



# The LETTA Trust

## **Inclusion Policy including:**

- **Looked After Children**
- **SEN Information Reports**
- **Accessibility Plans**

<b>Approved and adopted on:</b>	10.07.18	<b>To be reviewed:</b>	Summer 2021 (SEN Reports annually)
<b>Reviewed by:</b>	Trust Board	<b>Signed:</b>	

## Contents

1. Aims .....	2
2. Legislation and guidance .....	3
3. Definitions.....	4
4. Roles and responsibilities .....	4
5. Monitoring arrangements.....	5
6. Links with other policies and documents .....	5
Looked After Children Policy .....	6
Appendix 1 - Bygrove SEN Information Report .....	8
Appendix 2 - Stebon SEN Information Report.....	15
Appendix 3 - Accessibility Plans.....	22

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### **UN Convention on the Rights of the Child: Article 23:**

*A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disabilities.*

At our school, we believe that Inclusion is all about belonging. Children and adults who feel like this is 'their place' and these are 'their people' are more likely to achieve highly and to lead happy and fulfilled lives.

We will ensure that all children, including those with special educational needs and those with disabilities are nurtured, challenged and enabled to be the very best that they can be. We will provide our children with encouragement for their achievement and acceptance and respect for their individuality. We will make every effort to meet the needs of all our children.

### **1. Aims**

Our Inclusion policy and SEN information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for all pupils including those in receipt of the **Pupil Premium**, those with English as an additional language (**EAL**), **new arrivals** to our school and pupils with **SEN**.

It is the aim of the policy to support the 5 outcomes of Every Child Matters.

#### **Be Healthy**

Pupils are supported through a variety of measures to ensure that they are mentally and emotionally healthy.

#### **Stay Safe**

Physical and emotional safety is provided to enable all learners to achieve their full potential.

#### **Enjoy and Achieve**

Learners of all abilities are supported to achieve personal and social development and are made aware of what constitutes bullying.

Pupils have the opportunity to achieve their full potential whatever their educational need.

We provide an environment where all pupils regardless of any physical disability can access the social and educational experiences at school.

We encourage and support inclusive learning, gender, culture, academic, social and emotional needs.

Pupils with EAL have equal opportunities to achieve and reach their potential.

### **Make A Positive Contribution**

Pupils are involved in decisions about their school.

We encourage positive behaviour in the community that shows respect for others.

We provide confidence raising opportunities which enable our pupils to deal positively with life changes and challenges.

### **Achieve Economic Well-Being**

We provide children with the preparatory life skills to enable independent living and economic well-being.

## **Education**

The LETTA Trust is committed to providing outstanding quality education to the children living in our local area. We believe that all children, including those identified as having special educational needs have an entitlement to a broad and balanced academic and social curriculum which is irresistibly accessible to everyone.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys, men and women
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs (SEN)
- learners who are disabled (See Single Equalities Policy)
- those who are gifted and talented
- those who are looked after by the local authority (see LAC policy)
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion

## **2. Legislation and guidance**

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

### 3. Definitions

We use the term '**Inclusion**' to encompass provision for all pupils who may need something 'extra' to succeed. Those pupils include:

- Pupils in receipt of the Pupil Premium
- Those with English as an additional language (EAL)
- New arrivals to our school, especially from overseas
- Pupils with special educational needs and disabilities

A pupil has **SEN** if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 4. Roles and responsibilities

#### 4.1 The Inclusion leader/SENCO

The Inclusion Leaders at each school are:

**Bygrove** – Fiona Durnian, [fdurnian@pop-edu.org](mailto:fdurnian@pop-edu.org) (Fiona is also the SENCO)

**Stebon** – Nicole O'Connor, [noconnor@pop-edu.org](mailto:noconnor@pop-edu.org)

The SENCO is Becky Hancox, [rhancox@pop-edu.org](mailto:rhancox@pop-edu.org)

They will:

- Work with the headteacher and SEN governors to determine the strategic development of the Inclusion policy and provision in the school
- Have day-to-day responsibility for the operation of this policy and the co-ordination of specific provision made to support individual pupils including those in receipt of the **Pupil Premium**, those with **EAL**, **new arrivals** to our schools and pupils with **SEN**
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that the pupils above receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

#### **4.2 The SEN governor**

The SEN governor at each school will:

- Help to raise awareness of SEN and Inclusion issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and Inclusion leader/SENCO to determine the strategic development of the Inclusion policy and provision in the school

#### **4.3 The headteacher**

The headteacher will:

- Work with the Inclusion leader/SENCO and SEN governor to determine the strategic development of the Inclusion policy and provision in the school
- Have overall responsibility for the provision and progress of learners, including those with SEN and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Inclusion leader/SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this Inclusion policy

### **5. Monitoring arrangements**

This policy will be reviewed by the CEO **every 3 years**. It will be approved by the Trust Board.

The SEN information reports appended will be reviewed by the CEO **annually**. It will also be updated if any changes to the information are made during the year.

It will be approved by the local governing board.

### **6. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Medical Needs incl Asthma policy
- Pupil Premium Strategy and funding report

# Looked After Children Policy

## 1. Aims

At The LETTA Trust we are aware that Looked After Children, as a group, underachieve in education, and that DfE statutory guidance 2014, places a duty on Local Authorities to promote the educational achievement of Looked After Children under section 52 of the Children Act 2004. We aim to provide Looked After Children with a source of continuity and normality, where they can maintain friendships and feel safe to be themselves.

We aim to achieve the best possible educational outcome for all Looked After Children who apply for places at or attend our schools by:

- Prioritising admission of Looked After Children
- Ensuring that staff and governor roles and responsibilities with regard to Looked After Children are clear and effective
- Working in partnership with Social Workers and other agencies to ensure that all Looked After Children on roll have a regularly reviewed *Personal Education Plans (PEPs)*
- Having a clear policy on the educational provision and support within the school for Looked After Children on roll.

