



Combined Special Educational Needs and Disability (SEND) policy and SEN Information Report

September 2024

Special Educational Needs and Disability (SEND) policy

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Combined Special Educational Needs and Disability (SEND) policy and SEN Information Report September 2023

This combined document includes the following:

1) Guidance from the SEND Code of Practice (June 2014), the Equality Act 2010 and Part 3 of the Children and Families Act 2014 relating to school systems for responding to the needs of pupils with SEND.

2) The information that schools must report on in their SEN Information Report. This report is required to be issued to parents annually and also published on the school website. For the purpose of this SEND policy, information on the inclusions in the SEND Information Report have been taken from Schedule 1 of The Special Educational Needs and Disability Regulations 2014. This list is similar to the list included on P95-96 of the SEND Code of Practice June 2014 but in addition includes:

- requirement to identify additional support for learning that is available to pupils with SEND
- the contact details of support services for the parents of pupils with SEND including those arrangements made in accordance with section 32, (notices sent by a local authority in regard to mediation)
- information on where the Local Authority's (LAs) local offer is published

N.B. The thirteen statements in Schedule 1 are identified by the bracketed information (e.g. Schedule 1 Point 4). These are statutory inclusions and must be included to ensure the SEND policy complies with the legislation.

3) The questions included in the SE7 Local Offer: Framework and Guidance. These are not statutory, but as the whole thrust of the legislation is to improve the confidence of parents in the SEND system, these questions, co-produced by parent, carers, young people and professionals on the information they would like from schools regarding their SEND provision, provides an excellent framework. The fourteen questions are identified by the bracketed information (e.g. SE7 1 Q3). In the majority of cases, these questions match with the statutory requirements i.e. the SE7 number is followed by a Schedule number.

Special Educational Needs and Disability (SEND) policy

1) Aims of this SEND policy

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 - (i) Communication and interaction,
 - (ii) Cognition and learning,
 - (iii) Social, mental and emotional health,
 - (iv) Sensory/Physical.
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2) What are Special Educational Needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

3) The kinds of Special Educational Needs for which provision is made at the school (Schedule 1: point 1)

- Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.
- For children with an EHCP, parents and carers have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the head teacher or governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents/carers of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

4) How does our school know if children need extra help? (SE7 1 Q1) (Schedule 1: Point 2)

We know when pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
 - (i) Communication and interaction
 - (ii) Cognition and learning
 - (iii) Social, mental and emotional health
 - (iv) Sensory/Physical
- A pupil asks for help.

5) What should a parent or carer do if they think their child may have special educational needs? (SE7 1 Q1) (Schedule 1: Points 2 and 4)

- If parents/carers have concerns relating to their child's learning then initially they can be discussed with the child's class teacher. This then may result in a referral to the school SENCO, who is the Assistant Headteacher Mr M Jones.
- Parents and carers may also contact the SENCO or the Headteacher (Mrs P Jones-McDonald) directly if they feel this is more appropriate. Mrs J. Lloyd, the Parent Support Advisor may also be able to support any concerns.
- All parents and carers will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6) How will the school support a child with SEND? (SE7 Q2) (Schedule 1: Points 2, 3, 6, 8 and 10)

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
 - classroom observation by the senior leadership team, the SENCO, external verifiers,
 - ongoing (at least half-termly) assessment of progress made by pupils with SEND,
 - work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
 - teacher meetings with the SENCO to provide advice and guidance on meeting the needs of pupils with SEND,
 - pupil and parent/carers feedback on the quality and effectiveness of interventions provided,
 - attendance and behaviour records.
- All pupils have individual targets set in line with national outcomes to ensure ambition. Parents and carers are informed of these via termly review meetings and also at events such as Parents' Evenings.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in half-termly progress meetings that are undertaken between the class teacher and members of the Senior Leadership team.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, additional interventions are provided to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents/carers will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.

Action relating to SEND support will follow an Assess, Plan, Do and Review model:

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents and carers will always be invited to this early discussion to support the identification of action to improve outcomes.

2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents/carers and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCO.

