



“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

3-year period covered by the plan:

Summer 2017 – Summer 2020

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Introduction

The Equality Act 2010 replaced nine major Acts of Parliament and almost a hundred sets of regulations which had been introduced over several decades. It provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by getting rid of anomalies and inconsistencies that had developed over time, and it extends protection against discrimination in certain areas.

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- ❑ in relation to admissions,
- ❑ in the way it provides education for pupils,
- ❑ in the way it provides pupils access to any benefit, facility or service, or
- ❑ by excluding a pupil or subjecting them to any other detriment.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils

- ❑ 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.

1A: The purpose and direction of the school's plan: vision and values

Ladbroke School has high expectations for all of its pupils and expects them to participate and achieve in every aspect of school life.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement. The school aims to:

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

We welcome all pupils and staff, irrespective of race, colour, creed or impairment. Every member of staff shares in the responsibility to remove barriers to learning for all pupils, including those with a disability.

Definition of disability

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 (see definition below of normal day-to-day activities).

Physical or mental impairment includes sensory impairments and also hidden impairments. In the equality act '**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 Equality Act. It is likely that many of the pupils who have SEN and a EHCP 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 Equality Act. Similarly, not all children with SEN will be defined as having a disability under the Equality 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 Equality Act definition for children and young people

Special Educational Needs	Both SEN + Disabled	Disabled
Mild dyslexia Emotional Behavioural Difficulties (EBD - social factors) Mild Dyspraxia Minor speech impairment Mild Learning difficulties	Motor Impairment (long term) Learning difficulties Hearing impairment / Deaf Visual Impairment/Blind Incontinence Significant Dyslexia Epilepsy Non –verbal ADHD Autism SEMH (social, emotional and mental health)	Asthma Diabetes Cancer recovery Mental health Issues Disfigurement Eating disorder Lack of limbs Sickle cell Anaemia Gross Obesity Muscular Dystrophy

1B: Information from pupil data and school audit

Within the current school population of 240 pupils there are currently 2 children with an EHCP and 22 on the SEN register

Disabled pupils currently in school have the following needs:

- Moderate Learning Difficulties (MLD);
- Autistic Spectrum Disorders (ASD - including Aspergers Syndrome);
- Attention Deficit and Hyperactivity Disorder (ADHD);
- Hearing Impairment (HI);
- Specific Learning Difficulties (SpLD – including Dyslexia and Dyspraxia);
- Speech Language and Communication Needs (SLCN);
- Medical including Chrons, Cystic Fibrosis and Diabetes
- Mental Health Issues
- Asthma

The school's strengths and weaknesses in working with disabled pupils

School staff have experience of working with a wide range of disabled pupils. 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.

All children with an EHCP and more complex SEN needs have a file containing information about their needs. In addition, updated information is issued to staff at the beginning of the school year at SEN meetings and Annual Reviews and following advice from outside professionals. Support staff also have access to this information.

The SENCO is responsible for ensuring that staff receive the relevant training through courses, visiting professionals and INSET. 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. This support also includes providing specialised training e.g. back care and hoist training. These agencies include:

- Parkside SpLD Base;
- The Park (ESC);
- Specialist Teacher Advisory Service (HI, VI, PI, ASD);
- Speech and Language Therapy Service;
- CAMHS;
- Educational Psychology Service.
- Behavioural Support Team
- School Nurse and hospital outreach staff

Links have been established between Ladbroke School, Parkside, The Park and Watling View MLD School and teachers and support staff have shared expertise.

Robust systems are in place to ensure the smooth transition of pupils from Ladbroke to secondary school. Liaison and the sharing of information regarding disabled pupils with an EHCP or on the SEN register usually begins with the secondary school SENCo attending the Y5 or Autumn term Y6 Annual Review. Further meetings are then arranged during Year 6. The pupil and TA will make a visit to the receiving secondary school during the Summer Term prior to transfer.

All disabled 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 forms part of our PSHCE curriculum. In consultation with parents and children, assemblies (class and whole school) on various disabilities have been delivered

Using an effective bank of resources it is our aim that all work is appropriately differentiated and accessible to all pupils. This is monitored through class observations, work scrutiny, pupil voice and planning. Case studies are in place to show the range of resources and support mechanisms in place for disabled pupils and those with special educational needs across the school – see appendix 1.

The school is built on one level and is fully accessible for wheelchair users. A disabled toilet with hoist is available. Unfortunately the classrooms are small and this means that wheelchair users may not be able to navigate the whole classroom. All classrooms have built in sound systems to support children with hearing difficulties

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

For pupils with a statement of EHCP, 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 raise 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.

Parent views are gathered through the annual questionnaire sent out to all parents

Making it happen

2A: Management, coordination and implementation

The governing body has responsibility for the school accessibility plan. The progress toward meeting the targets set in the plan will be reported annually through the school profile. This plan, together with the school's SEN Policy, will be reviewed and revised annually by the SENCO in consultation with disabled stakeholders and representatives of the Senior Management Team and 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 Equality Act and apply this knowledge in their own area of responsibility: the head teacher, class teachers, teaching assistants dinner staff, the SENCO, the caretaker, administrative staff and governors themselves.”

2B Getting hold of the school’s plan.

The Accessibility Plan for Ladbrooke School is available on request from the school. The plan is also available on the website. We have tried to ensure that the plan is readable and free of jargon. We would welcome your feedback if you feel that anything is unclear or if you have any queries.

Next Steps:

- To continue to ensure that all children with a disability make good progress as they move through the school.
- To continue to ensure all staff are up to date with training needs relevant to children in the school.