## 2. Admissions

Applications on behalf of Looked After Children will be treated as a priority for admission. They will be offered the first vacant place available in the appropriate year group and admitted on the soonest possible date.

## 3. Roles and Responsibilities

### 3.1 All staff and governors

All staff and governors are committed to ensuring a safe and secure learning environment for all children and have high expectations of all our students, including those who are looked after. Staff and governors will observe the need for confidentiality in regard to any information about Looked After Children including their care status.

### 3.2 CEO/Headteacher

The CEO and Headteachers at Stebon are **Jo Franklin** and **Jeremy Iver**. The head at Bygrove is **Michelle Delia**. They are responsible for:

- Appointing an appropriately experienced senior teacher to the role of Designated Teacher for Looked After Children
- Ensuring that all staff are aware who the Designated Teacher is and what their responsibilities are
- Ensuring close liaison with the Local Authority and in particular with the Children and Young People in Public Care Team with regard to any exclusions of looked after children
- Reporting to the governing body on an annual basis regarding the number of looked after pupils in the school, how they have achieved compared to other groups, the attendance of looked after children compared to other pupils and the number of fixed term and permanent exclusions of looked after children compared to other pupils.

### 3.3 Designated Teacher for Looked After Children

The Designated Teacher for Looked After Children at Stebon is **Nicole O'Connor**. At Bygrove, it is **Fiona Durnian**. The Designated Teacher at each school is responsible for:

- Keeping a confidential and up to date record of all Looked After Children in the school regardless of which local authority they are looked after by.

- Liaising with social workers to ensure that all Looked After Children have a regularly updated *Personal Education Plan*.
- Ensuring that information is kept confidential and shared on a strictly need to know basis and that the views of Looked After Children are taken into account in the sharing of information about them and their care status.
- Ensuring that all school staff who are involved in a Looked After Child's education and pastoral care are aware of the details of the child's *Personal Education Plan* and work effectively to support the child and implement the plan.
- Prompt transfer of information when a Looked After Child changes school.
- Liaising with other agencies as required, especially with regard to achievement, attendance and exclusions.

### 3.4 Named Governor for Looked After Children

The Named Governor for Looked After Children at Stebon is **Jennifer Noble**. At Bygrove the named governor is **Sujatha Kandasamy**. The Named Governor at each school will ensure:

- That the school has a clear and effective policy for looked after children.
- That the Headteacher and Designated Teacher have been appropriately trained.
- That the Governing Body receives an annual report on the performance of Looked After Children.

## 4. Personal Education Plans for Looked After Children

The Designated Teacher will work with social workers and other professionals to ensure that Personal Education Plans:

- Are in place within 20 days of a Looked After Child joining the school, or a current student being taken into care.
- Are reviewed twice yearly.
- Identify strengths as well as needs.
- Include a review of previous educational targets and the setting of clear, measurable new ones.
- Record the child's interests and talents both in and out of school.
- Reflect and are informed by other educational plans such as PSPs and IEPs.
- Record and reflect the child's views.
- Are effectively implemented by all staff who work with the Looked After Child.

## 5. Training

The Headteacher, Designated Teacher and Named Governor will attend Local Authority training regarding the roles and responsibilities involved in the education of Looked After Children.

The Headteacher and Designated Teacher will be responsible for ensuring all staff are briefed on the practice detailed in this policy.

## Bygrove Primary School SEN Information Report 2019-2020

<p><b>How we support pupils with special education needs and/or disabilities</b></p> <p><b>Our vision and how we hope to achieve it</b></p> <p>At Bygrove we find it unhelpful to think of inclusion in terms of the few. Nor is it just about the many. Inclusion is about belonging and as such involves everyone, every single one. Pupils, staff, parents and governors feel like Bygrove is their school, like they belong here and that's why we're successful.</p> <p>Bygrove's Vision Statement is in the form of a set of promises we make to <b>all</b> our pupils:</p> <p><b>To all our pupils, our vision:</b></p> <p>Every day at Bygrove Primary School, the staff and governors are working to make sure that by the time you leave us:</p> <ol style="list-style-type: none"> <li>1. You will love learning new things, feel ready for the future and want to keep on learning more</li> <li>2. You will know what it feels like to be good at something and have achieved your very best</li> <li>3. You will understand just how incredible you are, believe in yourself and have confidence and resilience to follow your dreams</li> <li>4. You will have grown healthy and strong and understand how to look after your body and mind</li> <li>5. You will have known friendship and learned how to get along well with other people</li> <li>6. You will feel part of your community, proud of your school and inspired to make a difference</li> </ol> <p>Our school motto is 'Aiming High'. We encourage all our pupils to aim high and strive to achieve their very best. As teachers we work hard to support all the children in our school to be the best they can, including all children with special educational needs or disabilities.</p> <p>We are committed to helping our pupils overcome any barriers to learning that they may have and have a member of staff designated to organising support for pupils with learning difficulties. The school building is fully accessible for pupils with physical disabilities.</p>
<p><b>The type of school we are</b></p> <p>Bygrove is a primary school for the 3-11 age range. We have a Foundation Stage (Nursery and Reception) for children aged 3-5. There is one class in each year group with 240 children in the school altogether.</p> <p>Bygrove is one of 2 primary schools in The LETTA Trust, a multi-academy trust (MAT). The other is Stebon Primary. Both are in Poplar, East London.</p> <p>Bygrove is a National Teaching School and at the heart of a Teaching School Alliance of approximately 20 schools.</p>
<p><b>Our Ofsted rating</b></p> <p>In our last Ofsted inspection, Bygrove was judged <b>outstanding</b> in all areas.</p>

## **The kinds of SEND that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

1. Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
2. Cognition and learning, for example, dyslexia, dyspraxia,
3. Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
4. Sensory and/or physical needs, for example, hearing impairments, processing difficulties, epilepsy, cerebral palsy
5. Moderate/severe/profound and multiple learning difficulties

## **How we know if a child has special educational needs**

During the autumn term, we invite all parents/carers in to the school to meet their child's class teacher. We ask parents to let us know if their child has a disability or they feel their child has any special educational needs so that we can discuss this and make sure the right support is in place. In addition to this, the EYFS team carry out home visits in order to see the child in their own home and discuss any concerns the parents may have.

