

SEN Information Report

Date reviewed: September 2026

Date of next review: September 2027



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1. Introduction

Our primary school is first and foremost a place of learning, where pupils are valued and encouraged to do their personal best. We use a positive behaviour management approach that ensures children understand what kind of behaviour is acceptable in school. This is reinforced by praise and rewards as well as the explicit teaching of behaviour expectations at the beginning of each term.

Our school has high expectations of positive behaviour for all members of the school community. This policy is central to and underpins the delivery of the school's curriculums. The overriding aim of which is to support our children to become active and responsible citizens by equipping them with the life skills and personal attributes that they need for their future.

Our school values are at the core of our curriculum which are that:

- We respect ourselves and others
- We look after and value our environment
- We follow our class community rules
- We strive to be the best version of ourselves (We are **Motivated**, we have **Integrity**, we are **Respectful**, **Resilient**, **Openminded**, and **Reflective** - **MIRROR**)
- We celebrate and give back to our community

2. Praise and Rewards

At our school we have a dedicated staff team who are committed to the implementation of this policy and in turn the building of positive and respectful relationships. Staff have high expectations for all pupils and employ a number of different strategies to manage behaviour positively:

- Explicitly teach and model daily our behaviour expectations.

- Public praise and private criticism
- Catch *them* being good
- Acknowledge their feelings
- Give *them* a choice
- Be consistent
- Listen to children
- Pre-empt the causes of disruptive behaviour
- Be aware of your practice and how your actions affect children

At our primary school our emphasis is on praising and recognising positive behaviour. We praise and reward positive behaviour in several different ways:

- Verbal Praise
- Dojos – for being **Motivated**, showing **Integrity**, being **Respectful**, **Resilient**, **Open- minded**, and **Reflective**)
- Positive communication with parents through weekly MIRROR awards
- Headteacher Award
- Special responsibility, privilege or trust
- Half termly praise assemblies – parents invited to attend
- Community / Trust awards

3. Consequences for Poor Behaviour

On occasion there are children who display behaviour that is at odds with our school's policy. As part of our approach to supporting our children in becoming good citizens, we have in place a clear system of consequences, the aim of which is to support the child to reflect on their behaviour and make the right choice in the future.

Securing consistent consequences that are used as infrequently as possible is an essential part of our behaviour management approach. The principles upon which consequences are based upon are:

- The minimum consequence necessary
- Immediate and short-lived consequence – new start – new day. Consistent consequences for one off or repeated actions
- Allow the pupil time for reflection of their behaviour and the effect it has on them and their peers
- Consequences focused upon the act, not the child
- Clear, calm and consistent communicate by adults of their expectations of a pupil's behaviour so pupils understand why they have received a consequence.
- Teachers and support staff who consistently model and praise acceptable behaviour

The consequences for behaviour that falls below our high expectations, are shown in the table below, are implemented when a child has been given a chance to correct their behaviour and has chosen not to do so. Consequences maybe altered according to the individual circumstances of each incident.

Consequences	Sanctions
Warning- rule reminders. A warning can be given to an individual and/or a group/class.	Reminder of the rules and the possibility of receiving a C1 if the unwanted behaviour continues.
C1	Continuation of negative behaviour following the warning. If a pupil has received three C1s they will be issued with a C2- as below
C2	A child may be issued with a C2 for displaying unwanted behaviour such as refusing to follow instructions on multiple occasions. The child will spend time with their teacher reflecting on what they have done and what they could do differently.
C3	A child may be issued with a C3 for displaying unwanted behaviour such as intentionally hurting others. Parents will be informed. The child will spend time with a senior leader and will be encouraged to reflect on what they have done and what they could do differently.
C4	A C4 can only be given when a child has worked their way through the consequences or immediately for health and safety. An internal exclusion may be used to de-escalate the situation. Parents informed by telephone.
C5	If there is a situation that warrants exclusion then a fixed term referral needs to be made. A member of SLT will issue the fixed term exclusion notifying parents. A reintegration meeting will be arranged with the child and parent/carer following the fixed term exclusion.
C6 Permanent exclusion	A C6 can only be given when a child has worked their way through the consequences or there is an immediate threat to other pupils or staff. This is as a last resort and in extreme circumstances.

In the table below are some examples of the types of behaviour associated with each type of consequence.

