- showering/toileting facilities with disabled access;
- negotiation with trip providers to ensure access to school trips was open to all
- full consideration of disability issues when designing new buildings including the provision of lifts, ramps, disabled toilets etc;
- information on pupils with SEND is recorded on iSAMS and brought to the attention of all colleagues via e-mail/notice boards/meetings etc;
- visually impaired pupils have access to a variety of media and are presented with photocopies and other worksheets in enlarged format where necessary;
- the employment of two SENDCOs;
- INSET sessions relating to SEND.

The Plan that follows has been developed following

- an audit of existing arrangements within the school for accessibility to the school's facilities, curriculum and information by disabled pupils and to pupils with learning difficulties - **See Appendices A (physical environment audit) and B (Curriculum and Information Checklist)**
- Consideration of actions that could be taken in order to increase such accessibility
- Allocation of priorities to these actions, taking account of existing and known prospective pupils, to determine an appropriate timescale for their completion.

## Objectives

- The effective implementation of relevant acts, codes of practice and guidance across the whole school, seeking both to ensure equality of opportunity for all pupils, and to eliminate prejudice and discrimination.
- To ensure that special educational needs and inclusion provision is valued and accessed by staff and parents/carers, and that all pupils are perceived positively by all members of the school community.
- To monitor the progress of all pupils, identifying needs as they arise, and providing support as early as possible, including prospective pupil assessments.
- To provide full access to the curriculum through differentiated planning by class teachers, SENDCOS (special education needs coordinators) and support staff, as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having special educational needs.
- To involve pupils as much as possible in any planning and decision making that affects them.
- To involve parents/carers and any external support group in planning to meet a child's needs.
- To plan and designate resources (as appropriate) to the delivery of the above objectives via the use of a three-year action plan.

## Guidelines

### **Responsibility for coordination of inclusion provision**

*Governing Body:* The Governing Body as a whole is responsible for making provision for pupils with special educational needs as notified by the Headmaster, Deputy Head and Bursar.

*Senior Management Team:* Planning for curriculum needs.

*Special Educational Needs Coordinators:* Mrs Ellis and Mrs Wilson providing individual advice and support.

*Director of Studies and Head of Junior School:* Specific timetabling needs for individual pupils e.g. individual sessions with a special needs teacher or specialist practitioner.



Gayhurst School does not have a specialist unit for pupils with learning, physical or behavioural difficulties.

### **Provision**

This is dependent upon individual need following assessment and consultation.

### **Staffing**

The SENDCOs are the Specialist Teachers with regard to assessments and access arrangements. The school also employs Teaching Assistants from time to time when there is a need for individual support within the school environment.

### **Training of staff**

When necessary the SENDCOs take responsibility for prioritizing the training needs of staff with a specialist commitment to pupils with SEND.

### **Identification and Assessment of Special Needs**

The school is committed to early identification of special educational need and uses 'Cause for concern forms' as an initial reference. A range of evidence is collected through the school's assessment and monitoring arrangements. If this suggests that the learner is not making the expected progress the SENDCOs will decide whether additional and/or different provision is necessary. Provision/action that is additional to that which is available to all, will be recorded in a programme of individual support and communicated to all the relevant staff. All information relating to an individual with SEND is contained within the SEND files which are available on line and in hard copy.

### **Individual Programmes of Support (IPS)**

The IPS gives recommendations:

- It highlights the child's strengths and details for support
- It highlights the areas of difficulty
- It refers to the expected outcomes

The IPS is reviewed twice yearly by the SENDCO and a review with parent allows all outcomes to be communicated and thoughts to be shared by parents and pupils. Pupils with EHC plans (Education, Health and Care Plan) will have a SEN SP that is reviewed annually and a report provided for the Local Authority (LA). If a pupil makes sufficient progress an EHC Plan may be discontinued by the LA. Parents/carers are expected to participate in the target-setting and review process.

### **Disability and Access**

A disabled child is one who has a physical or mental disability which substantially and harmfully affects their day to day activities.



- **Substantial** means more than minor or trivial.
- **Long-term** means that it is likely to last for at least a year.
- **Some** disabled children will also have special educational needs.

### **Planning for access needs**

This strategy is to improve access and to provide support promptly and effectively so that any physical barriers to learning are removed.

### **Commitment**

Gayhurst will continue to improve the quality of buildings thus ensuring full access to the curriculum for all pupils including those with disabilities.

The school will provide information so that pupils with disabilities and their families are able to assess their options and be aware of the educational choices available to them.

The school will make and has made resources available in order to improve facilities for disabled pupils so that the school environment meets their needs.

Parents or carers, seeking admission of a pupil with mobility difficulties, are advised to approach the school well in advance so that consultations can take place.

### **Review**

This policy, its effective implementation and the action plan shall be reviewed annually by the Headmaster in consultation with the Senior Management Team and the SENDCO teachers. The action plan covers a rolling three year period.

This policy is subject to review in the Autumn Term by the Governors Education Committee under the lead of Chair of Education Governors Anne Hatton. The Education Committee will utilise training records, timetables, IPS, SEND records, site visits and the action plan to verify the effectiveness of this policy.