If a child is joining us from a new setting, the inclusion leader will use the information provided by the setting to plan the best programme of support. When possible, the EYFS team will also visit the child in their setting. The inclusion leader will liaise with professionals who have already been involved with the child in order for effective transition to take place. This is also the process for children who have transferred in KS1 and KS2.

If a child has special educational needs we know how important it is that they get the help they need as soon as possible. To ensure that any special needs not known about before starting the school are picked up early, all pupils are assessed during the first 3 weeks at the school. Our regular assessment and monitoring procedures continue throughout the children's time at the school to look out for any special needs that may develop later.

We hold tracking meetings each term for all classes and half termly for Reception and Years 2 and 6 to discuss pupils' progress and decide on appropriate provision for all pupils including those with SEND or English as an additional language. The inclusion leader also meets regularly with class teachers for highlighting meetings to discuss any concerns about children in their classes.

We work closely with specialist services, such as speech therapists and educational psychologists, who provide expertise in finding out the type and range of the pupil's needs.

We work hard to maintain good home/school links and parents are always welcome to speak to us if they have any concerns. Our home school liaison officer and school social worker support the needs of families.

## **What we do to help children with special educational needs**

Bygrove has developed a wide range of ways in which we support children with different special educational needs or disabilities. This is how we plan support:

- Our primary means of supporting children is through high quality first teaching, with carefully differentiated lessons and resourced to meet the needs of all our learners. We ensure that classrooms are well resourced and we use specialist equipment such as iPads and visual aids to support learners.
- First we identify what the particular problem is through assessment and discussion. Then, we meet with parents to discuss their child's needs.
- We agree a programme of support that is carefully targeted on the particular area or

difficulty. This describes what we will do to support a child and what we hope the support will achieve.

- To see whether the support is helping we set a time-frame and review how things are going.
- We set targets for each child with special educational needs. This is reviewed each term with parents, the class teacher, other professionals and the child themselves if they are old enough.

### **How we adapt our teaching and our learning environments for children with special educational needs and disabilities**

At Bygrove, we are committed to meeting the needs of all our pupils through quality first teaching. Children with special educational needs are taught alongside other children but lessons are designed so that all the children in the class learn and make progress. We do this by planning what's called 'differentiated' lessons in which for example both a child with special educational needs and a very high attaining child have different learning goals within the lesson.

Every class teacher is involved in planning, monitoring and providing support for all pupils within their class, including children with special educational needs.

We make the following adaptations to ensure all pupils' needs are met:

1. Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
2. Adapting our resources and staffing
3. Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
4. Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **How we decide what resources we can give to a child with special educational needs**

Part of the school's budget is for support for pupils with special educational needs and disabilities. This is a fixed amount and so we have to use the money as cost-effectively as possible and make sure we can give help to all the children who need it. We have costed all the ways we support children. Decisions about which support programme is best for a child are made by inclusion leader in consultation with a child's class teacher and parents /carers.

Parents are invited to contribute to planning through a meeting or if they are not able to come into the school in whatever way is best for them e.g. by telephone or email.

In exceptional circumstances, where we feel we are not able to meet a child's needs from our own funds we will apply to the local authority for additional support for a child. Parents can do this too.

We are happy to discuss all of this in more detail with parents.

We have a number of teaching assistants who are trained to deliver specific interventions. These TAs will work mostly with small groups to offer support but promote independence. TAs will work 1:1 with pupils when their specific needs require it.

### **How we check that a child is making progress**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

1. The teacher's assessment and experience of the pupil
2. Their previous progress and attainment and behaviour

3. Other teachers' assessments, where relevant
4. The individual's development in comparison to their peers and national data
5. The views and experience of parents
6. The pupil's own views
7. Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **How we keep parents informed, consulted and involved**

We work hard to maintain good home-school links with parents. We have a weekly newsletter, the Byword; with general news about the school. We have a parents'/carers' evening twice a year and we send all parents/carers a report about their child's progress once a year.

We hold tracking meetings each term for all classes and half termly for Years 2 and 6 to discuss pupils' progress and evaluate the provision for all pupils including those with SEND or English as an additional language. For children with special educational needs we also have highlighting meetings each term with the class teacher and the inclusion leader. Children with statements or Educational Health and Care Plans (EHCPs) have yearly Annual Review meetings. Parents are invited to the review and we try as far as possible to arrange it at a time that will allow them to attend.

Parents are always welcome to speak to their child's class teacher or any member of the leadership team if they have any concerns. Our home school liaison officer and school social worker are also available to speak to.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

1. Everyone develops a good understanding of the pupil's areas of strength and difficulty
2. We take into account the parents' concerns
3. Everyone understands the agreed outcomes sought for the child
4. Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

### **Support we offer for children's health and emotional and social development**

Children need to be happy and be able to behave appropriately to learn well so all our class teachers work with children in their class on social skills, behaviour and wellbeing. If a child has a particular difficulty, their class teacher will have help from colleagues e.g. teaching assistants, the school nurse or the inclusion leader to help support the child.

We also have 'Buddies'; a group where older children who have been specially trained offer support to younger children.