3. **Do:** SEND support will be recorded on an individual plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' or carers' aspirations for their child. Parents/carers and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment, this takes place termly.

4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents/carers and the pupil.

- In addition, the school will involve external agencies as appropriate, including health and social services, community and voluntary organisations, for advice on meeting the needs of pupils with SEND and in further supporting their families. (*see also Section 12*)

- For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

7) How will the curriculum be matched to each child's needs? (SE7 Q3) **(Schedule 1: Point 3)**

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENCO and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources, including electronic devices, and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents/carers.

8) How will parents and carers know how their child is doing? (SE7 Q4) (Schedule 1: Point 7)

- Attainments towards the identified outcomes will be shared with parents and carers termly through feedback via SEND support reviews but also through the school reporting system and Parents' Evenings.
- Parents and carers are able to communicate with staff through the Dojo app on a daily basis. They may also find the home-school diary a useful tool to use to communicate with school staff.
- Parents and carers are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCO, or a member of the Senior Leadership Team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01922 710162.

9) How will parents and carers be helped to support their child's learning? (SE7 Q4) (Schedule 1: Point 7)

- Please look at the school website. It can be found at www.elmoregreenprimary.co.uk and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.
- The class teacher or SENCO may also suggest additional ways of supporting your child's learning.
- The school aims to organise parent workshops during the school year, please contact the PSA or SENCO for further details. Alternatively, relevant information may be shared on Dojo from time to time.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the PSA or SENCO who will be able to locate information and guidance for you in this area.

10) What support will there be for children's overall well-being? (SE7 Q5) (Schedule 1: Point 3)

The school offers a wide variety of pastoral support for pupils. These include:

- A 'Rainbow' (Relationships and Health Education) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- The school will run Nurture Groups. They are small groups with evidence-led intervention to support pupil's well-being delivered to targeted pupils and groups. Children are identified through half-termly Pupil Progress meetings and aim to support improved interaction skills, emotional resilience and well-being.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- Pupil interviews are a regular part of the school monitoring process.
- The school's Learning Mentor (Mr J Dinneen) has a broad pastoral role to support children in overcoming barriers to learning and supporting mental health and wellbeing.

11) Pupils with medical needs (Statutory duty under the Children and Families Act) (SE7 5)

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with health professionals, parents/carers and if appropriate, the pupil themselves.
- All medicine administration procedures adhere to Walsall LA policy and Department of Education (DfE) guidelines included within *Supporting Pupils at School with Medical Conditions* (<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions>)

12) What specialist services are available at the school? (SE7 Q6)

The school has access to a range of specialist support as part of the Walsall LA Local Offer. These services include:

1. Speech and Language Therapy
2. Educational Psychology Service
3. North Star Inclusion Advisory Team (*formerly Rushall IAT*)
4. School Nursing Service
5. Hearing Impairment team
6. Visual Impairment team
7. Occupational Therapy
8. Physiotherapy
9. Autism Outreach Team
10. Educational Welfare Service – Attendance Officers
11. Walsall Children's Services
12. Walsall Child & Adolescent Mental Health Service and the CAMHS Reflexions Service
13. The Swing (Walsall Bereavement Support Service)

13) What training do the staff supporting children and young people with SEND undertake? (SE7 Q7) (Schedule 1: Point 5)

School staff have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training has been provided to all staff on:

- How to support pupils with dyslexia and literacy difficulties
 - How to support pupils on the autistic spectrum
 - How to support pupils with behavioural difficulties
 - How to support pupils with speech, language and communication difficulties
 - How to support pupils with social, emotional and mental health issues
 - How to support pupils with English as an Additional Language
 - Safeguarding (Child Protection Level 1)
 - E-Safety
 - Implementing the SEND Code of Practice
 - Nurture Group provision
 - SEND Local Offer and Funding
 - Using Pupil Premium for SEND and Looked-After Children
- The school has regular visits from SEN Specialist Teachers and Educational Psychologists who provide advice to staff support the success and progress of individual pupils
 - Speech and Language Therapists visit termly to assess and plan support for targeted pupils. These programmes are then delivered by trained Teaching Assistants.
 - The School Nursing Service visit at the start of the academic year to plan a programme of support.