Code	Behaviour
C1	Failure to follow instructions
C1	Distracting behaviour
C1	Lack of effort
C1	Not following school code of conduct.
C2	3 * C1 in 1 day.
C2	Damage/ misuse of equipment
C2	Disruptive behaviour
C2	Graffiti – book or furniture
C2	Aggressive or inappropriate language
C3	4 * C1 in 1 day or 2 * C2
C3	Violence towards another pupil
C3	Dangerous reckless behaviour
C3	Bullying incident inc. cyber bullying
C3	Swearing
C3	Aggression to staff
C3	Racism/ homophobia
C3	Taking something that doesn't belong to you.
C4	Setting off fire alarm
C4	Inappropriate sexual behaviour
C4	Physical assault on pupil
C4	Offensive weapon (possession)
C4	Serious and persistent failure to comply to school code of conduct
C4	Persistent targeted bullying
C5	Total failure to respond to school policy
C5	Offensive weapon with intent to use
C5	Serious physical assault

4. Serious breaches of the school's behaviour policy (C5 and C6)

Serious breaches of the school's behaviour policy may result in a suspension or permanent exclusion. For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected.

The school will always follow the Department for Education guidance on 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'. This guidance lays out the procedure that the Head of School, governors, the local authority, and any other statutory partners identified in the procedure must follow, when the Head

of School takes the decision to suspend or permanently exclude a pupil from the school. The Behaviour Policy and the procedures required to effectively implement the policy are reviewed annually, ensuring they are in compliance with the latest guidance from the Department for Education. The link to the full document is here

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

5. Bullying

We are committed to working towards equality of opportunity in all aspects of school life. Our aim is to ensure that no child is discriminated against. Our school has a zero tolerance towards bullying (inc. cyber bullying) including those motivated by prejudice and/or discrimination. The school is committed to providing a secure and supportive environment in which children are happy, feel safe and able to thrive.

6. Early Years Foundation Stage (EYFS)

In Reception the children learn about boundaries and expectations from the outset. Clear and simple rules and routines are established and reinforced by all staff. We follow the school's positive approach to behaviour management and children can earn Dojos or move their name onto a visual cue such as a rainbow for making the right choices. Staff consistently encourage children to make the right choice in a supportive and caring manner. After the first few weeks of starting in Reception, the class teacher will contact the parents of any children who are persistently displaying unwanted behaviours to discuss home school behaviour management strategies.

As children move from Reception class into Year One, we take a blended approach in order to aid this transition. The C1 behaviour system is gradually introduced. The school's positive approach to behaviour management is our strongest focus at all times and positive reinforcement, verbal praise and Dojos remain the central focus.

7. Children with Special Educational Needs

We pride ourselves in being an inclusive and supportive community. We recognise that we are all individuals that have different needs and have had different experiences.

Supporting the mental health and well-being of all children is of paramount importance. We recognise that some children with special educational needs may require some extra support and reasonable adjustments are made based on specific, individual need.

The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND; and
- if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

Individual behaviour plans will be developed for and agreed with these children in partnership with teaching staff, parents and outside agencies where appropriate. A review of the plan will take place each half term and will be overseen by the school SEND lead.

8. Behaviour outside of the formal curriculum

We believe it is important for children to see that playtime behaviour also plays a part in our Behaviour Policy. Children are rewarded for good behaviour at playtime in the same way as the formal curriculum through Dojos. Children, in line with our taught behaviour expectations are encouraged to line up sensibly, look after playground equipment and walk quietly through school when going to break, lunch or visiting the library. We expect children in school to behave well at all times both in the building, in the playground and when participating in school trips and visits. Lunchtime staff report an incidents to class staff.

9. Searching, Screening and Confiscation

The school will always act in accordance with government guidance and its Searching, Screening and Confiscation Policy. In doing so the school will conduct searches of pupils using the following principles:

Staff members have the power to search pupils for any item if the pupil agrees, under the common law (paragraph 4 of the DfE guidance). Only the Head of School and members of staff authorised by the Head of School have the power to search a pupil for a prohibited or banned item, regardless of whether the pupil agrees (sections 550ZA and 550ZB of the Education Act 1996, and paragraph 10 in the guidance). See below for a list of prohibited items.

These members of staff are: Carolyn Greenwood (Head of School), Rachel Dickinson, (Assistant Head of School), and Ben Charles (LSA & Pastoral Support)

The member of staff carrying out the search will always be the same sex as the pupil and there will always be another member of staff present when the search is taking place.

The only exception is if the Head of School reasonably believes that there is a risk of serious harm being caused to a person if a search isn't carried out urgently.

A search can play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. The school's designated safeguarding lead (DSL) will make an immediate referral if they find evidence that pupils are at risk of harm. The school will always consider reasonable grounds before a search takes place. These reasonable grounds include:

- Hear the pupil or other pupils talking about an item.
- Be told directly of an item by a pupil, member of staff or a member of the public.
- A member of staff has seen an item.
- Notice a pupil behaving in a way that causes you to suspect that they're concealing an item.
- Observations made via CCTV.

