“We want to live in communities where we can participate fully and equally. We want all our children to do well at school, to take part in all areas of school life and reach their potential. We know that for many disabled children at school, and disabled people in employment, this hasn’t yet happened and there remains considerable work to be done.

The Disability Equality Duty is a new way for public authorities to tackle disability discrimination in a practical way by introducing policies that actively promote opportunities and so prevent discrimination taking place”

Bert Massie - Chairman
Disability Rights Commission

Contents

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Information from Pupil Data and Audit
Strengths and Weaknesses in working with disabled pupils
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Appendix 3 - Sample Questionnaire
Appendix 4 - Accessibility Plan
Appendix 5 - Audit of current provision
Appendix 6 - Accessibility and the Governing Body
Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of Dickens Heath School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Part 5a of the DDA requires schools to publish a Disability Equality Scheme, which sets out how the school will:

- eliminate harassment related to a disability
- eliminate discrimination
- promote equality of opportunity between disabled people and other people
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled people’s disabilities even where that involves treating disabled people more favourably than other people.

The Scheme covers pupils, staff, parents and users of the school.

1A: The purpose and direction of the school’s plan

Our vision is to provide a happy, safe, positive environment, which nurtures confidence, motivation, independence and personal success. We will promote innovation and creativity and ensure that the five outcomes of ‘Every Childs Matters’; be healthy, staff safe, enjoy and achieve, make a positive contribution and achieve economic well being, are in place throughout.

Our Values: Honesty, Trust, Co-operation, Respect, Positivity
Aims of our school

- At Dickens Heath School we aim to ensure that the five Every Child Matters strands are fundamental to all aspects of school life.

- We aim prepare the children for life by providing an education which is broad, balanced and based on the development and application of skills which will be differentiated to meet individual needs.

- We will help our pupils to reach their potential by helping them to develop intellectually, creatively, culturally, emotionally, physically, socially and spiritually and above all help them to develop a life long love of learning.

- We will do this by creating an attractive environment that is stimulating, safe and for which the children are encouraged to care and respect.

- We will ensure that each child has full access to the activities of the school, regardless of ability, race, gender or religion.

- We will support our pupils to develop an understanding of the need for a healthy attitude to life and the environment

- We will encourage a sense of community spirit through our involvement with village and community activities.

- In every aspect of school life we will seek to take account of what is in the best interests of the children.

We will ensure that all members of the school community feel valued by maintaining good channels of communication, support networks and by listening and responding to issues raised.

- We celebrate the individuality and diverse contributions of all members of our school community.

We subscribe to the vision developed by the multi-agency conference on Inclusion held in Solihull in 2002 which stated:

'We believe that inclusive education is the right of every child and that an inclusive environment is one that promotes a child’s sense of belonging and makes education an enjoyable and fulfilling experience socially, emotionally and academically.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement. The school and every member of Staff shares the responsibility to:

- set suitable learning challenges;
- respond to pupils’ diverse needs;
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

1B: Information from pupil data and school audit

Dickens Heath CP School is located in Dickens Heath Village on the edge of south west Shirley At present there are 452 pupils on roll, of whom 10 pupils have statements or EHC plans, 49 pupils are on the school SEND support register and 33 pupils are being monitored.
There have been no parents who have notified us on our admission forms that their child/children has any disability other than those noted above.

Currently the Deputy Head teacher is registered as disabled as an employee of the school.
Special Needs / Disabilities

We have worked with pupils with varying special needs, some of who have interventions, or statements of need. We work with OTs, physiotherapists, speech and language therapists and other inclusion workers. Two pupils have mobility needs in school and throughout the school day need access to a wheelchair.

The School’s Strengths and Weaknesses in Working with Disabled Pupils

School staff have experience of working with a wide range of pupils with special needs. Training is provided through a cycle of staff INSET to raise awareness of needs and also of strategies for effective classroom practice in meeting needs.

SENCO and the teaching staff works closely with SISS to match provision, support and advice to pupils. Increasing personalisation of learning is delivered, especially by Learning Support Assistants (LSAs) 1:1, and Teaching Assistants with small groups.

