

LEE Hurst Swan School Disability Action Plan Statement

Increasing access and participation to the curriculum for pupils with a disability				
Objective	Good practice	Further actions to be taken	Outcomes	Timeframe
<p>Ensure the school curriculum is fully accessible to all pupils including those with a disability.</p> <p>Sharing of best practice in staff briefings.</p> <p>Monitoring of all pupils throughout the school and use of internal referral form for access arrangements.</p> <p>SENCO applies for Access Arrangements Online with the required Form 9 for additional support during external assessments e.g. 25% extra time, reader, scribe and rest breaks.</p>	<p>Use of visual timetables Additional aids available e.g. pencil grips, coloured overlays Specialist agencies visit regularly to support staff & pupils e.g. OTs, EdPsy, Diabetes Nurse</p>	<p>Distribute registration form at the beginning of each year to ensure data held in school is accurate and up-to-date regarding disability and medical needs</p> <p>Annual questionnaire to parents to gain their views. Ensure all staff have access to the information</p>	<p>Disability and Medical Registers are up-to-date Data gained for use to update of the Scheme and Action Plan</p>	<p>Start of each academic year</p> <p>Ongoing</p>
		<p>Identify and address training needs of staff to understand and meet the needs of disabled pupils</p>	<p>Support staff and teachers receive appropriate training, including annual epi-pen and asthma training.</p>	
		<p>Provide specialist aids, equipment and ICT to promote disabled pupils' access to the curriculum</p>	<p>Disabled pupils have access to equipment appropriate to their needs.</p>	
<p>Ensure Health Care Plans and Risk Assessments enable children with disabilities to have full access as far as possible</p>	<p>Advice sought from specialist advisors where relevant Statements and EHCP are used to create individual programmes of study</p>	<p>Parental and external advice sought as necessary including from specialists to input into EHCP & Risk Assessments</p> <p>Risk Assessments to ensure access to educational visits prior to visit</p>	<p>Children with disabilities access school trips, special events, afterschool clubs etc</p>	<p>Ongoing</p>

Staff to be aware of Provision Map / Accessibility Plan and show that they are using it within their teaching and learning	Support for individuals and their personalised needs identified in teachers planning	Revisit Statement annually, share progress / outcomes with all staff. Review curriculum and other policies (in line with review cycle) to ensure they clearly define their role in promoting equality for all members of the school community.	Inclusion Statement, policy and practice permeates all aspects of the life and work of the school. Inclusion Statement is reflected in all policy documentation.	Ongoing Ongoing as documentation is reviewed
To ensure any new pupils with identified need have full access to the curriculum	Headteacher/SENCO gains information about pupil from previous setting	Headteacher/SENCO to meet with parents prior to start date to establish any adjustments etc which school needs to make	Equipment, resources etc are in place before start	Ongoing
Improve and maintain access to the physical environment, so that disabled pupils can take better advantage of the education, benefits, facilities and services on offer				
Access for disabled members of the school community is considered at the planning stage of any future building works.	School had input in to design of current building	Advice of specialists sought if needed.	Clear and safe access around the school	As appropriate
Improve the availability and accessible information to disabled pupils				
School to be aware of services available for visually and hearing-impaired children, and children with other disabilities	Pupils on roll receive support form specialist services e.g. OTs, EP	Access training to meet the needs of individual pupils when and where appropriate.	School aware of any special provision required to meet the needs of individual disabled pupils and others, and who to contact to access help, support and guidance; and relevant training and development	Ongoing