At Bygrove, we make sure that we listen to the children and respond to what they say through pupil voice meetings. Members of the leadership team meet with different groups of pupils regularly to hear their views on a number of topics related to school life. These views then inform decision-making about the children. Pupils also complete a termly online survey for governors.

Bygrove School has clear anti-bullying and diversity policies.

If a pupil has particular behavioural difficulties, we have a Behaviour Support Programme designed

to identify the cause of the problem and support the child to avoid the pupil disrupting his/her own or others' learning and prevent exclusion.

Our School Council has class reps from each year group. Council representatives meet with the school council leader/headteacher regularly to discuss issues that pupils wish to raise or ideas and suggestions they may have about any aspect of school life.

### **Specialist external services we use when we think extra help is needed**

Sometimes a child will have needs that may benefit from additional help from specialists outside the school. Depending on a child's needs we may draw on support from:

- Speech and language therapy
- Occupational therapy
- Child psychology
- Educational welfare
- Hearing Impaired service
- Visually Impaired Service
- Behaviour Support Service
- Social Care
- Physiotherapist
- Police Community Support
- Phoenix Outreach Team for Autism
- Specific Learning Difficulty Team
- Parent Advice Centre
- Local Authority SEN section
- CAMHS
- ASDAS
- Cherry Trees Outreach Team for behaviour

We always communicate with parents if we think additional support is required and before we contact other specialists.

### **Staff training**

Every year we have 5 staff training days. In these training days we incorporate special educational needs to make sure that every teacher:

- understands the different special educational needs
- knows how to plan and teach their lessons in a way that is appropriate for children with special educational needs
- knows how to support the emotional needs of children with special educational needs
- understands how important it is to work closely with parents/carers

All staff are required to attend training.

### **How we include children in activities and school trips**

Any trips or outings we plan always include children with special educational needs and/or disabilities. We use part of our budget to make sure that any support needed can be provided.

We always consult with parents/carers before arrangements are finalised.

### **Our school environment**

Following a major refurbishment in 2010 all of our classrooms are fully accessible for children with mobility issues. There are accessible toilets with a changing couch available close to the staffroom and a medical/therapy room in which all peripatetic therapies can take place.

In school we have a range of equipment designed to support the development of children's coordination and motor skills in class but if any child needs additional equipment we will get this through specialist services, e.g. through Occupational Therapy.

### **How we prepare for children joining our school and leaving our school**

Children joining our school from the nursery visit their new classroom several times before the start of the new school year. Reception class teachers introduce the children to the school once they start to make sure they are confident in their new surroundings.

We have close working relationships with other pre-school providers and services in the local area and we encourage them also to visit to help prepare children who will be joining Bygrove. We invite all the parents and carers of children joining the school to meet their child's class teacher during the summer term before their children start at the school. We also ask parents to let us know if their child has a disability or they feel their child has any special educational needs so that we can make sure the right support is in place for their child.

We help older children prepare for secondary school through a class project in Year 6 'Getting Ready for Secondary School'. This helps the children understand for example how a typical day works in a secondary school, what their timetable might look like, how to find out who to go to for help if they need it. As part of the culmination of our 'Identity' project in Y6, we invite our most recent alumni (current Y7) back to school for a small ceremony and QandA session with our current Y6.

Our home school liaison officer also runs secondary transition workshops.

### **How parents are involved in school life**

At Bygrove we believe in working with parents and carers as partners and we hope that our parents share that belief. We are always ready to speak to parents about any concerns they may have about their child. The headteachers see or speak with parents and carers by appointment, although both heads are also available to them at other times.

There is an active Bygrove Parents' and Community group and parents are represented on the school's local governing board (LGB).

When we write to parents and carers, we always try to write in plain English.

We have a group of bi- and multi-lingual staff who offer translation and interpretation in Arabic, Somali, Sylheti/Bengali and Urdu for parents and carers who need help with English.

We hold a yearly 'Have Your Say Conference' for parents to offer feedback on all aspects of school life and we also issue a report for parents, Parent Power; to explain how the school has responded to their ideas and suggestions.

Parents are welcome to attend regular coffee mornings and parent clubs, such as sewing and cooking.

### **Evaluating the effectiveness of our SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

1. Reviewing pupils' individual progress towards their goals each term

2. Reviewing the impact of interventions half termly
3. Using pupil questionnaires
4. Monitoring by the SENCO
5. Using provision maps
6. Holding annual reviews for pupils with statements of SEN or EHC plans

### **Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Please see also the school's accessibility plan, available from the website

### **Who to contact for more information or to discuss a concern**

- Your child's class teacher
- The inclusion leader, Fiona Durnian
- A senior member of staff – Michelle Delia, Head of School or Jo Franklin, Trust Leader
- Parent governors – Sujatha Kandasamy and Silvana Lamb

If in doubt, ask at the school reception.

The school telephone number is 0207 538 4925 or email [admin@bygrove.org.uk](mailto:admin@bygrove.org.uk)

### **If you'd like to make a complaint:**

Complaints about SEND provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

1. Exclusions
2. Provision of education and associated services
3. Making reasonable adjustments, including the provision of auxiliary aids and services

**Our offer to children with special educational needs and disabilities forms part of the 'local offer' of the London Borough of Tower Hamlets.** More information about the local offer and about support services available can be found at:

<http://www.localoffertowerhamlets.co.uk/pages/local-offer/what-is-the-local-offer>

**This SEN Information report was reviewed in July 2019**

**It will be reviewed again in Summer 2020**

## Stebon Primary School SEN Information Report 2019-2020

### How we support pupils with special education needs and/or disabilities

#### Our vision and how we hope to achieve it

At Stebon we find it unhelpful to think of inclusion in terms of the few. Nor is it just about the many. Inclusion is about belonging and as such involves everyone, every single one. Pupils, staff, parents and governors feel like Stebon is their school, like they belong here and that's why we're successful.