Staff attend appropriate courses and in school training. Further specific training is undertaken as appropriate. However, there is regular liaison with a range of Outside Agencies who offer advice, guidance and support in meeting the needs of the pupils we support. These agencies include:

- Solihull Inclusion Support Service (SISS); both academic, physical and SEMH advice;
- Speech and Language Therapy Service;
- Occupational Therapy Service;
- Children's Physiotherapy Service;
- CAMHS;
- Psychology Service.
- School Nurse / Primary Healthcare Trust
- Parent Partnership
- Early Help

Robust systems are in place to ensure the smooth transition of pupils from Pre-school / Playgroup / other settings/ home to both Nursery or Reception, depending on the point of entry to school. Attendance at pre school Reviews and liaison with agencies involved such as Early Years support staff/ Health visitors ensures Special Needs are planned for before pupils join us. Any care plans required are drawn up in conjunction with parents and health care workers.

We liaise similarly with feeder schools, SENCOs and agencies for children who join at other times with identified needs. Likewise we take active part in liaising with Secondary schools or other receiving schools.

All pupils follow a full and balanced curriculum, appropriately differentiated according to their needs and are encouraged to take a full and active part in school life, including extra-curricular activities and off-site visits. Disability awareness training for all staff is a continuing undertaking.

Our school SEND offer illustrates the range of provision we have in school to meet the needs of individual pupils within the four broad areas of need. In addition the whole school provision map (appendix 2) shows the range of resources and support mechanisms in place for any pupils needing a differentiated curriculum.

The physical layout of the school presents only one difficulty for non-mobile pupils and staff, that being access to the Mezzanine floor.

Phase 2 of the school adaptation plan is in process so as to ensure that: all staff/pupil toilets are fitted with handrails and paddle taps; there is a ramp access for non-mobile pupils leading out to the sensory garden; the far/forest school is accessible to all pupils with a physical disability.
Areas for Development:

- Phase 2 completion of the adaptation plan
- Raising of awareness for all staff of what the DDA expects of them
- Raising of awareness for all governors of what the DDA expects of them
- Training and INSET for staff to continue to ensure appropriate differentiation of work across the curriculum;
- Monitoring access to and detailing achievements in extra-curricular activities.

1C: Views of those consulted during the development of the plan

For pupils with a statement of SEN/EHC Plan, or those on the SEND support Register, the views and aspirations of disabled pupils are formally gathered annually through the Annual Review process. This seeks to establish what is going well and also any concerns or barriers to progress from the pupil’s point of view. Their parents also have the opportunity to express their views either in writing or simply verbally at the review meeting. This includes the opportunity to express any concerns or queries they may have regarding their child’s progress and the provision in place for them.

A general questionnaire is issued to parents with regards to accessibility which helps us to establish a wider viewpoint. From the information we receive from the audit we will seek to further enhance our provision for all pupils. See Appendix 3

A similar survey is conducted with any staff member who is registered with a disability and where appropriate advice and guidance is sought through occupational health.

Areas for development:

- Questionnaire / audit issued to parents
- Analyse results of parent questionnaire
- Amend action plan accordingly

Making it happen

2A: Management, coordination and implementation

The governing body has responsibility for the school Accessibility Plan and Disability scheme. The progress toward meeting the targets set in the plan will be reported annually. This plan, together with the school's SEND Policy, will be reviewed and revised by the SENCO and SLT in consultation with disabled stakeholders and representatives of the Governing Body.

“Overall responsibility for the school’s accessibility plan lies with the governing body, but improving access for disabled pupils requires everyone at the school to understand the duties in the DDA and apply this knowledge in their own area of responsibility: the head teacher, learning support assistants, class and subject teachers, dinner staff, the SENCO, the premises manager, curriculum coordinators and heads of department, administrative staff and governors themselves.”
2B Availability of the school’s plan.

The Disability Equality Scheme and the Accessibility Plan for Dickens Heath Community Primary School is available on request from the school.

Areas for development:

- Ensure that all school plans reflect priorities for developing access for disabled pupils, including the School Improvement Plan, Asset Management Plan, School Self Evaluation Form, Health and Safety Policies, other School and Subject Policies as they are reviewed.

*****************************************************

Policy Review

Reviewed by: Premises Committee

Date: 1st December 2015

Approved & Adopted by Premises Committee:

Date:

Signed: .........................................................Chair of Premises

Next review date: Autumn 2016
Appendix 1

Definition of disability

The disability discrimination duties are owed to all pupils who are defined by the DDA as being disabled and under the planning duties schools and local authorities have a general duty to improve the accessibility of schools for disabled pupils.