Prohibited Items:

Knives or weapons

Alcohol

Illegal drugs

Stolen items

Tobacco and cigarette papers

Fireworks

Pornographic images

Drinks with high levels of caffeine

Any article that the member of staff reasonably suspects has been, or is likely to be, used to:

Commit an offence

Cause personal injury (including the pupil) or damage to property

The complete Searching, Screening and Confiscation Policy is available on request from school reception.

10. Monitoring and evaluation

All staff throughout the school will be responsible for monitoring behaviour, however the Head of School, Senior Leadership Team will also use contextual information (e.g. age, gender, SEN, ethnicity, etc.) when monitoring and evaluating behaviour, which will be reported to the Trust each term.

The Local Governing Body (LGB) will conduct an annual review of this policy.

The kinds of SEND that are provided for by the school:

- Communication and interaction, for example, Autistic Spectrum Disorder, Developmental Language Disorder, speech and language difficulties
- Cognition and learning, for example, Dyslexia, Dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, Epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEND and assessing their needs:

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. We follow the SEN code of practice to Assess, Plan, Do and Review when determining whether a child has an SEN need and needs to be placed onto the SEN register and offered additional support to our Ordinarily Available Provision.

Arrangements for consulting parents of children with SEN and involving them in their child's education:

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:

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

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

We will formally notify parents when it is decided that a pupil will receive SEN support. This notification and agreement will in turn, where appropriate based on the age and understanding of the child involve meeting the child to explain the support they will receive.

Arrangements for consulting young people with SEN and involving them in their education.

We ensure that parent/carers and pupils are involved in discussions around their learning/progress and achievements. Individual Education Plan (IEP) targets are set through discussion, and everyone has their role to play in helping the young person achieve them.

Parent/carers and pupils are asked to give their views at each review, and these are evidenced on IEPs. Pupil Passports are updated and give an overview of each pupil on the SEN register so that all staff are aware of how best to support the child.

Arrangements for assessing and reviewing pupils' progress towards outcomes.

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:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment or behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- 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.

Arrangements for supporting pupils moving between phases of education and preparing for adulthood:

We will share information with the school, college, or other setting the pupil is coming from and moving to. We will agree with parents and pupils which information will be shared as part of this.

These sessions are supported by the home school staff meeting together with the parents at the new school or at their preschool if they attend one. This is the very much the base offer for a child and their family, a bespoke more detailed approach is undertaken based on the child's and family's needs.

Further transition arrangements include:

- Home or pre-school visits by Reception staff.
- Visits to pre-school placements by SENCo and other school staff.
- Extended visits to Reception class planned in Summer term before starting.
- Extended visits to secondary school with primary school staff.
- Year 5 transition meeting with SENCo from Secondary schools for children with EHCPs.
- Close liaison with all other settings involved in transition – efficient exchange of information.

The approach to teaching pupils with SEND:

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be adapted for individual pupils.

We will also provide the following interventions (this is not an exhaustive list, but instead demonstrates the broad range of interventions in place):

- Adaptive curriculum
- One to one support (academic)
- Small group support (academic)
- One to one support (emotional)
- Small group support (emotional)

- External expertise / agency involvement
- Family support

How adaptations are made to the curriculum and the learning environment of pupils with SEN.

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

- Adapting our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, capture of understanding.
- Adapting our resources and staffing.
- Adapting our classroom environment to ensure that they are accessible and take into account the learning needs of all our pupils.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font/dyslexia friendly font.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Sensory circuits morning group allowing pupils to feel ready to learn.
- Discreet in class support including fidget equipment, wobble cushions, chair leg bands, ear defenders.

Please see the School's Accessibility Plan for more details.

Additional support for learning that is available for pupils with SEN.

We have 9 Learning Support Assistants who are trained to deliver interventions through a structured intervention programme including:

- Nessy (Reading and Spelling)
- Toe by Toe
- Black Sheep narrative
- Let's Talk
- Bucket Therapy
- Pathways to progress (Literacy based)
- Social circles
- Sensory circuits
- Lego Therapy
- Chatterbox

- Fine motor interventions
- Read Write Inc phonics catch up
- Pastoral support
- Friendship Terrace
- Sensory Circuits

Learning Support Assistants will support pupils at times on a 1:1 basis when children have an EHC plan or require specialist provision/the nature of the intervention requires it.

Learning Support Assistants will support pupils in small groups when several children require the same intervention, and it can be effectively delivered as part of a small group or when the intervention requires group interaction.

