



SEND Policy

Updated : October 2018

Purpose of the Plan

The purpose of this plan is to show how Malin Bridge Primary School intends to continue to monitor and improve the accessibility of our school for disabled pupils, staff, Governors and volunteers.

Definition of Disability

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

Legal Background/Guidelines

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA`s against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the 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, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe

Commitments & Aims

Malin Bridge Primary School aims to treat everyone, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other members of the school community we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Background & Footprint of School

Malin Bridge School is an old stone built site, dating from 1904.

The school is made up of two buildings, KS1 and KS2. The school also has a nursery/pre-school which is housed within a prefabricated building and a newer converted building within the school yard. The nursery / pre-school has disabled access and facilities.

The KS1 building is a one storey building which has wheelchair access and toilets. The buildings have shared playground facilities which are accessible for all to use, the playground space can be easily navigated in a wheelchair, with the exception of the walled garden area.

The KS2 building is a two storey building, with stone staircases to move between floors. There is not a lift on the site. The KS2 building does not have a wheelchair friendly access at present.

Current Range of Disabilities with MBPS

The school has children with a range of disabilities which include moderate and specific learning difficulties, including speech and language barriers. At present we have no wheelchair dependent pupils.

When children enter school with specific disabilities, the school SENCO works closely with the LA professionals for assessments, support and guidance for the school and parents. Medical information is collated and available to staff. We have competent First Aiders who hold current First Aid certificates. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Action Plan

Target Areas	Strategies	Outcomes
<p><u>EQUALITY & INCLUSION</u></p> <p>To ensure that the accessibility plan is an annual FGB agenda item</p>	<p>Chair of Governors to add annually for review as agenda item</p>	<p>Monitor annually, check for changes to legislation / guidelines</p>
<p>Improve staff awareness of disability / medical issues within school</p>	<p>Review cohorts with staff and provide training as necessary</p>	<p>Sharing of information / whole school community awareness</p>
<p>To ensure that policies consider the implication of disability access</p>	<p>Discuss and consider at time of policy review</p>	<p>Policies are current and reflect legislation / guidelines</p>
<p><u>PHYSICAL ENVIRONMENT</u></p> <p>To ensure that, where possible, school buildings and grounds are accessible to all pupils, staff, Governors and wider community members</p>	<p>Frequent review of school grounds by Governors. Note requirements / improvements</p>	<p>Implement modifications / requirements to school site where possible and within the scope of the budget</p>
<p>Engage with parents, carers and the wider school community in regard to improving accessibility</p>	<p>Collect information at forums, parent evenings or through questionnaires</p>	<p>Feedback through School bulletins any modifications. Give information as to why modifications may not be carried out if relevant</p>
<p>Maintenance team monitors site and addresses any immediate issues</p>	<p>Daily site walks by school caretaker / maintenance team</p>	<p>Ensure any immediate issues / hazards are reported and addressed</p>
<p><u>CURRICULUM</u></p> <p>To continue to train staff to enable them to meet the needs of children with SEN needs</p>	<p>SENCO to review the needs of pupils and provide the relevant training in these areas</p>	<p>All children are able to access the curriculum through staff being able to assess all the needs and requirements of these pupils.</p>

Action Plan

Target Areas	Strategies	Outcomes
To ensure the inclusion of all pupils in out of school activities , eg clubs, trips, residential visits etc	Review the out of school provision to ensure full compliance with legislation / guidelines given	All providers of out of school activities must comply with legislation to ensure all children's needs are met, where possible. Ensure all risk assessments are completed for trips and residential
To ensure the inclusion of all pupils in all school days / events, including sports day and themed days	Review the activity to ensure compliance with legislation / guidelines given	All staff must be aware of the needs of individual children in relation to the activity and be provided with the tools, equipment and support required
Provide specialist equipment to promote participation in learning by all pupils	Assess the needs of all children and provide the equipment as needed	Enables children to develop independent learning skills and promotes confidence, reduces barriers to learning
To meet the needs of all children during statutory end of KS2 tests.	Children will be assessed. Equipment and extra time / assistance will be given as needed	Allows children to achieve their full potential and aids the transition to Secondary education
<u>FURTHER INFORMATION</u>		
To ensure that all parents are able to access this information	Assess the requirement for translation into other languages if necessary	Ensure that all written information is provided in all formats as and when required / requested
To ensure that volunteers / PTA members are aware of the details set out in this plan	Provide copy of the plan to these sectors	Provide copies of the plan to these groups as and when required / requested
To ensure that we meet the requirements of parents that are unable to attend school for parent evenings.	Identify these parent groups. Provide written information of the child's progress or contact parents by telephone	The progress and attainment of children is available to all parents whether they be attending school or receiving information in another format
Communicate details in regard to the use of the school playground facilities after the end of the school day	Inform all parents, carers and members of the school community the details of using the school site / apparatus at the end of the school day through bulletins / parent mail	Ensure that this is reviewed regularly and any incidents are reported, investigated and followed up with the relevant parties