The DDA defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities’ (see definition below of 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.

The definition is broad and includes children 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 those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

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.

Disability and special educational needs

Many children who have SEN will also be defined as having a disability under the DDA. It is likely that many of the pupils who have SEN and a statement or who are at School Action Plus will count as disabled. However, not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability under the Disability Discrimination Act. In particular some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.
### Possible overlap of SEN and DDA disability definition for children and young people

<table>
<thead>
<tr>
<th>Special Educational Needs</th>
<th>Both SEN + Disabled</th>
<th>Disabled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mild dyslexia</td>
<td>Motor Impairment (long term)</td>
<td>Asthma</td>
</tr>
<tr>
<td>Emotional Behavioural Difficulties (EBD - social factors)</td>
<td>Learning difficulties</td>
<td>Diabetes</td>
</tr>
<tr>
<td>Mild Dyspraxia</td>
<td>Hearing impairment / Deaf</td>
<td>Cancer recovery</td>
</tr>
<tr>
<td>Minor speech impairment</td>
<td>Visual Impairment/Blind</td>
<td>Mental health Issues</td>
</tr>
<tr>
<td>Mild Learning difficulties</td>
<td>Incontinence</td>
<td>Disfigurement</td>
</tr>
<tr>
<td></td>
<td>Significant Dyslexia</td>
<td>Eating disorder</td>
</tr>
<tr>
<td></td>
<td>Epilepsy</td>
<td>Lack of limbs</td>
</tr>
<tr>
<td></td>
<td>Non –verbal</td>
<td>Sickle cell Anaemia</td>
</tr>
<tr>
<td></td>
<td>ADHD</td>
<td>Gross Obesity</td>
</tr>
<tr>
<td></td>
<td>Autism</td>
<td>Very Short Stature</td>
</tr>
<tr>
<td></td>
<td>EBD (factors other than social e.g. medical conditions/mental health)</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix 2

Dickens Heath Community Primary School  
Whole School Provision Map – 2015-2016

### Provisions common to all Year Groups:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Time/Cost</th>
<th>Accessed By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole-school target setting in English, Maths and Science for classes, groups and individuals</td>
<td>Annual staff meeting and termly reviews</td>
<td>Staff and SMT</td>
</tr>
<tr>
<td>Provision maps drawn up and issued as appropriate</td>
<td>SENCO/ Class Teachers</td>
<td>Parents of SEND pupils, Staff</td>
</tr>
<tr>
<td>Liaison with previous school (for new pupils)</td>
<td>Teacher / secretarial time</td>
<td>Staff with ref to any pupil</td>
</tr>
<tr>
<td>Liaison with Staff about all pupils with SEND</td>
<td>SENCo Time</td>
<td>Staff</td>
</tr>
<tr>
<td>Reviews held for SEND pupils</td>
<td>Staff involved time</td>
<td>Parents, pupils, staff, agencies</td>
</tr>
<tr>
<td>Differentiated materials and resources (Particularly English/ Maths resources)</td>
<td>SEN Capitation + subject budget costs</td>
<td>Staff + Pupils</td>
</tr>
<tr>
<td>Individual/ paired teaching and In-class support for Statemented students</td>
<td>LSAs (delegated funding)</td>
<td>Targeted students</td>
</tr>
<tr>
<td>General in-class TA support</td>
<td>12 TLA’s / 7 LSA’s</td>
<td>Benefits all classes</td>
</tr>
<tr>
<td>Lunchtime programme for vulnerable students</td>
<td>TA Time</td>
<td>Targeted pupils</td>
</tr>
<tr>
<td>All catch up / support / intervention programmes</td>
<td>TA time</td>
<td>Targeted pupils</td>
</tr>
<tr>
<td>Dyslexia Friendly Access Strategies (Mind maps/word walls/ writing frames etc)</td>
<td>Training for staff</td>
<td>Benefits all students</td>
</tr>
<tr>
<td>Learning Styles awareness</td>
<td>Training for staff</td>
<td>Staff aware of pupils’ preferred learning style</td>
</tr>
<tr>
<td>Monitoring in Literacy and Numeracy</td>
<td>INSET time for work trawl/ book trawl/ pupil interview</td>
<td>All subject leaders/ post holders/class teachers</td>
</tr>
<tr>
<td>Use of signs / symbols / Visual Timetables etc</td>
<td>TA time</td>
<td>All classes</td>
</tr>
<tr>
<td>Use of technology to support learning, progress and access to the curriculum</td>
<td>Training for staff for pupils and ICT funding</td>
<td>Targeted pupils</td>
</tr>
<tr>
<td>Referral to Outside Agencies</td>
<td>SENCOTime / Agency time</td>
<td>Targeted pupils</td>
</tr>
<tr>
<td>Access to Speech and Language Advice / Programme</td>
<td>Professionals</td>
<td>Targeted pupils</td>
</tr>
<tr>
<td>Access to Physiotherapy Advice / Programme</td>
<td>Professionals</td>
<td>Targeted pupils</td>
</tr>
<tr>
<td>Access to Occupational Therapy Advice / Programme</td>
<td>Professionals</td>
<td>Targeted pupils</td>
</tr>
<tr>
<td>Access to Advice / Programmes from Educational Service for the Sensory Impaired</td>
<td>Professionals</td>
<td>Targeted pupils</td>
</tr>
<tr>
<td>Whole-school rewards and sanctions policy</td>
<td>Ongoing staff training</td>
<td>All pupils</td>
</tr>
<tr>
<td>Ramps / Handrails</td>
<td>Planned maintenance budget</td>
<td>All pupils</td>
</tr>
<tr>
<td>Furniture/fittings in some classrooms eg floor cushion, tilted writing surface</td>
<td>Furniture/fittings budget</td>
<td>Targeted pupils</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Nurture Groups</td>
<td>TA Time</td>
<td>Targeted Pupils</td>
</tr>
<tr>
<td>Forest School/Farm</td>
<td>TA Time – Outdoor Development</td>
<td>Targeted Pupils</td>
</tr>
<tr>
<td>Lego Therapy</td>
<td>TA Time</td>
<td>Targeted Pupils</td>
</tr>
<tr>
<td>BEAM Programme</td>
<td>TA Time</td>
<td>Targeted Pupils</td>
</tr>
</tbody>
</table>