Stebon's Vision Statement is in the form of a set of promises we make to **all** our pupils:

#### To all the pupils at Stebon Primary School,

The staff and governors at Stebon promise you that by the time you leave us:

1. You will have had fun, discovered your talents and celebrated many successes along the way.
2. You will love learning, believe it can take you anywhere and want to keep on learning more.
3. You will know that life is a fantastic adventure, have dreams for your future and the confidence to take on the challenges that await you.
4. You will have grown healthy and strong and understand how to look after your body and mind.
5. You will have made friends and learned to treat other people with fairness, compassion and respect.
6. You will understand that the world is a wondrous place and be inspired to make a difference.

We encourage all our pupils to strive to achieve their very best. As teachers we work hard to support all the children in our school to be the best they can, including all children with special educational needs or disabilities.

We are committed to helping our pupils overcome any barriers to learning that they may have and have a member of staff designated to organising support for pupils with learning difficulties. The school building is fully accessible for pupils with physical disabilities.

#### The type of school we are

Stebon is a community primary school for the 3-11 age range. We have a Foundation Stage (Nursery and Reception) for children aged 3-5. There are 3 classes in each year group with 630 children in the school altogether.

Stebon is one of 2 primary schools in The LETTA Trust, a multi-academy trust (MAT). The other is Bygrove Primary. Both are in Poplar, East London.

Stebon is an active member of the LETTA Teaching School Alliance (TSA).

#### Our Ofsted rating

In our last Ofsted inspection, Stebon was judged to be a 'good' school with **outstanding** leadership and management.

## **The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

1. Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
2. Cognition and learning, for example, dyslexia, dyspraxia,
3. Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
4. Sensory and/or physical needs, for example, hearing impairments, processing difficulties
5. Moderate/severe/profound and multiple learning difficulties

## **How we know if a child has special educational needs**

During the autumn term, we invite all parents/carers in to the school to meet their child's class teacher. We ask parents to let us know if their child has a disability or they feel their child has any special educational needs so that we can discuss this and make sure the right support is in place. In addition to this, the EYFS team carry out home visits in order to see the child in their own home and discuss any concerns the parents may have.

If a child is joining us from a new setting, the inclusion leader will use the information provided by the setting to plan the best programme of support. When possible, the EYFS team will also visit the child in their setting. The inclusion leader will liaise with professionals who have already been involved with the child in order for effective transition to take place. This is also the process for children who have transferred in KS1 and KS2.

If a child has special educational needs we know how important it is that they get the help they need as soon as possible. To ensure that any special needs not known about before starting the school are picked up early, all pupils are assessed during the first 3 weeks at the school. Our regular assessment and monitoring procedures continue throughout the children's time at the school to look out for any special needs that may develop later.

We hold tracking meetings each term for all classes and half termly for Reception and Years 2 and 6 to discuss pupils' progress and decide on appropriate provision for all pupils including those with SEND or English as an additional language. The inclusion leader also meets regularly with class teachers for highlighting meetings to discuss any concerns about children in their classes.

We work closely with specialist services, such as speech therapists and educational psychologists, who provide expertise in finding out the type and range of the pupil's needs.

We work hard to maintain good home/school links and parents are always welcome to speak to us if they have any concerns. Our home family engagement officer and school social worker support the needs of families.

## **What we do to help children with special educational needs**

Stebon has developed a wide range of ways in which we support children with different special educational needs or disabilities. This is how we plan support:

- Our primary means of supporting children is through high quality first teaching, with carefully differentiated lessons and resourced to meet the needs of all our learners. We ensure that classrooms are well resourced and we use specialist equipment such as iPads and visual aids to support learners.
- First we identify what the particular problem is through assessment and discussion. Then, we meet with parents to discuss their child's needs.
- We agree a programme of support that is carefully targeted on the particular area or difficulty. This describes what we will do to support a child and what we hope the support

will achieve.

- To see whether the support is helping we set a time-frame and review how things are going.
- We set targets for each child with special educational needs. This is reviewed each term with parents, the class teacher, other professionals and the child themselves if they are old enough.

### **How we adapt our teaching and our learning environments for children with special educational needs and/or disabilities**

At Stebon, we are committed to meeting the needs of all our pupils through quality first teaching. Children with special educational needs are taught alongside other children but lessons are designed so that all the children in the class learn and make progress. We do this by planning what's called 'differentiated' lessons in which for example both a child with special educational needs and a very high attaining child have different learning goals within the lesson.

Every class teacher is involved in planning, monitoring and providing support for all pupils within their class, including children with special educational needs.

We make the following adaptations to ensure all pupils' needs are met:

1. Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
2. Adapting our resources and staffing
3. Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
4. Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **How we decide what resources we can give to a child with special educational needs and/or disabilities**

Part of the school's budget is for support for pupils with special educational needs and disabilities. This is a fixed amount and so we have to use the money as cost-effectively as possible and make sure we can give help to all the children who need it. We have costed all the ways we support children. Decisions about which support programme is best for a child are made by inclusion leader in consultation with a child's class teacher and parents/carers.

Parents are invited to contribute to planning through a meeting or if they are not able to come into the school in whatever way is best for them e.g. by telephone or email.

In exceptional circumstances, where we feel we are not able to meet a child's needs from our own funds we will apply to the local authority for additional support for a child. Parents can do this too.

We are happy to discuss all of this in more detail with parents.

We have a number of teaching assistants who are trained to deliver specific interventions. These TAs will work mostly with small groups to offer support but promote independence. TAs will work 1:1 with pupils when their specific needs require it.