Appendix 1: Provision Map

At Ladbrooke we provide a graduated response to children with special educational needs: the level of intervention will increase according to rate of progress and increasing need.

Approach	<i>SEN Response</i>	<i>Responsibilities</i>
<p>Early Identification</p> <p>The class teacher uses the schools ongoing assessment procedures to monitor individual children's progress.</p>	<p>The class teacher identifies a child's possible SEN / Behavioural Difficulties based on the child making inadequate progress.</p>	<p><u>Class Teacher</u></p> <ul style="list-style-type: none"> ▪ Differentiates curriculum ▪ Discusses concerns with parents ▪ Seeks advice from SENCO ▪ Monitors progress / Completes concern form
<p>SCHOOL SEN REGISTER</p> <p>Despite early identification and monitoring inadequate progress is being made.</p>	<ul style="list-style-type: none"> ▪ SENCO/staff gather information to identify the child's needs. ▪ Class teacher informs parents that their child is considered to have SEN. ▪ Group or individual provision is put in place to address child's identified need. ▪ Provision is recorded on the class provision map 	<p><u>Class Teacher</u></p> <ul style="list-style-type: none"> ▪ Implements curriculum to support agreed target with support from TA <p><u>Class Teacher, TA and SENCO</u></p> <ul style="list-style-type: none"> ▪ Individual targets are created in consultation with parents, class teacher, TA and SENCO ▪ Monitor progress
<p>SEN REGISTER INDIVIDUAL SUPPORT</p> <p>Despite early identification and monitoring inadequate progress is being made and it is felt that support from an outside agency would be of benefit.</p>	<ul style="list-style-type: none"> ▪ SENCO contacts parents to inform that general interventions have not brought about expected progress. ▪ Permission is sought to involve outside agencies for further advice /intervention. ▪ Course of action is agreed by parents, school and outside agencies meeting together 	<p><u>SENCO</u></p> <ul style="list-style-type: none"> ▪ SENCO contacts parents and outside agencies ▪ SENCO works with class teacher and TA to implement advice given from outside agency ▪ Case study is created in consultation with parents, class teacher, TA and SENCO
<p>REQUEST FOR A STATUTORY ASSESSMENT</p> <p>Despite extent of response made to individual support following agency support, inadequate progress has been made.</p>	<ul style="list-style-type: none"> ▪ SENCO and/or parents request that HCC considers the need to make a statutory assessment of special educational needs. ▪ If HCC agrees then a multi-disciplinary assessment is made. 	<p><u>SENCO</u></p> <ul style="list-style-type: none"> ▪ SENCO makes written request to HCC providing evidence of all action taken. ▪ SENCO to liaise with class teachers to gather evidence and HT to consult before submitting
<p>Agreeing a Statutory Assessment</p>	<p>Through the SEN panel the LA consider the evidence provided and decide whether an EHCP should be drawn up.</p>	<p><u>LA</u></p> <ul style="list-style-type: none"> ▪ The LA draw up an EHCP need in consultation with parents, school and outside agencies.

Time span: Progress is reviewed at each pupil progress meeting (at least one per term)

Appendix 3

Ladbroke School Access Plan 2017 - 2020

At Ladbroke School 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 to allow access to all areas for all pupils

This Plan is underpinned by the following features of the school:

- There is effective planning and liaison between appropriate school and support services working with individual pupils within school
- The Special Needs Coordinator (SENCo) has sufficient 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 within teams of staff within the school. 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 re-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.
- We prioritise training for all staff to ensure a high level of staff awareness and skill in meeting the needs of all pupils

Audit of existing Achievement / Provision

1A Curriculum

We believe that we have made good progress in the following areas:

- Obtaining data on future pupil population to facilitate advanced planning
- Liaison with external services and agencies regarding individual pupils (physical, sensory, learning, behaviour)
- Using Specialist teachers to support learning, provide training and give pastoral and inclusion support
- Ensuring that detailed pupil information given to staff

- Organising TA deployment to cover a mix of curriculum needs and allow class teachers to target specific groups of children
- Ensuring that Access Arrangements are made for SATs, (Extra time / Reader/ Amanuensis etc)
- Establishing a bank of some Specialist resources available to support specific needs
- Setting clear learning objectives in each lesson and making sure that these are clear to the pupils
- Undertaking a termly meeting pupil progress meeting to ensure all children are at least on track
- Ensuring that pupils involved in setting next steps targets
- Using 'P Scales' where appropriate to measure the progress and achievement of specific pupils and set attainable targets with high expectations
- Encouraging and supporting the development of clear, well presented visual aids and word walls in many classrooms to support the learning of all
- Encouraging the use of writing frames to give structured support with writing
- Ensuring that school visits and trips are accessible for all pupils
- Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work; 'mind-friendly' learning techniques to suit all learning styles – visual/ auditory / kinaesthetic, etc.
- Responding to emotional needs through staff training, timetabled support, Bright Stars Programme.
- Raising awareness of Disability through PSHE and assemblies
- The acceptance of all ability groups as part of the school community
- Development of mutual support and understanding between colleagues in working with pupils with disabilities

1B Physical Access

- Disabled toilets facilities with a changing couch and static hoist
- Building on one level
- Height adjustable table
- Space for small group work and individual work for targeted learners
- Development of a physical environment that is safe and welcoming. Each individual may see themselves reflected in displays around the school
- Carpeting to facilitate favourable acoustics
- Sound system in all classrooms and Hall

Information Access

- Visual timetables and information supported by signs/symbols for targeted pupils
- Numeracy and writing mats to support learning
- Home-school liaison books for pupils