**Additional Provision for Specific Year Groups**

<table>
<thead>
<tr>
<th>Year</th>
<th>Provision / Resource</th>
<th>Time/Cost</th>
<th>Accessed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS1+FS2</td>
<td>Liaison with Early years settings- visits/ records/ attendance at reviews</td>
<td>Teacher time</td>
<td>Nursery Staff for any pupils</td>
</tr>
<tr>
<td>Years 1 - 5</td>
<td>Year specific programmes</td>
<td>TA / SENCO time</td>
<td>Targeted year groups</td>
</tr>
<tr>
<td>Years 1 – 5</td>
<td>Friendship and other support programmes</td>
<td>TA / SENCO time</td>
<td>Targeted year groups / pupils</td>
</tr>
<tr>
<td>Years 5 + 6</td>
<td>English and Maths booster classes Setting across year group for maths</td>
<td>Teacher time</td>
<td>Targeted pupils</td>
</tr>
<tr>
<td>Year 6</td>
<td>Liaison visits from receiving secondary school staff</td>
<td>Year 6 teacher and secondary school staff</td>
<td>All pupils due to transfer</td>
</tr>
<tr>
<td>Year 6</td>
<td>SENCOs liaise to gather information</td>
<td>SENCO time</td>
<td>Year 6 pupils on SA, SAP or statemented</td>
</tr>
</tbody>
</table>
Appendix 3

Sample Letter to parents/carers to accompany questionnaire

Dear Parents,

You will find a brief, but we hope thought-provoking questionnaire attached to this letter and we ask that you will help us by spending a few moments to consider the statements and questions it contains and then give us your honest response.

As part of the legislation which the Disability Discrimination Act has brought into effect, schools are required to carry out an audit of their provision in relation to all pupils, including those pupils in their care who have learning difficulties and disabilities.

The results of the audit will then help us to develop an accessibility plan which will be of benefit to all the pupils in our care who have additional needs.

At Dickens Heath School we always strive to provide access to the wider experiences of school life and with your help we seek to enhance the eight years pupils spend with us.

Your views, in relation to the service your son or daughter has received or is receiving, will help us develop a plan which is both accessible and effective.

Once you have completed the questionnaire please return it to the school office by..