We work with the following agencies to provide support for pupils with SEN:

Calderdale SEND Team including the ASD Team and Early Years support team (PORTAGE)

SENDIASS <http://wwcalderdalesendiass.org.uk>

Unique Ways <http://www.uniqueways.org.uk>

Healthy Minds Time out [Time Out - Healthy Minds Calderdale](#)

Invictus Wellbeing-Brew Project [CALDERDALE BREW Project | Invictus Wellbeing](#)

The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured.

Our SENCo has worked as a SENCo for over eleven years and has the Postgraduate NaSenco Masters award in Special Educational Needs.

We have a team of 9 Learning Support Assistants, including 1 higher level Learning Support Assistant who are trained to deliver SEN provision.

We have a Mental Health Practitioner who supports children on a 1:1, group or whole class basis. Support includes work on anxiety, transitions and promoting healthy minds.

In the last academic year, we have taken part in the PINS project (Partnership for Inclusion of Neurodiversity in Schools). This initiative supports schools in developing inclusive practices for pupils with Special Educational Needs (SEN), with a focus on neurodiversity. Through training, collaboration, and tailored strategies.

Staff have also been trained in 'Making sense of Autism' from the Autism Education Trust, Read Write Inc, Pathways to progress Literacy intervention, and masking.

regular in-school CPD on supporting the needs of our pupils including best practice in inclusive practice.

We use specialist staff to support children with specific needs, for example the delivery of the speech and language programme, Chatterbox.

How equipment and facilities to support children and young people with SEN will be secured.
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Each school in the Trust has a SEN budget. This budget is drawn from pupil funding and is supported through other grants. This budget is reviewed annually and adjusted based on the type and level of provision required to fulfil the SEND pupils' cohorts needs. This budget is spent on staffing and physical resources.
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How the effectiveness of the provision made for pupils with SEN is evaluated.
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We evaluate the effectiveness of provision for pupils with SEN by:
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| <ul style="list-style-type: none">· Reviewing pupils' individual progress towards their goals each term.· Reviewing the impact of interventions termly.· Using pupil questionnaires / feedback from meetings.· Monitoring by the SENCO.· Using provision maps to measure progress.· Holding annual reviews for pupils (and their families) with EHC plans. |
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How pupils with SEN are enabled to engage in activities available with those in the school who do not have SEN.
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All 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 trip(s).

All pupils are encouraged to take part in all events related to the formal curriculum and through each school's extra-curricular offer.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.
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Support for improving emotional and social development.
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Our provision for children with social and emotional difficulties includes:

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| <ul style="list-style-type: none">· Close working with school's Mental Health Lead to identify where additional support is needed.· Mental Health support worker provides support in-house for children in addition to providing training for all staff when the need arises.· 1:1 and small group pastoral support. |
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- Access to specialist counselling-e.g. Noah's Ark or Play Therapy
- Social Use of Language, Social Circles small group sessions
- Support for the development of social skills throughout the school day and additional support including Lego Therapy where need is identified.
- Access to specialist support for children with Autism and their families.

How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families.

All schools in the trust are open to and encourage working in partnership with other agencies. This partnership working is central to ensuring that we make the most efficient use of the services on offer and devise plans that ensure that external services cohabit effectively with the support offered by the school. A list of services is below, this is not an exhaustive list, but instead demonstrates the range of agencies and external services schools work with:

- Speech and Language therapy
- Occupational Therapy
- Physiotherapy
- Open Minds (previously named CAMHS)
- Play Therapist
- Educational Psychology
- School Nursing team
- Behaviour and Attendance Service
- Sensory Impairment Service
- Autism outreach
- Play Therapist
- Early Years Support team
- Family Support
- Parent Partnership Services
- Early Help Pathway.
- Highbury Special School Specialist Cluster.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school:

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:

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

Contact details of support services for parents of pupils with SEN.

Calderdale SEND Team SENDsupport@calderdale.gov.uk

SENDIASS <http://www.calderdalesendiass.org.uk>

Unique Ways <http://www.uniqueways.org.uk>

Named contacts within the school for when young people or parents have concerns

Lucy Trafford (SENCO) – lucy.trafford@luddfoot.polarismat.org.uk

Carolyn Greenwood (Head of School) – head@luddfoot.polarismat.org.uk

Lucy Trafford (Pastoral/Mental Health Lead) – lucy.trafford@luddfoot.polarismat.org.uk

John Greenwood (SEN Governor) – john.greenwood@luddfoot.polarismat.org.uk

The school's contribution to the local offer and where the LA's local offer is published.

