

Woodlands Schools



Special Educational Needs and Disability (SENDA) Plan

This policy includes EYFS & Little Acorns

SENDA Plan

Special Educational Needs and Disability (SENDA) Plan - Woodlands Great Warley – 2017 - 2020

This plan is drawn up in accordance with Schedule 10 of the Equality Act 2010 and the SEND Code of Practice (January 2015). Woodlands School Great Warley is wholly guided by these principles in planning and designing its educational provision and is committed to ensuring that all pupils have equal access to learning and to the curriculum. We have an admissions policy, available on the school website, which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school and the aim of our admissions procedures is to ensure that pupils who join the school are able to be happy, successful and secure within our academic, cultural and pastoral environment.

A person who is disabled is defined as having a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

A child with special needs is defined as someone who has significantly greater difficulty in learning than the majority of pupils of his/her age. Special Educational Needs and Children with Disabilities (SEND) refer to any circumstances resulting in an individual pupil requiring additional or different help in order to take full advantage of the educational opportunities offered to pupils of the same age. These difficulties include physical, emotional, behavioural and specific learning difficulties and can also refer to gifted and talented pupils. We endeavour to ensure that all subjects are available to each pupil but do on occasions allow a modified curriculum in response to the needs of an individual's learning profile.

To reduce and, where possible, eliminate barriers to accessing the curriculum for pupils to have full participation within the school community. Woodlands School Great Warley recognises its duty:

- not to discriminate against disabled pupils in their admissions and provision of education and associated services
- not to treat disabled people less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan

Woodlands Schools have an inclusive ethos. Our strategies to achieve this ethos include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama

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- planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate
- setting an admissions policy and associated criteria which do not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities
- providing written information for pupils with disabilities in a form which is user friendly
- examining our resources to ensure that there are examples of positive images of disabled people

Great Warley will:

- recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality
- provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles
- ensure that this curriculum endorses the key principles in the National Curriculum which underpin the development of an inclusive curriculum by:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. The following are carefully considered by the School's Senior Leadership Team:

- Attainment
- Attendance
- Extra-curricular activities and sport
- Physical school environment
- Selection and recruitment of staff
- Staff training
- Welfare

The purpose of a School's Access Plan is to:

- increase the extent to which disabled pupils can participate in the school curriculum
- improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improve the delivery to disabled pupils of written information which is provided to pupils who are not disabled

Target(s)	Strategies	Responsibility	Timeframe	Success Criteria
Staff Training: to raise awareness of the legal requirements to enable access for all disabled visitors.	Training programme with regular updates and reminders of the requirement of the school.	Head / SENCO	On-going	Full awareness of the implications of the disability Act, SEND Code of Practice and Education Equality Act 2010 and the need to make reasonable provision for all likely conditions. Regular updates and reminders at Staff Meetings September 2017 through to 2020, the Head raised awareness of the School's accessibility development plan in light of latest legislation, and the School's responsibility to provide access to all learning opportunities in a physical environment which supports all in the school community.
Equal Opportunities Employer: To ensure that all employees note that we are opposed to any form of discrimination against its staff or potential staff on the grounds of their age, race, colour, nationality, ethnic or national origins, sex or	The school will ensure that, whenever practicable, physical handicap or disability is in itself no bar to recruitment, promotion or training.	Head / SMT	On-going	Recruitment procedures, the Performance Management Review process, staff training, and the formal curriculum (the timetable of lessons), informal curriculum (co-curricular activities) and the 'hidden' curriculum (the ethos of the school, the quality of personal relationships etc.) meet the target.

Target(s)	Strategies	Responsibility	Timeframe	Success Criteria
marital status, disability, sexual orientation, gender reassignment, age or religious beliefs and practices.				
<p>Physical Environment:</p> <p>The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking improvements and refurbishments of the site and premises.</p>	<p>Continued cycle of review and maintenance or premises and accessibility plan, to include:</p> <ul style="list-style-type: none"> Hazard lines on edges of steps Trees and bushes trimmed External lighting Disabled parking bays Pathways kept clear Tennis court and playground surfaces 	<p>Estates Manager / H&S officer / Head</p>	<p>On-going and as required</p>	<ul style="list-style-type: none"> Disabled Parking bays monitored for correct use Regular maintenance of pathways Tennis courts resurfaced under last plan – monitored for wear and tear Temporary ramp is available to ensure the school office and classrooms are accessible Doors checked for wear and tear on fingersafes Laptops purchased Sept 2016 CCTV upgrade Autumn 2017. External lighting upgrade – Autumn 17 Tablets to be purchased – March 2018

Target(s)	Strategies	Responsibility	Timeframe	Success Criteria
	Signage Ramps Fingersafes Purchase laptops to allow pupils unable to climb stairs access to ICT curriculum Desks with adjustable height legs to be purchased Consider needs of disabled pupils, parents/carers or visitors when considering any redesign			
To ensure the safe exit of all pupils and staff on hearing the fire evacuation bell.	Regularly practice evacuation procedures – different times of the day, different days in the week	Fire Marshall / H&S Officer	Termly	Children understand and follow procedures in a calm and measured manner

Target(s)	Strategies	Responsibility	Timeframe	Success Criteria
Increase confidence of all staff in differentiating the curriculum by visiting in specialist groups e.g. ADD-Up to train staff	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	SENCO & Curriculum Coordinator	On-going and as required	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	SENCO	As required	Raised confidence of support staff
Every type of intervention is made for pupils with visual needs such as dyslexia or visual impairment.	Texts are made bigger where necessary and readers provided for all assessments. Tinted glasses can be obtained or tinted	SENCO	As required	No child is disadvantaged by visual impairment.

Target(s)	Strategies	Responsibility	Timeframe	Success Criteria
	overlays			
Pupils with dexterity problems can access the curriculum through laptops and tablets	School will provide the necessary laptops or tablets. Banks of laptops available for pupils' use (Sept 2016 & March 2018)	SENCO	As required	Tablets lease renewed and hardware updated Sept 2016 New laptops installed Sept 2016
Students are assessed and the curriculum is altered to suit their needs.	Life skills to be taught where it is felt these are more beneficial for pupils	SENCO	As required – assessed for need	Pupils of all abilities accessing the curriculum according to their needs.
All staff to access appropriate training for medical conditions appropriate to the needs of our pupils – on site inhalers and EpiPen's from September 2017	Epipen training on regular basis Health care plans reviewed on a termly basis and as and when a new child starts – medical needs are identified and training put in place prior to start	All	Half Termly	All medical needs are catered for

Target(s)	Strategies	Responsibility	Timeframe	Success Criteria
Monitor provision for pupils with disabilities for some areas of PE and Games	Head of PE and Games to provide alternative forms of Games or PE provision for disabled pupils where appropriate (e.g. multi-sports). Effective use of support staff in PE lessons and good staffing levels in the Games programme to enable differentiation by pupil.	SENCO / Games staff	Termly/or as required	Review meetings held for pupils with disabilities and needs catered for within planning.
Activities Programme	To provide a broad range of activities for inclusivity and to meet the breadth of interests of our pupils for their development through	Head to review	Termly	Extensive programme of extra-curricular activities on offer.

Target(s)	Strategies	Responsibility	Timeframe	Success Criteria
	an extensive after-school activities schedule.			

Any lessons that would ordinarily be located in the upstairs rooms would be relocated on the ground level as adaptation of the main building not practical.