## Individual Programme of Support

Name	Date of Birth / /
Form	Area of SEND Communication and Interaction Cognition and Learning Social, Emotional and Mental Health Difficulties Sensory and/or Physical Difficulties
Form Teacher	

Strengths
Areas of Difficulty
Recommendations
Expected Outcomes
Parent/Pupil Views

Date of review:

**ACCESSIBILITY PLAN- ACTION PLAN**

**PHYSICAL ENVIRONMENT**

<b>Location/area</b>	<b>Action</b>	<b>Timescale</b>	<b>Review</b>
Throughout site	Consider reduction of background noise for hearing impaired pupils	When buildings refurbished/constructed	On-going
All buildings	Consider access routes in first floor buildings		On-going (2014-2016)
All buildings	Consider installation of further disabled toilet facilities	Not possible. To be included in the building re-development.	On-going (2014-2016)
All buildings	Improve decoration for visually impaired - eg contrast doors/surrounds	To be completed when next decorated or earlier as needed.	On-going
Little Gayhurst	Install ramp to classroom door	Not possible gradient/length will create	N/A
Gibbs Hall	Install ramp to external doors	Not possible. Alternative access via temporary ramps.	N/A
All buildings	Consider options for wheelchair access	Not possible to modify.	N/A
School Office	Installation of Hearing Loop for Hearing Impaired		On-going

## CURRICULUM

Responsibility	Action	Timescale	Review
SENDCO	The SENDCOs will continue the work already begun to lead and/or commission INSET for colleagues to help learners with Special Educational Needs or disabilities (SEND).	Ongoing	On-going
All Departmental Heads	Each academic department must include acknowledgement of disability issues and references to differentiation, set out in their DDPs	August 2013	On-going
Deputy Head/ SENDCO	All teaching staff to be provided with disability awareness information	On-going as need arises	On-going

## INFORMATION

Responsibility	Action	Timescale	Review
Deputy Head/ SENDCO	Ensure that all information provided to pupils is available in an appropriate format for existing and prospective pupils with disabilities within a reasonable timescale	Ongoing, as need arises	On-going



**ACCESSIBILITY AUDIT**

YES\*= access via portable ramp

**Appendix A**

	Wheelchair access		Visually impaired			Comments
	External	Internal	Signage	Decor	Lighting	
<b>Main Block</b>						
Ground Floor	NO	YES	Poor	Good	Good	Good access everywhere No signage within building to direct to various rooms/facilities
First Floor	NA	NO	Poor	Good	Good	No lift, specialist rooms upstairs
<b>Gibbs Hall</b>	YES*	YES	Poor	Good	Good	Accessible by wheelchair through temporary ramps
<b>Nursery</b>	YES	YES	Poor	Good	Good	New building.
<b>Woodruff</b>						
Ground floor	YES	YES	Poor	Good	Good	re-developed building.
First Floor	NA	NO	Poor	Good	Good	No wheelchair access, no lift, Year 1 upstairs
<b>Little Gayhurst</b>	YES	NO	Poor	Good	Good	SEN room inaccessible
<b>Chantry</b>	YES	YES				

## Identifying Barriers to Access: A Checklist.

This list was taken from the DfE's Accessible Schools document and helps identify barriers to access that exist. The list is not exhaustive, but designed to encourage a flexible approach to the further questioning of the accessibility of our school.

Yes      No      Comment

### Section 1: How does your school deliver the curriculum?

	Yes	No	Comment
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓	✓	All teachers are made aware of needs of SEND pupils via a guidance document prepared by the SENDCOs. But more disability awareness staff training is needed
Are your classrooms optimally organised for disabled pupils?	✓		
Do lessons provide opportunities for all pupils to achieve?	✓		
Are lessons responsive to pupil diversity?	✓		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓		
Are all pupils encouraged to take part in music, drama and physical activities?	✓		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	✓		We have not had a lip-reader as yet, but effort required to deal with visual impairment, dyslexia etc is recognised and allowed for.
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓		We do not have any pupils under this categorization currently but it would be taken into planning
Do you provide access to computer technology appropriate for students with disabilities?	✓		

Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓		
Are there high expectations of all pupils?	✓		
Do staff seek to remove all barriers to learning and participation?	✓		

Section 2: Is your school designed to meet the needs of all pupils? (see physical accessibility audit for more detail)			
	Yes	No	Comment
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, dining room, library, gymnasium and outdoor sporting facilities, playgrounds- allow access for all pupils?		✓	Most areas not accessible
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		✓	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEND; including alarms with both visual and auditory components?		✓	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		✓	there has been no requirement for further assistance of this nature to date.
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	✓		
Are areas to which pupils should have access well lit?	✓		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?		✓	Not in all buildings; will be incorporated in new/refurbishment building work.
Is furniture and equipment selected, adjusted and located appropriately?	✓		

Section 3: How does your school deliver materials in other formats?

Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		✓	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	✓		Smartboard background colour is adjusted when necessary to improve clarity
Do you have the facilities such as ICT to produce written information in different formats?	✓		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓	✓	Staff disability training on-going