14) How will my child be included in activities outside the classroom including school trips? (SE7 Q8) (Schedule 1: Point 3)

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

15) How accessible is the school environment? (SE7 Q9) (Schedule 1: Point 3)

The following adaptations have been made to the school environment:

- Disabled parking spot
- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- Ramps ensure the site is accessible to all.
- One toilet has been adapted to ensure accessibility for visitors with a disability.
- There is an accessible 'wet' room which allows staff to assist children who may need changing.
- There are separate toilets for the mobile classrooms in Y5/6.
- 'Breakout' rooms are available and have been developed to improve inclusive practice for SEND and vulnerable pupils. One small area off the main Hall is now the 'Calm Corner' to provide a quieter area for children who might be experiencing difficulties with sensory needs.
- The school has invested in an Immersive Technology Room with interactive programs.

Our Accessibility and Equality Duty Plan (a statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and printed information is available via the school website.

16) How will the school prepare/support my child when joining or transferring to a new school? (SE7 Q10) (Schedule 1: Point 12) (see also Admissions Policy)

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCO meets with all new parents/carers of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents/carers within the first term to identify and reduce any concerns.

Transition to the next school (Schedule 1: Point 12):

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.
- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents/carers notifying their child has been enrolled at another school.

17) How are the school's resources allocated and matched to children's special educational needs? (SE7 Q11) (Schedule 1: Point 6)

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per pupil to the school to provide for their education from Walsall Local Authority.
2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
3. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents/carers are in the Armed Services.
4. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. These target the broad areas of need:

1. Cognition and Learning
2. Social, Emotional and Mental Health
3. Communication and Interaction
4. Sensory and/or Physical

If parents or carers wish to discuss the options available for their child, they are welcome to make an appointment to see the SENCO or a member of the Senior Leadership Team.

18) How is the decision made about how much support each child will receive? (SE7 12) (Schedule 1: Point 7)

- For pupils with SEND but without an EHCP, the decision regarding the support provided will be taken at a termly review meetings with the SENCO, Class teacher and parent or carer. Pupils are encouraged to participate or contribute to these meetings too.
- For pupils with an EHCP, this decision will be reached in agreement with parents/carers when the EHCP is being produced or at the Annual Review.

19) How will I be involved in discussions about and planning for my child's education? (SE7 Q 13) (Schedule 1: Point 7)

This will be through:

- discussions with the class teacher, PSA, SENCO or Senior Leadership Team member
- during Parents Evenings,
- termly SEND Reviews,
- meetings with support and external agencies.

20) Who can I contact for further information or if I have any concerns? (SE7 Q 14)
(Schedule 1: Point 9)

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- Your child's class teacher,
- The SENCO,
- The Headteacher or other member of the Senior Leadership Team,
- The School Governor with responsibility for SEND, this is currently Reverend Jem Hawkins (Jhawkins@elmore-green.walsall.sch.uk).

Every effort will be made to ensure fair treatment for all.

21) Support services for parents and carers of pupils with SEND include:
(Schedule 1: Point 8)

- Walsall Information, Advice and Support Service (SENDIASS) Walsallsendiass@family-action.org.uk can provide impartial advice, information and support about disagreement resolution regarding Special Educational Needs, Health and Social Care. They can be contacted on 0808 802 6666 or you can email them via iasssend@walsall.gov.uk
- FACE (Families and Carers Empowered) Walsall Parent Carer Forum <https://facewalsall.wordpress.com/>
- Independent information on for those parents and carers whose children are being assessed for an EHCP can be located via <https://councilfordisabledchildren.org.uk/>
- Parents and carers can also appeal to the Government's SEND tribunal if they disagree with the Local Authority's decisions about your child's special educational needs. Information explaining how to register an appeal to the First Tier Tribunal is contained in all EHCP decision letters. SENDIASS can also provide independent advice and guidance around tribunals. Further information regarding First Tier Tribunals can be found at <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