### **How we check that a child is making progress**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

1. The teacher's assessment and experience of the pupil
2. Their previous progress and attainment and behaviour

3. Other teachers' assessments, where relevant
4. The individual's development in comparison to their peers and national data
5. The views and experience of parents
6. The pupil's own views
7. Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **How we keep parents informed, consulted and involved**

We work hard to maintain good home-school links with parents. We have a weekly newsletter with general news about the school. We have a parents'/carers' evening twice a year and we send all parents/carers a report about their child's progress once a year.

We hold tracking meetings each term for all classes and half termly for Reception and Years 2 and 6 to discuss pupils' progress and evaluate the provision for all pupils including those with SEND or English as an additional language. For children with special educational needs we also have highlighting meetings each term with the class teacher and the inclusion leader. Children with statements or Educational Health and Care Plans (EHCPs) have yearly Annual Review meetings. Parents are invited to the review and we try as far as possible to arrange it at a time that will allow them to attend.

Parents are always welcome to speak to their child's class teacher or any member of the leadership team if they have any concerns. Our home school liaison officer and school social worker are also available to speak to.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

1. Everyone develops a good understanding of the pupil's areas of strength and difficulty
2. We take into account the parents' concerns
3. Everyone understands the agreed outcomes sought for the child
4. Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

### **Support we offer for children's health and emotional and social development**

Children need to be happy and be able to behave appropriately to learn well so all our class teachers work with children in their class on social skills, behaviour and wellbeing. If a child has a particular difficulty, their class teacher will have help from colleagues e.g. teaching assistants, the school nurse or the inclusion leader to help support the child.

We also have 'playground friends'; a group where older children who have been specially trained offer support to younger children.

At Stebon, we make sure that we listen to the children and respond to what they say through our 'Finding Out What Pupils Think' programme. Each member of the leadership team meets with a different group of pupils each week to hear their views on a number of topics related to school life. These views then inform decision-making about the children.

Stebon School has clear anti-bullying and diversity policies.

If a pupil has particular behavioural difficulties, we have a Behaviour Support Programme designed

to identify the cause of the problem and support the child to avoid the pupil disrupting his/her own or others' learning and prevent exclusion.

Our School Council has class reps from each year group. Council representatives meet with the school council leader regularly to discuss issues that pupils wish to raise or ideas and suggestions they may have about any aspect of school life.

### **Specialist external services we use when we think extra help is needed**

Sometimes a child will have needs that may benefit from additional help from specialists outside the school. Depending on a child's needs we may draw on support from:

- Speech and language therapy
- Occupational therapy
- Child psychology
- Educational welfare
- Hearing Impaired service
- Visually Impaired Service
- Behaviour Support Service
- Social Care
- Physiotherapist
- Police Community Support
- Phoenix Outreach Team for Autism
- Specific Learning Difficulty Team
- Parent Advice Centre
- Local Authority SEN section
- CAMHS
- ASDAS
- Cherry Trees Outreach Team for behaviour

We always communicate with parents if we think additional support is required and before we contact other specialists.

### **Staff training**

Every year we have 5 staff training days. In these training days we incorporate special educational needs to make sure that every teacher:

- understands the different special educational needs
- knows how to plan and teach their lessons in a way that is appropriate for children with special educational needs
- knows how to support the emotional needs of children with special educational needs
- understands how important it is to work closely with parents/carers

All staff are required to attend training.

### **How we include children in activities and school trips**

Any trips or outings we plan always include children with special educational needs and/or disabilities. We use part of our budget to make sure that any support needed can be provided.

We always consult with parents/carers before arrangements are finalised.

### **Our school environment**

Following a major refurbishment in 2014/15 all of our classrooms are fully accessible for children with mobility issues. The building is on 2 floors throughout but there are lifts at either end. There are accessible toilets with changing facilities available close to the staffroom and a medical/therapy room in which all peripatetic therapies can take place.

We have a range of equipment designed to support the development of children's coordination and motor skills in class but if any child needs additional equipment we will get this through specialist services, e.g. through Occupational Therapy.

### **How we prepare for children joining our school and leaving our school**

Children joining our school from the nursery visit their new classroom several times before the start of the new school year. Reception class teachers introduce the children to the school once they start to make sure they are confident in their new surroundings.

We have close working relationships with other pre-school providers and services in the local area and we encourage them also to visit to help prepare children who will be joining Stebon. We invite all the parents and carers of children joining the school to meet their child's class teacher during the summer term before their children start at the school. We also ask parents to let us know if their child has a disability or they feel their child has any special educational needs so that we can make sure the right support is in place for their child.

We help older children prepare for secondary school through a class project in Year 6 'Getting Ready for Secondary School'. This helps the children understand for example how a typical day works in a secondary school, what their timetable might look like, how to find out who to go to for help if they need it. As part of the culmination of our 'Identity' project in Y6, we invite our most recent alumni (current Y7) back to school for a small ceremony and QandA session with our current Y6.

Our family engagement officer also runs secondary transition workshops.

### **How parents are involved in school life**

At Stebon we believe in working with parents and carers as partners and we hope that our parents share that belief. We are always ready to speak to parents about any concerns they may have about their child. The headteachers see or speak with parents and carers by appointment, although both heads are also available to them at other times.

There is an active Stebon Parents' and Community group and parents are represented on the school's local governing board (LGB).

When we write to parents and carers, we always try to write in plain English.

We have a group of bi- and multi-lingual staff who offer translation and interpretation in Arabic, Somali, Sylheti/Bengali and Urdu for parents and carers who need help with English.

We hold a yearly 'Have Your Say Conference' for parents to offer feedback on all aspects of school life and we also issue a report for parents, Parent Power; to explain how the school has responded to their ideas and suggestions.

Parents are welcome to attend regular coffee mornings and parent clubs, such as sewing and cooking.