Thank you for your support in this matter – your views and opinions are important to us.

Kind regards

Mrs J M Nicholls
Head teacher
Dickens Heath Community Primary School
Appendix 3  
Dickens Heath Primary School Parent Questionnaire

The Disability Discrimination Act 1995 (DDA) requires schools to have both an equality scheme and an accessibility plan to improve access to education for its disabled pupils. If such a plan is to be effective it is crucial to consult with both the parents of pupils who have a disability and, where appropriate, the pupils themselves. With this in mind we would ask you to spend a little time to read the following definition and then respond to the questions.

The DDA defines a disabled person as someone who: has ‘a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.’ The definition covers a much larger group of children than most people think and may be the equivalent of 7% of all children.

In order to understand this definition more clearly the following explanation of the terms may be helpful:

- ‘physical impairment’ includes sensory impairments;
- ‘mental impairment’ includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- ‘substantial’ means more than minor or trivial; and
- ‘long-term’ is defined as twelve months or more.

When considering this new definition of disability within the Act, do you consider your child to be disabled?

Yes / no

Has the definition caused you to change your understanding of disability?

Yes / no

The following questions ask for your opinion about your son or daughter's experiences at school.

Do you feel the school has recognised your child’s disability / learning difficulty?

Yes / no

Do you feel the school has responded sensitively to your son or daughter’s needs?

Yes / no

If you would like to comment further please write in the space below.
Do you feel that the nature of your son or daughter’s disability/learning difficulty has caused him or her to be excluded from any aspect of school life?

Yes / no

*If you would like to comment further please write in the space below.*

---

Is there any way in which the school could improve its response to your son or daughter’s needs?

Yes / no

*If you would like to comment further please write in the space below.*

---

Are lines of communication between home and school sufficient for your needs and the needs of your son or daughter?

Yes / no

*If you would like to comment further please write in the space below.*

---

Name of pupil (optional) __________________________

Date ______________

*Thank you for taking time to complete this questionnaire.*
Appendix 4  
**Dickens Heath School Access Plan 2015-2018**

We are committed to an inclusive curriculum and we aim to increase access to the school’s facilities for all by:

a) Increasing the extent to which disabled pupils can participate in the school curriculum  
b) Improving the physical environment of the school  
c) Improving the delivery of information, which is already in writing to pupils parents or carers who are not disabled, by extending the range of ways we make it available.

This plan is underpinned by the following:

- There is effective planning and liaison between appropriate school and support services working with individual pupils within school
- The Special Needs Coordinator (SENCO) has liaison time for agencies, support staff and families
- As a school we have high expectations of all pupils. We aim to establish a positive ethos within the school and staff. We aim to adopt a ‘problem-solving’ attitude in order to overcome barriers to learning for individuals
- We follow a whole-school positive behaviour management structure and reward scheme aimed at enhancing the self-esteem of all pupils
- We have a robust system in place for transition, transfers and integration of pupils. This includes gathering and sharing accurate information on the pupils’ strengths, weaknesses and progress trends, together with strategies employed and evaluations of outcomes.

**Consultation**

In drawing up the Access Plan the following were consulted:

- Governing body  
- SEN governor  
- SENCO  
- Staff (including Site Safeguarding and Development Co-ordinator)  
- parents  
- school council  
- LA

Linked policy documents and information sections in school prospectus or staff handbook

- Curriculum policy  
- Teaching and Learning policy  
- SEN policy  
- Inclusion & Equal Opportunities policy  
- Behaviour/and Anti-bullying policy  
- PSHE and Citizenship guidelines

An audit of provision currently was carried out.
ACTION PLANS & EVALUATIONS

As a result of the audit the action plans included below have been drawn up.

The action planning work will be overseen and co-ordinated by the governors’ Building and Finance sub-committee (premises access), the staffing and curriculum sub-committee (curriculum access), and by the headteacher or deputy head teacher (access to information).

The plan will be made available on request (different formats can be arranged).