For full details of the entire support provided for parents please follow the link to Calderdale's Local offer:

<https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer/send>

The arrangements for the admission of disabled pupils.

All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated.

Each school's oversubscription criteria prioritises pupils with disabilities.

No child with SEND will be disadvantaged regarding their admission to any of the schools in the Trust because each school's oversubscription criteria states:

1. Pupils in public care (Children Looked After), or pupils who were looked after, but ceased to be so because they became adopted or became subject to a child arrangement or had a special guardianship order right after being looked after.
2. Pupils who were previously in state care outside of England and have ceased to be in state care as a result of being adopted.
3. Children with education, health and care plans (EHCPs) naming the school.

The steps we have taken to prevent disabled pupils from being treated less favourably than other pupils:

The Equality Act 2010 says schools mustn't discriminate against a pupil because of their disability. This is unlawful under the Act. We will endeavour to remove the barriers our children with SEND face because of their disability, so they can access and participate in education in the same way, as far as this is possible, as someone who's not disabled. This responsibility applies to practices or rules our school has and to the need to provide an aid to a pupil who reasonably needs it. The Equality Act calls this the duty to make 'reasonable adjustments'.

The duty to make reasonable adjustments applies to all of the school's activities and the decisions that are made by teachers and staff including:

- Admissions.
- Exclusions.
- Access to school trips.
- Help and support in the classroom.
- The curriculum, learning activities and materials.

The facilities we provide to help disabled pupils to access the school:

- School building is fully compliant with the Disability Discrimination Act and Equality Act 2010.
- Lift to upper floor.
- Toilet for the disabled, with specialist adaptations to facilitate independent toileting.
- Showering facilities.

- Access to equipment which assists fine-motor development and writing skills: sloping boards; a variety of pencil grips; a variety of pens, a range of ICT equipment and multi-sensory writing apparatus; theraputty; dough disco.
- Sensory circuits morning group allowing pupils to feel ready to learn.
- Discreet in class support including fidget equipment, wobble cushions, chair leg bands, ear defenders.

Accessibility Plan.

The Accessibility Plan in each school in the Trust has three main strands:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide.
- Improving the availability of accessible information to disabled pupils.

This is achieved through curriculum reviews as well as staff training and development. The school will also use the expertise, advice and guidance of external agencies and other schools. The student voice will have a key role in considering individual student needs as will consultation with parents and carers.

The Accessibility Plan will have high set high expectations for disabled students and set them appropriate and challenging targets. It is the expectation that disabled students will make significant progress, staff will be accomplished at providing for and supporting disabled students. Issues will need consideration.

For students these include:

- PE for students with physical disabilities.
- Sex education for those who are particularly vulnerable or have inherited conditions.
- Music for deaf or hearing-impaired students.
- Easy language or taped information for students with learning difficulties.
- Pictures and symbols for students with communication difficulties.
- Pre-printed homework for dyslexic students.
- Large print for the visually impaired and clear signs especially health and safety advice.
- Adjustable tables in classrooms for wheelchair users.
- Classroom organisation to allow for movement of wheelchair users.
- Lighting that supports lip reading.
- The positive promotion of disabled people through images, books, teaching materials and the wider curriculum to raise the self-esteem of disabled students.
- The elimination of bullying towards disabled students.

For disabled parents/carers and visitors to the school these include:

- Information in different formats (large print, appropriate language).
- Disabled friendly reception that caters for those with communication difficulties, wheelchair users.

- Safe floors.
- Clear signs.

Improving the availability of accessible information to disabled pupils

This may include:

- Handouts, timetables, worksheets, notices, information about school events.
- Providing information in braille, large print, simplified language, on audio tape, on video tape, sign language, using a symbol system.
- Looking at how information in teacher marked and assessed work is given to students

Management, coordination and implementation

The Accessibility Plan in each school is reviewed after four years.

The school's SENCO monitors and reviews SEN and Learning Support issues as part of an on-going process to improve and update practice and procedure. This includes the collection, analysis and monitoring of data that shows how disabled students have performed against their own targets in terms of academic progress attendance and behaviour and participation in both the wider curriculum and school life.

Allocation of resources will be the responsibility of the Head of School.

Support from the relevant LA will continue to be sought with regards to access funding, specialist support (e.g., physiotherapists, occupational therapists, educational psychologists, school nurse) and funding for students who have complex needs

When reviewing the plan, the questions to consider include:

- Have disabled students and adults seen any difference?
- Are staff more confident with disability issues?
- Are more parents/carers satisfied with arrangements for disabled people?
- Are disabled students achieving more – academically, socially, personally?
- Is the school more accessible?