### **Evaluating the effectiveness of our SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

1. Reviewing pupils' individual progress towards their goals each term
2. Reviewing the impact of interventions half termly
3. Using pupil questionnaires
4. Monitoring by the SENCO
5. Using provision maps
6. Holding annual reviews for pupils with statements of SEN or EHC plans

### **Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Please see also the school's accessibility plan, available from the website

### **Who to contact for more information or to discuss a concern**

- Your child's class teacher
- The SENCO, Becky Hancox
- The inclusion leader, Nicole Lemcke
- A senior member of staff – any assistant head/phase leader /Jeremy Iver, headteacher

If in doubt, ask at the school reception.

The school telephone number is 020 7987 4237 or email [admin@stebon.org.uk](mailto:admin@stebon.org.uk)

### **If you'd like to make a complaint:**

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

1. Exclusions
2. Provision of education and associated services
3. Making reasonable adjustments, including the provision of auxiliary aids and services

**Our offer to children with special educational needs and disabilities forms part of the 'local offer' of the London Borough of Tower Hamlets.** More information about the local offer and about support services available can be found at:

<http://www.localoffertowerhamlets.co.uk/pages/local-offer/what-is-the-local-offer>

**This SEN Information report was reviewed in July 2019**

**It will be reviewed again in Summer 2020**

## Accessibility Plans

### Rationale

This Accessibility Plan is compliant with current legislation and requirements specified in Schedule 10, relating to Disability, of the Equality Act 2010 and the SEND Code of Practice 2014.

We value and include all our pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. As such, we make sure the environment enables full curriculum access for everyone. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion within the school. Through training we raise awareness of equality issues within our school community.

The LETTA schools' Accessibility Plans show how access will be improved for disabled pupils, staff and visitors in a given timeframe at each school. The Accessibility Plans contain actions to:

- increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are equally prepared for life, (if a school fails to do this they are in breach of duties under the Equalities Act 2010). This includes the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers provision of specialist or **auxiliary aids and equipment**, which may assist pupils in accessing the curriculum
- improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education
- improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities, examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats

### Related documents

The Accessibility Plans should be read in conjunction with the following school policies and documents:

- Curriculum Policy
- Equalities Policy
- Educational Visits Policy
- Health and Safety Policy
- Inclusion Policy
- Behaviour Policy
- Anti-Bullying Policy
- School Development Plan
- School Brochure

Equality Impact Assessments are undertaken when school policies are reviewed and the terms of reference for all Trust Board committees include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan for physical accessibility was put together following an audit undertaken by the school's Inclusion Leader. It may not be feasible to undertake all of the works listed during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covered by this plan in order to inform the development of a new Accessibility Plan.

# Bygrove Primary School Accessibility Plan

## Goals and targets

### 1. Improving curriculum access

Aim	Activity	Deadline	Outcome	Evaluated by
Training for staff to support and assess learning for children with additional needs.	<ul style="list-style-type: none"> <li>Staff and pupil survey in to establish areas of strength and development to inform training and support</li> <li>Differentiation training</li> <li>ELKLAN training</li> <li>Early reading training</li> <li>Dyslexia training</li> <li>Training to support children with ASD</li> <li>Numicon training</li> <li>Restorative practice training</li> </ul>	Autumn 2019  On-going	Children with additional needs are supported appropriately and successfully included in all aspects of school life. Provision reflects value for money	Termly by INCO  Head teacher
Learning environments effectively organised to promote the participation and independence of all pupils	<ul style="list-style-type: none"> <li>Inclusive learning environment checklist</li> <li>Learning walks</li> <li>Additional training</li> <li>Use of workstations when appropriate</li> </ul>	On-going	Children have ready access to a range of resources to support their learning	Termly by INCO Head teacher
All children can access the curriculum during and after school through effective adult support	<ul style="list-style-type: none"> <li>Adult support is available during key times that individual children may need support i.e. lunchtimes, after school clubs, residential visits, PE lessons.</li> </ul>	On-going	Children who need individual adult support to participate in some activities have access to this support	Termly by INCO Head teacher
To make available IT resources which enhance pupils' learning	<ul style="list-style-type: none"> <li>Introduce Flash Academy Programme for EAL learners</li> <li>Use IT or Inclusion budget and buy resources</li> <li>Key staff training on how to use IT to enhance learning for all</li> <li>Train staff to use Widgeit Online</li> </ul>	Termly	Pupil get access to the curriculum	INCO and IT lead Head teacher
Improve pupil voice for children with SEND	<ul style="list-style-type: none"> <li>Pupil survey to find out their views of inclusion at Bygrove and how they think things could be developed</li> </ul>	Autumn 2019	Pupils help shape provision at Bygrove	Termly by INCO Head teacher

## 2. Improving Physical Accessibility

Aim	Activity	Deadline	Outcome	Evaluated by
The school is aware of the access needs of disabled pupils, staff, governors and parents or carers	<ul style="list-style-type: none"> <li>Create individual access plans</li> </ul>	On-going	All individuals can safely access the school building	INCO and Head teacher
Staff can safely move children	<ul style="list-style-type: none"> <li>Staff to attend Team TEACH</li> <li>Organise staff moving and handling training</li> <li>Work with OT to create individual moving and handling plans</li> <li>Work with OT to create risk assessments</li> </ul>	On-going	All staff can safely and confidently move children in order to meet their physical needs. Risks are minimised	INCO and Head teacher