22) Where can Walsall Local Authority's Local Offer be found. (Schedule 1: Point 11 and 13)

[The SEND Local Offer \(walsall.gov.uk\)](http://walsall.gov.uk)

References

The **SEND Code of Practice** (June 2014) This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations <http://preview.tinyurl.com/nenth62>

Supporting pupils at school with medical conditions <http://preview.tinyurl.com/p4qu8ar>

SE7 Local Offer: Framework and Guidance. <http://preview.tinyurl.com/otma4qi>

The Special Educational Needs and Disability Regulations 2014
<http://preview.tinyurl.com/m2bnos4>

Glossary

*(A glossary of terms is also included in the appendices of the SEND Code of Practice)

DfE: Department for Education

EHCP: Education, Health and Care Plan

FACE: Families and Carers Empowered

LA: Local Authority

PSA: Parent Support Advisor

SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disability

SENCO: Special Educational Needs Coordinator (also written as SENCO)

SENDIASS: Special Educational Needs Information, Advice and Support Service

Some Useful Links

Speech, Language and Communication

<http://thecommunicationtrust.org.uk/>

<http://www.talkingpoint.org.uk/Parent.aspx>

Autism

<http://www.autism.org.uk/>

<http://www.ambitiousaboutautism.org.uk/page/index.cfm>

<http://www.autismeducationtrust.org.uk/>

Dyslexia

www.bdadyslexia.org.uk

Attachment and Trauma

www.healthforkids.co.uk

Nurture

www.nurtureuk.org

General

<http://www.nasen.org.uk/>

<https://educationendowmentfoundation.org.uk/>

This document will be reviewed in September 2025

**Elmore Green Primary School Accessibility Plan and Equality Duty
2024 to 2027**



Date reviewed:	June 2024
Reviewed by:	P Jones-McDonald
Date adopted:	June 2024
Governor Signature:	

Elmore Green Primary School Accessibility Plan and Equality Duty 2024 to 2027

Vision Statement

Under the Equality Act 2010 schools 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 equality duty (Equality Act 2010) extends to all those with **protected characteristics**. This makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

General equality duty

The **Public Sector Equality Duty** (PSED) has three main elements. In carrying out their functions, public bodies must have due regard to the need to:

1. **Eliminate discrimination** and other conduct that is prohibited by the Act,
2. **Advance equality of opportunity** between people who share a **protected characteristic** and people who do not share it,
3. **Foster good relations** across all characteristics - between those who share a protected characteristic and those who do not.

Elmore Green Primary School Accessibility Plan and Equality Duty 2024 to 2027

The duty to have "due regard" to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications. The guidance suggests that it is good practice for schools to keep a note of any **equality consideration**, and that publishing it will help to demonstrate that the due regard duty is being fulfilled.

Eliminating discrimination and other conduct that is prohibited by the Act

Evidence that the school is aware of the requirements of the Act and is complying with the duties may include:

- Copies of policies (for example, the behaviour policy, child protection policy, curriculum policy) where included information has been effective in increasing school's ability to eliminate discrimination, reduce bullying etc.
- Awareness raising sessions with Governors, staff and pupils and the impact of these.
- Information on the action the school has taken to reduce discrimination such as responding to feedback from parents and pupils.
- Impact of aspects included within the curriculum aimed at eliminating discrimination and samples of work produced e.g. photographs of displays.

Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

Evidence of compliance with this aspect might include:

- Recording of feedback from pupils/parents on action taken to reduce gaps in attainment between diverse cohorts of pupils e.g. providing social skills support or a sanctuary for those with autistic spectrum disorders
- Evaluation of action taken by the school to remove/minimise disadvantages experienced by disabled pupils e.g. additional support evidenced through TAs timetables, increased use of IT to reduce reliance on reading text etc.
- Steps to meet the particular needs of those with a disability through reasonable adjustments evidenced through teachers planning.
- Accessibility plans aimed at increasing active participation.