Evaluation of the progress of the plan will be made by the governing body through an annual report by the head teacher and the relevant sub-committees. See Appendix 6

The advice and support of the Local Authority will be sought in implementing the plan and in the development of any capital related work at Dickens Heath School

Action Plan – Teaching and Learning 2015-2018

<table>
<thead>
<tr>
<th>Short Term</th>
<th>Targets</th>
<th>Strategies</th>
<th>Outcome</th>
<th>Time frame</th>
<th>Goal Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Continue to raise awareness of the curriculum needs of all pupils on the SEND register for whole staff. Termly Pupil progress intervention meetings</td>
<td>Programme of INSET at whole school staff meetings. Liaison meetings with SENCO Involvement of SENCO SEN teacher, Class teacher, Head teacher</td>
<td>Overview of the needs of particular groups of pupils for all teaching staff Planned interventions support pupil progress</td>
<td>INSET Nov 2015 Termly- Sept, Jan, May</td>
<td>Increased awareness and understanding of professional accountability Identified individuals and groups make appropriate progress</td>
</tr>
<tr>
<td>Medium Term</td>
<td>Review of SEND team structure</td>
<td>Work with SENCO to agree role of school staff in supporting pupils with SEND</td>
<td>SEND provision is well managed Pupils are appropriately supported</td>
<td>Autumn 2015</td>
<td>Improved systems to ensure effective provision is in place</td>
</tr>
<tr>
<td>Medium Term</td>
<td>Refresh training for teachers on ASD Introductory training to Mindfulness</td>
<td>INSET Nov 2015 Synergy Collaborative INSET- Jan 2016</td>
<td>Teachers enabled to apply appropriate teaching styles and provide opportunities to accommodate a range of learning opportunities.</td>
<td>Autumn Term 2015 Spring Term 2016</td>
<td>Staff have the knowledge, skills and confidence to ensure that the needs of all pupils are being met through enabling environments</td>
</tr>
</tbody>
</table>
# Action Plan – Premises 2015-2018

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Targets</th>
<th>Strategies</th>
<th>Outcome</th>
<th>Goal Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short Term</strong></td>
<td>Completion of Phase 2 of the whole school adaptation plan</td>
<td>Environmental Audit based on LA Accessibility Audit</td>
<td>Good practice in accommodating needs of pupils with physical disabilities. Full access to the learning environment</td>
<td>Accessible environment, increased pupil autonomy and confidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Toilet Adaptations – Door/Hand Dryer Handrails Lower sink</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Medium Term</strong></td>
<td>When refurbishing to incorporate advice to benefit pupils with visual or hearing impairment</td>
<td>Seek advice from SEND Service on appropriate colour schemes/blinds, sound proofing, amplification devices etc</td>
<td>Increased access for visually / hearing impaired pupils to some classrooms/areas of school</td>
<td>Increase pupil autonomy/physical access of the school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Long Term</strong></td>
<td>To support the LA in ensuring that there is adequate provision within mainstream school settings for ASD pupils. For the school to become a ‘hub’ for early support within the local community</td>
<td>LA capital project to develop and ARC at Dickens Heath LA capital project to further develop community facilities for Early Help</td>
<td>Increased provision for ASD pupils Children, young people and families are supported within the local community</td>
<td>The ARC is completed-pupils have access to a rich and exciting curriculum Dickens Heath ‘Early Help’ hub is established-children, young people and families have access to the right support at the right time</td>
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</table>
# Action Plan – Access to Information

<table>
<thead>
<tr>
<th>Targets</th>
<th>Strategies</th>
<th>Outcome</th>
<th>Time Frame</th>
<th>Goal Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short Term</strong></td>
<td>Ensure that the whole school SEND offer is accessible to all parents</td>
<td>Use of Parent Mail, school extranet and website</td>
<td>Parents have confidence in and understand the school’s the provision for pupils with additional needs and disabilities</td>
<td>Autumn 2015</td>
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<td>Host parent workshops and information evenings</td>
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<td><strong>Medium Term</strong></td>
<td>Review internal monitoring and reporting arrangements for pupils with additional needs or disabilities</td>
<td>Leadership time SEND team review</td>
<td>Internal school systems and processes for supporting the learning and progress of SEND pupils are robust</td>
<td>Completed by Spring Term 2016</td>
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<td><strong>Long Term</strong></td>
<td>Provide a designated meeting/network space for parents allowing access to support materials information, as well as opportunities to meet other parents and professionals</td>
<td>Build up a resource bank and programme of support workshops/meeting opportunities etc for parents</td>
<td>Parents will have access to a wider support network and feel empowered to make informed choices and decisions</td>
<td>Spring term 2017</td>
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</table>