## 3. Improving provision of information

Aim	Activity	Deadline	Outcome	Evaluated by
<p>Availability of written material in alternative formats</p> <p>Make available school prospectus, newsletter and other information to parents in alternative formats</p>	<ul style="list-style-type: none"> <li>More school information to go on school's website so it can be enlarged</li> <li>Letters emailed to parents</li> <li>Support available to parents in reading newsletters</li> <li>Situations dealt with case by case.</li> <li>HSLO to support</li> </ul>	On-going	The school will be able to provide written information in different formats when required for individual purposes	Office team Head teacher
Seek parental views about the quality of communication to seek their opinions as to how to improve	<ul style="list-style-type: none"> <li>Parent survey</li> <li>Include communication in Have Your Say parental questionnaire</li> <li>Ask parents how the school can improve the provision of information</li> </ul>	<p>Survey Monkey</p> <p>'Have Your Say' conferences</p> <p>On-going</p>	The school will improve provision of information in accordance with the views of parents	Leadership team Head teacher

# Stebon Primary School Accessibility Plan

## Goals and targets

### 1. Improving curriculum access

TARGET	STRATEGY	OUTCOME	TIME	ACHIEVEMENT	EVALUATED BY
Revised training for all staff in teaching children with a hearing impairment	Attendance at LA training and continued support from the Hearing Support Teacher	All staff have clear understanding of the needs of hearing impaired children and how to ensure the curriculum is fully accessible to them	Ongoing as required by pupil needs	Hearing impaired child is successfully included in all aspects of school life	Termly by INCO and specialist services  Annual review of EHCP  Head Teacher
Revised training for all staff in teaching children with a visual impairment	Attendance at LA training and continued support from the Visual Support Teacher	All staff have clear understanding of the needs of visually impaired children and how to ensure the curriculum is fully accessible to them	Ongoing as required by pupil needs	Visually impaired child is successfully included in all aspects of school life	Termly by INCO and specialist services  Annual review of EHCP  Head Teacher
Training for staff to support and assess learning for children with additional needs	Staff attend appropriate training to match the needs of children  Children families and staff have outreach support and provision from external agencies	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom Children with additional needs are successfully included in all aspects of school life	Ongoing as required by pupil needs	Children with additional needs or are identified appropriately and successfully included in all aspects of school life.	Termly by INCO and specialist services  Annual reviews of EHCP'S  Head Teacher
Learning environments are effectively	Staff attend appropriate training to	Children have ready access to a range of	Ongoing as required by pupil needs	Increase in access to the National	Termly by INCO and SENCO

organised to promote the participation and independence of all pupils	<p>match the needs of children</p> <p>Staff use inclusive environment checklists</p> <p>Use of personal work spaces where appropriate.</p>	resources to support their learning		Curriculum	Head Teacher
All children can access the curriculum through effective adult support	<p>Deployment in review meetings with all adults.</p> <p>Establish where support is to be deployed</p>	Adult support is available during key times that individual children may need support i.e. lunchtimes, after school clubs, residential visits, PE lessons	Ongoing as required by pupil needs	Children who need individual adult support to participate in some activities have access to this support	<p>Termly by INCO and SENCO</p> <p>Head Teacher</p> <p>Phase Leaders</p>
IT resources are available to support and enhance pupils learning	Continue to research and evaluate new and existing IT resources.	<p>IT resources are available to support identified pupils access and engage with the curriculum</p> <p>Staff attend relevant IT training to enhance learning for all</p>	Ongoing	Pupils get access to the curriculum	<p>Termly by INCO and SENCO</p> <p>IT Leader</p> <p>Head Teacher</p> <p>Phase Leaders</p>
Improve pupil voice for children with SEND	Pupil surveys are used to explore children's views of inclusion at Stebon and how things could be developed	<p>Pupil voice for children with SEND is collected and shared</p> <p>All staff have clear understanding of the views of children with SEND</p>	Autumn 2019	Pupils help shape provision at Stebon	<p>Termly by INCO</p> <p>Head Teacher</p> <p>Phase Leaders</p>

## 2. Improving access through the physical environment

Aim	Activity	Time	Outcome	Evaluated by
Acoustics improved to ensure acceptable level to maximise inclusion of ASD, HI and VI children	Audio and visual equipment are serviced to ensure they working appropriately  Equipment (such as ear defenders) are available to students as and when required.	Autumn 2019  Ongoing as required by pupil needs	To improve provision for hearing impaired pupils when in the hall	Termly by INCO and SENCO  IT Leader  Head Teacher
Children with a visual impairment can move around the school safely	Visibility strips on staircases and other steps are installed	Autumn 2019  Ongoing as required by pupil needs	To safely increase the independence of children with visual impairments, when moving around the school.	Termly by INCO and SENCO  Premises Team  Head Teacher
The school is aware of the access needs of disabled pupils, staff, governors and parents or carers.	Individual access plans are created	Ongoing	All individuals can safely access the school building and playground	Termly by INCO and SENCO  Head Teacher
Staff can safely move children	Staff attend appropriate training to match the needs of children (such as, Team TEACH and positive handling).  Individual access plans are created in conjunction with specialist services	Ongoing as required by pupil needs	All staff can safely and confidently move children in order to meet their physical needs. Risks are minimised	Termly by INCO and Head Teacher

## 3. Improving the delivery of written information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT	REVIEW
Availability of written material in alternative formats  Make available	More school information to go on school's website so it can be enlarged. Support available to	The school will be able to provide written information in different formats when required for	Ongoing	Delivery of information to pupils and parents will be improved as the school will be able to provide	Office Team  Head Teacher

school prospectus, newsletter and other information to parents in alternative formats	parents in reading newsletters. Situations dealt with case by case	individual purposes		written information in different formats when required	
Parental voice is enhanced	Parents are surveyed to evaluate the quality of communication and to seek their opinions as to how to the school can improve	School is more aware of the opinion of parents and action taken accordingly	Termly	The school will improve provision of information in accordance with the views of parents	Head Teacher and Leadership Team