Fostering good relations across all characteristics

- The evidence that schools might use to demonstrate this might include:
- Identifying and evaluating the impact of curriculum content that aims to promote tolerance and friendship and develop understanding of different disabilities.
- Recording of activities (school/class organisation for instance) that aims to reduce prejudice and increasing relationships between diverse pupil groups.

Elmore Green Primary School Accessibility Plan and Equality Duty 2024 to 2027

- Impact of increased involvement with local communities/ partnerships with other schools that is aimed at increasing empathy between different groups of pupils

Specific duties:

The specific regulations require schools since April 2012:

- To publish information to demonstrate how they are complying with the new PSED, and
- To prepare and publish equality objectives.

These objectives will relate to all the protected characteristics and not just to disability. Schools will then need to update the published information at least annually and to publish objectives at least once every four years.

In addition to its inclusion within the PSED equality objectives, schools have a duty to make **reasonable adjustments** for pupils with a disability. The DfE non-statutory guidance states that this duty can be summarised as follows:

- Where something a disabled pupil is placed at a disadvantage compared to other pupils, then the school must take reasonable adjustments to try and reduce/remove the disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.
- Schools are not subject to the other reasonable adjustment duty to make alterations to physical features because this is already considered as part of their planning duties.

Reasonable adjustments

Factors a school may consider when assessing the reasonableness of an adjustment, may include the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements and whether aids have been made available through the SEN route. Cost will play a major part in determining what is reasonable.

The guidance states that many pupils with a disability will have an Education Health and Care Plan (EHCP). However, if the EHCP doesn't provide the necessary aid, then the duty to consider reasonable adjustments and provide these will fall to the school. The reasonable adjustments duties on schools are intended to complement the **accessibility planning** duties and the existing EHCP provisions which are part of education legislation.

Elmore Green Primary School Accessibility Plan and Equality Duty 2024 to 2027

In addition to the duty to consider reasonable adjustments for particular individual disabled pupils, schools will also have to consider potential adjustments which may be needed for disabled pupils generally.

Accessibility Plan

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 Elmore Green 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.

Elmore Green Primary School 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.

The school's 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.

The 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.

Elmore Green 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

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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.

Elmore Green Primary School's 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.

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.

This accessibility plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour and Discipline Policy
- Curriculum Policy
- Health & Safety Policy
- Single Equality Policy

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- School Prospectus
- School Development Plan
- Special Educational Needs & Disabilities Policy

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.

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.

The Accessibility Plan will be published on the school website.

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

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

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

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 encourage regular dialogue with school staff regarding issues of disability. We also liaise with health professionals wherever possible.

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.

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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, the presence or lack of role models or images of disabled people. In these instances, school will always strive to work with pupils, parents and carers and relevant outside agency providers to enable the best possible alternative provision available.

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/carers and staff.

Access Audit

The school is a single storey building with narrow corridors. Despite being single story there are raised entry points to three external classrooms and the dining hall. Access to these parts of the building involve 1-3 steps, although one of the rooms has ramp access also.

One corridor has 3 steps, however access to all rooms is maintained by a ramp on an alternative route. The stepped area in the corridor also has provision for a ramp to be used in the event of an emergency (should it be required) and several access points from outside. The hall is on the ground floor and is accessible to all. All steps have alternate coloured edging and handrails.

On-site car parking for staff and visitors includes one dedicated disabled parking bay, 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 is a disabled toilet facility available building, which is fitted with a handrail and a pull emergency cord.

There are no intimate care facilities beyond the disabled toilet, which is not large enough to accommodate a changing table/bed'

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

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

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
To liaise with Nursery providers to review potential intake for each September	To identify pupils who may need additional to or different from provision for the intake from the previous year.	Annually (Summer term of each year)	SLT EYFS staff	Procedures/equipment/ ideas set in place by September each year.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing Annually	SLT All subject leaders	All policies clearly reflect inclusive practice
To establish close liaison with parents and carers	To ensure collaboration and sharing between school and families.	Ongoing Annually	SLT All Teachers	A clear collaborative working approach is evident

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Targets	Strategies	Timescale	Responsibilities	Success Criteria
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	Ongoing Annually	SLT TAs Outside agencies	Clear collaborative working approach
To ensure full access to the curriculum for all children.	<ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered • The use of specific assessment systems to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants • Use of ICT to support curriculum areas • Specific equipment sourced from outside agencies (eg Occupational Therapy) • Support from Advisory Teachers and outside agency professionals • CPD for staff 	On-going	SLT	Advice taken and strategies evident in classroom practice. Children with identified needs supported and accessing curriculum
To finely review attainment of SEND pupils.	Termly SEND review meetings Termly Pupil Progress meetings Regular liaison with parents/carers (including on Dojo)	Termly	AHT Class teachers	Review process shows clear steps and progress

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Targets	Strategies	Timescale	Responsibilities	Success Criteria
<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p>	<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 □ Specialist training for relevant staff □ Giving alternatives to enable disabled pupils to participate successfully in lessons □ Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	Ongoing	Whole school approach	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>
Classrooms and learning areas are optimally organised to promote the participation and independence of all pupils.	Regularly review and implement a preferred layout of furniture and equipment to support the learning process in individual classes and learning areas.	Ongoing	Class teachers	All classrooms and learning areas are organised to promote the needs of all pupils.
To evaluate and review the above short and long term targets annually	<i>as above</i>	Annually	SLT Link Governor	Good progress is being made towards all targets.
To deliver findings to the Governing Body	Finance and Premises and Curriculum Governors meetings	Termly Link Governor meetings	SLT Link Governor	Governors fully informed about provision and progress of all children

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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
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.	Ongoing	SLT	Enabling needs to be met where possible.
To have a fully accessible child's toilet	Adapted wash basins to be at wheelchair height with space under for wheelchair to allow user to get close to wash basin.	by December 2024	LA	All work to be completed and signed off by the deadline
Ensuring all with a disability are able to be fully included.	<ul style="list-style-type: none"> □ Create access plans for individual disabled children. □ Undertake confidential survey of staff and governors to ascertain access needs. 	With immediate effect, to be continually reviewed	SLT	Enabling needs to be met where possible
To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent and carer interviews, liaise with external agencies, identifying training needs and establish individual health care plans where needed.	With immediate effect, to be continually reviewed	SLT	Individual Health Care Plans are complete and contain up-to-date information for all pupils that require them.

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Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> □ Include questions in the confidential pupil information questionnaire about the access needs of parents and carers and ensure they are all accounted for. □ Utilise a disabled parking space for disabled parents to drop off & collect children □ Offer a telephone call to explain letters home for some parents who need this 	With immediate effect to be continually reviewed	Whole school team 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
Longer Term Targets				
	School to continue to have strong links with schools in Local Authority and the wider community.	On-going	SLT All staff	Improved awareness of disabilities within the wider community. Improved community cohesion
Continue to develop playgrounds and facilities.	Look for funding opportunities	On-going	Whole school approach	Inclusive child-friendly play areas

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

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To support and engage parents and carers with learning difficulties	Regular communication with parents and carers. Support provided for all consultation meetings (including Parents' evenings)	On-going	SLT All staff	Two-way communication in place and evident.

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<p>To enable improved access to written information for pupils, parents and visitors.</p>	<ul style="list-style-type: none"> □ Explore alternatives to written communication. □ School message platform (Dojo) to include translation option. □ Investigate symbol software to support learners with reading difficulties. □ Raising awareness of font size and page layouts will support pupils with visual impairments. □ Auditing all school resources to ensure the availability of large font, dyslexia friendly and easy-read texts. □ Auditing signage around the school to ensure that is accessible to all 	<p>On-going</p>	<p>SLT All staff</p>	<p>All children and parents able to access school information</p>
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Targets	Strategies	Timescale	Responsibilities	Success Criteria
To review children's records ensuring school's awareness of any disabilities	<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 □ SEND review meetings □ Medical information updated annually for all children □ Individual health care plans to be displayed in the staffroom 	Annually	SLT Office staff Class teachers TAs providing 1 to 1 support	Each teacher/staff member aware of disabilities/ difficulties of children in their classes